SOUTH-EAST ASIA COLLEGE: HISTORY, DEVELOPMENT, PROBLEMS, AND ISSUES RELATED TO ACHIEVING UNIVERSITY STATUS

DISSERTATION

Presented to the Graduate Council of the University of North Texas in Partial Fulfillment of the Requirements For the Degree of

DOCTOR OF PHILOSOPHY

By

Jiravadee Chaowichitra, B.S., M.A.
Denton, Texas
May, 1994
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The purpose of this study is to describe the history, development, problems, and issues related to achieving university status of South-East Asia College from 1974 to 1993.

This historical research used records and documents from South-East Asia College and the Association of Private Higher Education Institutions of Thailand as primary sources. Also interviews with the president, faculty and staff of South-East Asia College were used. Secondary Sources were reports and publications from the Ministry of University Affairs in Thailand.

The areas of emphasis in the study were government policies on private higher education, legislation that initiated the founding of the college, the founder, the college's goals, financial sources, curriculum, library, faculty, students, and buildings.

It was found that the Thai government encourages the establishment of private higher education institutions. The
Private Higher Educational Institution Act of 1979 was enacted to allow private universities to be equal to government universities.

South-East Asia College was founded in 1974 by the Khunya Plak Muanpiew Foundation with the purpose of training Thai students for industrial technologies and business sectors. The college requested university status in April, 1987. The first attempt was turned down. Four areas not meeting the requirements were the library, faculty, students, and buildings. The college made a second request in December, 1991, and the change in status of South-East Asia College to South-East Asia University was approved in March, 1992.

Suggestion for further study include: (a) the study is limited to one private university; a further investigation should be made of the other private institutions; and (b) a study should be conducted to identify factors which will contribute to the future development of South-East Asia University.
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CHAPTER I

INTRODUCTION

Thailand is facing the problem of inadequate higher education opportunities. Expanding existing colleges and universities, opening new ones, and establishing open universities have been utilized as solutions to this problem. For example, higher education in Thailand has developed and expanded rapidly since 1960. By 1981, there were 14 state universities and institutes and 12 private colleges (Ministry of University Affairs, 1981). In 1989, there were 17 state colleges and universities, and 16 private colleges and universities were under the jurisdiction of the Ministry of University Affairs (International Association of Universities, 1989, pp. 1084-1095). In 1993, there are 16 state universities and 5 state institutions. There are also 26 private institutions of higher education which include eleven universities, one institution, and fourteen colleges (Ministry of University Affairs, 1993).

Colleges in Thailand often attempt to become universities in order to meet competition as well as student demand. In October 1984, four private institutions, Payap College, Bangkok College, College of Business, and College of
Commerce, changed their status to University. They are now called; Payap University, Bangkok University, Dhurakijpundit University, and University of Thai Chamber of Commerce, respectively (Chonhenchob, 1984). Siam Technical University and Sripatum University changed their status from college to university in 1986. They were followed in 1989 by Assumption Business Administration College and in 1991 by Hau Chiew College when they changed to Assumption University and Hua Chiew University respectively. The last private university to change was in 1992 when South-East Asia College became South-East Asia University (Office of Permanent Secretary, 1992).

South-East Asia College is an independent private institution in Bangkok, Thailand, with about 3,000 students and 114 full-time faculty members. Academic standards conform to those set by the Ministry of University Affairs. Business and Engineering are offered in both schools. The college, which provides both two and four-year programs, was founded in 1973, and has continued to grow and develop over the years. Its financial resources come mainly from tuition and fees. The reputation which it has established comes from its Industrial Technology graduates. The college had been attempting to change to University status since 1983 and achieved this in 1992 by making changes which met Ministry standards. Qualitative differences required by the Ministry
must be met in order to adopt the title of "University" in Thailand.

A summary of the programmatic development of the college follows. In 1973, the college was founded with the School of Industrial Technology having associate degrees in Mechanical Power Technology, Building Construction Technology, Electrical Power Technology, and Electronics Technology. The School of Business Administration with associate and baccalaureate degrees in Accounting and Marketing was created in 1977. In 1985 the School of Engineering was established offering first a Bachelor's program in Electronics Engineering, then in 1987, a degree in Electrical Engineering.

This study proposed to include a further examination and a more complete description of the development of South-East Asia College. The discussion includes issues and problems related to the attempts at achievement of university status by South-East Asia College. This discussion thus serves as a worthwhile contribution to the literature of the development of higher education in Thailand.

Statement of Problem

The problem of this study concerns the development and transitions of a private college in Thailand to university status.
Purpose of the Study

The purposes of this study are as follows:

1. Trace the policies of the Thai government regarding private higher education in Thailand from 1969 to 1993.
2. Trace the historical development of South-East Asia College from 1973 to 1990.
3. Identify the mission and organizational structure changes during the development of South-East Asia college.
4. Describe the current financial sources, admission policies, the physical plant, instructional programs, and current faculty and students of this college.
5. Identify and analyze the major requirements for becoming a university in Thailand.
6. Describe the steps taken by the college in the past and the present to achieve university status.
7. Analyze reasons for not achieving university status previously.
8. Secure the reactions of college officials, faculty, and students toward changing the status of the college in order to help focus on the problems and issues.

Research Questions

The purposes are accomplished by answering the following questions:

1. What were the policies of the Thai government for private higher education when the college was established in 1973, and how have these policies changed up to 1993?
2. What are the objectives and organizational structure of the college? What changes have been made since its establishment?
3. What are the sources of income for the college?
4. What are the admission policies?
5. How have the buildings and grounds developed?
6. What were the instructional programs of the college when it first started, and what changes have been made?
7. What changes have taken place in the numbers and degrees of faculty members in the college?
8. What changes in admission practices have been initiated?

9. How many students did the college have in each program when it first started, and what enrollment patterns have evolved?

10. What are the improvements needed to achieve university status in Thailand as suggested by the Ministry of University Affairs?

11. What steps have been taken by the college in the past and the present to achieve university status?

12. What areas were deficient in the first attempt for changing to university status, and why?

13. What are the reactions of members of the Board of Trustees, college officials, faculty, and students about the problems and issues involved in changing the college status?

Background and Significance of the Study

All Thai institutions of higher education are under the supervision or regulation of the government. These institutions are divided into two groups: government and private. Both are under government supervision because education is deemed to be a function of the state. The government may delegate this responsibility to the private sector; however, it remains under government supervision (Srisa-an, 1983). The Office of University Affairs serves as a coordinating agency between universities and the government and is responsible for broad policies, university regulations, setting curriculum standards, overseeing university personnel and administration, approving accreditation and approving curriculum development (Watsan, 1981).
The Private College Act of 1969 was a hallmark in the history of Thai education. Private sectors had an opportunity to establish institutions of higher education. The passage of the Act was announced in February, 1969. One year later there were six private colleges in existence (Ministry of University Affairs, 1983). The private institutions of higher education were only authorized to award associate degrees. The higher degrees were to be awarded only by the state universities (Ministry of University Affairs, 1987). The Act was in effect for 10 years when it was superseded by the Private University Act of 1979.

The Private University Act of 1979 was intended to reinforce private institutions to function as truly complete, advanced degree-granting institutions. The 1979 Act opened the possibility for these colleges to change their status to universities. Private colleges could then take on a full, legal, equal basis with public institutions (Ministry of University Affairs, 1987).

The provision which is most important for changing the status of the private higher educational institutions is section 9 of the Private Higher Educational Institution Act of 1979 which specifies that private higher education institutions consist of (a) universities, (b) institutes, and (c) colleges. The forms of universities, institutes, and colleges are required to be in accordance with the rules,
procedures, and conditions as prescribed in the Sub-Ministerial regulations as follows:

Sub-Ministerial Regulation, No. 2 issued under the Private Higher Educational Institution Act of 1979 provides that private higher education institutions meet certain criteria. There are three types of higher professional education: universities, institutes, and colleges. The functions of universities and institutes are similar because they can provide bachelor's to doctoral degrees. Colleges can only provide associate and bachelor's degrees.

The Ministry's Sub-committee on Raising the Standards of Private Colleges to University Status consists of highly qualified representatives from many circles, including state universities and the private sector. After much deliberation, this sub-committee established the following standards:

1. Private institutions of higher education which have been granted college status must fulfill all the requirements set forth by the Ministry in order to change their status to that of university.
2. A private institution of higher education desiring to attain university status must have a clearly conceived project and plan, encompassing staff, capital, educational administration, and various other projects and plans in order to facilitate processing of the request for raised status.
3. The project to change from college to university status must demonstrate a core curriculum which includes the following fields: humanities, social science, science, and mathematics.
4. Private institutions of higher education wishing to attain university status must show themselves able to function as universities. They must be prepared to operate a graduate school, must have offices which
provide appropriate educational services and research, and must propagate Thai values and culture.

5. Prospective universities must demonstrate their abilities to recruit and develop permanent faculty members in a ratio of one faculty to twenty students. This must be accomplished within five years of the granting of university status (Chonhenchob, 1984).

The significance of this study is therefore to document the development of South-East Asia College, as a further resource for understanding the history of the college. This study should also allow reasonable inferences about the development of similar institutions during the same period.

Definition of Terms

The following terms are defined as they relate to this study.

A **Baht** is the Thai monetary unit. In 1993, 25.22 Baht equals one (1) U.S. dollar.

A **private higher educational institution** is an institution permitted by the Thai government to offer higher education to the general public under the Private Higher Educational Institutions Act of 1979 and subject to the rules and regulations imposed by the Office of University Affairs.

The **Private College Commission** is a permanent semi-executive and semi-advisory committee of the Ministry of University Affairs on private college affairs.

A **Private University** means a university, institution, college or place where a person arranges for providing education to more than seven students at the university level operating under Thai government regulations.
A Rai is a unit of land, one acre is equal to approximately 2.5 rai.

A State University is an institution of higher learning established by the Thai government.

Limitation of the study

The study is limited to historical development, issues, and problems related to achieving university status by South-East Asia College, Bangkok, Thailand, from its founding to 1993.

Research Methodology

Historical research methods were be used in this study. "In the context of educational research, history may be defined as an integrated narrative or description of past events or facts, written in the spirit of critical inquiry, to find and report the whole truth" (Good, 1966). The process involves investigating, recording, analyzing, and interpreting the events of past and the present, and to a limited extent, in anticipating the future (Best, 1986).

The essential steps involved in doing a historical research project are as follows: Define the problems or questions to investigated; search for sources of historical facts; summarize and evaluate the historical sources; and
present the pertinent facts within an interpretive framework (Borg, 1983).

Educational research problems investigated by historical research can cover a variety of areas: general educational history, the history of an issue, history of educational legislation, institutional history, and many others. In some manner the problems generally deal with either policy or practices; and the nature of history and historical inquiry places this limitation on historical research (Wiersma, 1985).

The sources for historical research are typically documents rather than people (Slavin, 1984). Documents are records of past events. They are written or printed materials that may be official or unofficial, public or private, published or unpublished, prepared intentionally to preserve a historical record or prepared to serve an immediate practical purpose. Documents may be letters, diaries, wills, receipts, maps, autobiographies, journals, newspapers, court records, official minutes, proclamations, regulations, laws, and the like (McMillan, 1984).

The historical research for this study was accomplished by systematic search of primary and secondary sources that provided information on South-East Asia college. These sources provide a perspective for decision-making about educational problems, and they assist in understanding why things are as they are.
Data Collection

Data to assist in answering the research questions was gathered in the following ways:

1. Documents were secured from the Division of Private Higher Education Institutions of the Ministry of University Affairs concerning the Private College Act of 1969 and the Private University Act of 1979. Additional information concerning private higher education in Thailand was secured from annual reports, rules for accreditation of private colleges, publications, and other literature related to private higher education.

2. Catalogs, curricula, brochures, student records, annual reports, and other relevant materials from South-East Asia College were collected and studied to provide data about the developmental history of South-East Asia College.

3. Interviews with the chairman of South-East Asia College Board of Trustees, administrators, faculty, staff, and students were conducted in order to verify some data about the college and to secure reactions to the attempt to become a university.

Data Analysis and Presentation

Data for this study was analyzed qualitatively. In addition to collaboration and validation of previously documented data with the use of interviews, this data was arranged chronologically whenever necessary.
The data collected from the interviews and those from the printed sources are arranged by sorting all data into events, actors, setting, processes, and themes. Then, the data are clustered relating to the particular questions, concepts or themes; logically arranged; and interpreted in relation to the purposes of this study.

The presentation of the data is in a descriptive form. The historical developmental aspects of South-East Asia College are arranged sequentially, that is, dating from the time of its establishment to 1993.

Other aspects of this study are presented to aim at issues and problems related to the attempts at achievement of university status. All steps are focused on ensuring logical understanding of the findings.

Summary

The research studies the development and the attempts of South-East Asia College to achieve university status. Historical research methods are used in this study. Data to assist in answering the research questions were gathered from documents, annual reports, rules of accreditation, publications, catalogs, brochures, student records, and interviews. Data for the study were analyzed qualitatively and presented in a descriptive form.

Chapter Two gives the overview of the development of higher education in Thailand. The development is divided
into three periods: the Early Modernization Period (1889-1931), the Post-Revolution of 1932 Period (1932-1949), and the Governmental Development Planning Period (1950-present).

Chapter Three provides the background of South-East Asia College, including its founder and reasons for its founding, administration, sources of income, faculty, students, and plants and facilities in the early years of 1974 through 1981.

Chapter Four reviews issues and problems of South-East Asia College in achieving university status. The first part describes the background in achieving university status. The second part explains the status of South-East Asia College in 1986 according to finance, curriculum, library, faculty, students, and buildings. The last part describes the activities to achieve university status.

Chapter Five summarizes, discusses, concludes, and makes recommendations.
CHAPTER II

HIGHER EDUCATION IN THAILAND

Historical Overview

Education as a government function is relatively new in Thailand dating only from the last part of the 19th century. Until then, the only education of a semi-public nature was offered by the Buddhist monasteries. Only a very small portion of the population, mostly male, received any formal education.

In the mid 1800's, the turning point was reached in the modernization of Thailand and the growth of Western influence. In an eventful reign that lasted 42 years (1869-1910) King Chulalongkorn (Rama V) was able to consolidate national independence and simultaneously advance vital modernization by introducing farsighted reforms. In his reign the influence of Western education was strongly felt. Soon many centers of higher education were set up and flourished. (Office of the Permanent Secretary, 1988, p. 13)

The development of the country's system of higher education can be divided into three periods. These are characterized by the following major events and activities, namely, the Early Modernization Period (1889-1931), the Post-Revolution of 1932 Period (1932-1949), and the Governmental
Development Planning Period (1950-present) (Office of the Permanent Secretary, 1988, p. 13).

The Early Modernization Period

The beginning of higher education in Thailand dates back to the latter part of the 19th century, when the country's first medical school was founded in 1889. This was followed by the establishment of a law school in the Ministry of Justice in 1897, the Royal Pages School—later known as the Civil Servants School—in 1902, and the Engineering School in 1913, all with the main purposes of training young persons for governmental service in skills and professions needed by the country. In 1917, the first university in Thailand was instituted by Royal Decree when the Civil Servants School was elevated and named Chulalongkorn University incorporating the previously established Medical School and the Engineering School with the newly created Faculty of Arts and Sciences and the Faculty of Law and Political Science (Office of the Permanent Secretary, 1988, p. 14).

The Post-Revolution of 1932 Period

Immediately after the Revolution of 1932 that transformed the country from absolute monarchy to parliamentary democracy, a growing need was felt for political leaders and civil servants of a new type trained in the techniques of democratic government. In response to this
new requirement, the University of Moral and Political Science, now known as Thammasat University, was founded in 1933. The University, with its unlimited admission of students in its initial stage, was indeed Thailand's first version of an Open University, but in later years the university was transformed into a closed-admission type institution (Office of the Permanent Secretary, 1988, p. 14).

In 1943, three more universities were created, namely, the University of Medical Sciences—now known as Mahidol University, the Agricultural University or Kasetsart University, and the Fine Arts University or Silpakorn University. Once again the main function of these institutions was to provide competent personnel in their respective disciplines and professions to serve the country's civil service system.

The Development Planning Period

Thailand's first national economic development plan was proclaimed in 1961; but the history of planning began some ten years earlier when the National Economic Council, the predecessor of the present National Economic and Social Development Board, was established in 1950 to provide advisory services to the government in economic matters. Within the Council, a committee on economic planning was set up to undertake studies and make preparations for the launching of the country's first development plan, relating
among other things, manpower planning to economic and social development activities (Office of the Permanent Secretary, 1988, p. 14).

The first 6-year Plan, followed by successive 5-year national economic and social development plans, spanning the 1960's, and 1970's, opened a new era for Thailand's higher education system, with great expansion, new creations and changes. Within a decade after the implementation of the first national economic development plan, three regional universities, Chiang Mai University in the north, Khon Kaen University in the northeast, and Prince of Songkla University in the south, were established one after the other between 1964-1967, as part of the educational decentralization program. These universities had emphases on engineering, agriculture, medicine and natural sciences as their priority disciplines that were dictated by the accelerated economical and social development activities (Office of the Permanent Secretary, 1988, p.15).

Apart from the creation of the regional universities, there were other important developments in the late 1960's and early 1970's. In 1966, the National Institute of Development Administration was established as a post-graduate institution specializing in administration and economic development. The other major graduate school in Thailand, the Asian Institute of Technology, was chartered in 1967 by special legislation as an autonomous international post-
graduate center of technological education offering courses in physical science and engineering to students from all over Asia. Not being a government agency, the Institute operates on subsidies, grants, and donations from all over the world (Office of the Permanent Secretary, 1988, p. 15).

In 1971, the first technological university in Thailand, King Mongkut’s Institute of Technology, was created by merging a number of colleges of technology. The Institute has now transformed itself into three separately administered institutes. In 1974-1975, a similar upgrading took place with the formation of Srinakharinwirot University out of the eight campuses of the College of Education and the elevation of the former Chiang Mai College of Agriculture into the present Maejo Institute of Agriculture Technology (Office of the Permanent Secretary, 1988, p. 15).

Another significant development toward the end of the 1960’s was the enactment of the Private College Act of 1969 setting up the principles and procedures for the private sector to establish and operate institutions of higher education, in response to the rapidly growing public demand for higher education. The number of students admitted into the government universities was limited at that time and could not keep pace with the expanding need for graduates caused by the rapid economic growth. Private colleges of higher education thus provided another alternative answer, and so effective was it that a year later, six private
institutions, ready to carry out first degree programs, came into existence, marking the beginning of partial privatization of higher education in the Thai education history. Thailand's private institutions receive no financial support from the government, and operate mainly on income from tuition fees. Another noteworthy feature of their operation is they establish their degrees and courses to satisfy manpower requirements by emphasizing technical and business studies, thus demonstrating once again the importance of manpower demands as the chief force behind the country's educational development (Office of the Permanent Secretary, 1988, p. 15).

The idea of setting up an open university arose from the desire to democratize higher education as well as to promote the concept of life-long education. Founded under such a principle, Ramkhamhaeng University opened its door in 1971 as Thailand's first open university, providing an effective and economical way to respond to the public pressure for places in higher education. Ramkhamhaeng University has from the start adopted an open-admission system with classroom facilities, but attendance is not compulsory. So successful was it with the general public, a second campus of Ramkhamhaeng was required ten years later to accommodate the greatly increased number of its students (Office of the Permanent Secretary, 1988, p. 15).
To lessen the burden imposed on Ramkhamhaeng University as well as to broaden further the educational opportunities to secondary school leavers and working adults, a new open university, the Sukhothai Thammathirat Open University, was established in 1979. Differing from the former open university, Sukhothai Thammathirat offers no normal classes, and operates completely on the distance teaching and learning system, using the integrated media of correspondence, radio, television and tutorial services at various study centers located throughout the country. The establishment of the two universities, Ramkhamhaeng and Sukhothai Thammathirat, presently catering to some 60 per cent of the whole country's higher education enrollments, truly constitutes one of the most important developments in the past two decades in the Thailand higher education system (Office of the Permanent Secretary, 1988, pp. 15-16).

Development of Private Higher Education

The development of higher education in Thailand was rather different from those of its neighboring countries. One reason lay in the fact Thailand is the only nation in that part of the world which has never been colonized by any Western powers. In countries that were colonized by Western powers, for example, India, Burma, Malaysia, and the Philippines, the first institutions of higher education were
usually initiated by their Western rulers and were patterned after the models of the rulers' country. In general, the language of the Western rulers was adopted as medium of instruction. Another important characteristic of higher education in those countries was the private sector, especially the church-related organizations, was strongly encouraged to take part in establishing colleges and even universities in the colonial territories; consequently, the private sector has played an important role in those countries from the very beginning and has been recognized and esteemed by both the governments and the public (Kulachol, 1977, p. 142).

Thailand on the other hand, had been ruled by an absolute monarchy for a long time and the administration had been highly centralized. The first institution of higher education in Thailand started from the Royal Court. King Wajirawoot created the first state university, Chulalongkorn University, in 1917 to train administrative members of the government to serve in the various branches of the Thai government (Kulachol, 1977, p. 143).

After the government system was changed from an absolute monarchy to a constitutional regime in 1932, more state universities were established. The purpose of higher education institutions was also changed from training civil servants to accelerating improvements of national social and
economic conditions, and finally to satisfying social and economic conditions, and eventually to that of satisfying social demands. Even though the Thai government has tried hard to establish more new state universities, it has not been able to cope with the increasing demand for higher education of the people (Kulachol, 1977, p. 143).

Getting admitted to a state university has been very competitive because there are too few seats compared to the large number of applicants. Usually, only 25-27 per cent of the applicants are admitted to the state universities each year. Even though Ramkhamhaeng University was established in 1971 as an "open university," it could not accommodate all the applicants (Kulachol, 1977, p. 144).

The private sector in Thailand had never been encouraged, asked or allowed by the Thai government to take part in providing higher education prior to 1970. Until then providing higher education in Thailand was solely the task of the Thai government. The private sector was welcome only to provide education at below-university levels. The Private College Act was not enacted until 1969. In May, 1970, the first six private colleges in Thailand were "legally" established according to the Private College Act B.E. 2512 (1979). They were:

1. Bangkok College
2. College of Business Administration
3. College of Commerce
Four more colleges were established during the following four years: Assumption College of Business Administration in 1972, Siam Technical College and South-East Asia College in 1973, and Payap College in 1974.

In 1975 one private college, Patana College, had to be controlled by a Private College Control Committee appointed by the Office of State Universities because its financial situation was unstable. Finally, it was forced to close down its operations. In that same year, a new private college, Saengtham College, was established; however it was not approved by the Office of State Universities until April, 1976 (Kulachol, 1977, pp. 145-146).

**Government Policies on Private Higher Education Institutions**

In the late 1960's, the Thai government, aware of the trends in supply and demand for higher education promulgated the Private College Act of 1969. It made it possible for the private sector to lend a helping hand in alleviating the forecasted shortage of seats on degree-granting institutions. At that time, the supreme body governing higher education in Thailand was The National Education Council (Association of Private Higher Educational Institutions Of Thailand, 1982).
The new institutions of higher education were to have status as legal entities. They were not to operate merely as business enterprises for the purpose of profit from students. The National Education Council set guidelines for the continual reinvestment in educational development within these institutions. Representatives from the Ministry of Education, scholars, and business experts sat together on the executive boards of the colleges. Together, they steered these institutions into the most desirable patterns and directions, according to the strengths of each school and consistent with the national standards for higher education (Chonhenchob, 1985b).

When the Private College Act was promulgated in 1969, the National Education Commission coordinated the actions between the government and the first six private colleges. The Private College Commission was the actual administrative and coordinating body, and the office of the National Education Commission served as its secretariat. Later, in 1972, the coordinating role was transferred to the office of the Private Education Commission of the Ministry of Education. Under the influence of the private colleges themselves, coordination was again moved in 1974 to the Office of University Affairs, which also serves as the secretariat of the Private College Commission (Ketudat et al., 1978).
The Office of University Affairs controlled academic matters, financial matters, personnel administration, international cooperation, procedures, and policies of private higher education institutions in Thailand. The government operation of private colleges emphasized two aspects: the control of policy and academic standards. Since the role of the private sector in tertiary education was relatively new, the government allowed private colleges less autonomy (Ketudat et al., 1978).

In 1972, the National Executive Council issued an announcement transferring the authority and responsibility of private colleges to the Office of the Private Education Commission under the Ministry of Education. In 1974, the government passed an amendment to the Announcement of the National Executive Council, transferring the control of private colleges to the Office of State Universities (Ministry of University Affairs, 1985b).

In 1975, directors of all private colleges were invited to a seminar for the Fourth National Educational Development Plan sponsored by the office of University Affairs. This was the first time private college directors had attended such a seminar with rectors and other officials from government universities. One of the matters discussed and agreed upon was that private colleges should play a greater role through coordination and cooperation with the Office of University
Affairs (Office of University Affairs, 1975). In preparing
the Fourth National Educational Development Plan (1977-1981)
the committee on Higher education also set the policy for
private colleges as follows:

Support private colleges to extend their programs in the
fields they are ready for so that they can fully share
the tasks, and government higher education institutions
will be able to devote their resources to other fields
that private institutions cannot offer (Office of
University Affairs, 1975, P. 139).

According to the Thai National Education scheme, which
became effective in March 1977, the main concerns private
education were as follows:

1. The State shall mobilize various resources,
governmental, provincial and private, in its
management of education. It shall find ways and
means to strengthen resources for education,
treating equally different communities and
educational institutes, in order to put them to the
best possible use.

2. The State shall welcome private sectors to share the
responsibility of educational management within
approved limits. Nevertheless, it is the State that
will see to it that private institutes, of every
kind and at every level, both formal and out-of
-school, function in harmony with the educational
policy, work plan and program of the country. It
must be borne in mind that private institutes must
not be too profit oriented.

3. The State shall accelerate and promote pre-school
education. The responsibility will lie mainly on
local districts and private sectors. At this level
of education, the State will only supply a model,
and do research on it.

4. Criteria and measurement of educational standards
shall be laid down in educational institutes,
governmental, provincial and private alike, to
ensure that their standards will not be lower than
that required.
5. Cooperation will be encouraged between educational institutes, governmental, provincial and private alike, in promoting the standards of education.

6. The State shall permit suitable and competent private individuals who wish to organize education for the public good to do so under its supervision. (Office of Private Education Commission, 1982, p.9).

The Office of State Universities was raised to ministerial status and renamed the Office of University Affairs, according to the Organization Act of 1977 and the amendment to the Announcement of the National Executive Council No. 216. The name was changed in 1982 to the Ministry of University Affairs (Ministry of University Affairs, 1985a).

The Ministry of University Affairs is responsible for the higher education in Thailand, especially for producing higher education graduates to serve society and to take part in the economic development of the country. The Office of the Permanent Secretary is one of the departments under the Ministry of University Affairs. The Office is responsible for the coordination, accreditation, supervision, and control of all degree-granting private colleges set up according to the Private Higher Education Institution Act of 1979 (Ministry of University Affairs, 1985a).

The private Higher Education Institution Division is under the Office of the Permanent Secretary and is responsible for the overall management of private higher education institutions. Its duties include the following:
1. Consideration of the establishment and status upgrading.
2. Analysis and amendment of institutional regulations.
3. Consideration of honorary degree bestowal.
4. Consideration of academic ranking.
5. Consideration of educational standard and accreditation.
6. Consideration of the feasibility of setting up new study programs.
7. Recommendations on the formulation of policy and planning.
8. Inspection, follow-up and evaluation of administration, property, accounting, staff and personnel according to conditions prescribed by the Private Higher Education Institution Act and institutional regulations.

To conform to the National Educational development and the fifth National Economic and Social Development plans (1982-1986), the Higher Educational Development Plan set the following policy concerning the private higher institutions:

To encourage private institutions of higher learning's expansion in the fields of study in which they are more strongly equipped and qualified by indicating the production, proportion among state universities, open universities and private institutions of higher learning. Promotion measures will be clearly formulated (Ministry of University Affairs, 1985a, p.7).

The Ministry of University affairs responded to this national policy by identifying three main areas, to assist, to support, and to encourage private higher educational institutions. The three resolutions on which the promotion of private higher education institutes is based are:

1. Promotion of the creation of new institutions: this implies the setting up of private higher education
institutes in the future. The purpose, of course, is to promote and develop the country's higher education program to meet future needs as the country develops. Particular emphasis is given to certain fields of study, such as science and technology.

2. Promotion of the quality of the existing institutions: this is to promote, support, and supervise the existing private higher education institutions in regard to the teaching-learning process and graduate production so that quality of the graduates is comparable to students from nationally as well as internationally accepted institutes. Thus, it is the resolution to maintain the standard of the learning-teaching process in order to produce graduates of high quality.

3. Promotion and Development: this concerns the future development of private institutes which concentrate on supporting and promoting these higher education institutes so that they can carry out the four main basic functions—teaching, research, academic service, and maintenance of traditions, culture, and art—necessary for raising a college to a full-fledged university (Chonhenchob, 1985a).

The Private Higher Education Acts

Private higher education institutions in Thailand were first established by the Private College Act of 1969, and the Ministry of Education controlled the execution of the act. This act restricted the fields within which private institutions could operate at the bachelor's level. It recognized them as colleges only, and prevented them from growing and becoming fully integrated in educational development. Moreover, there were no academic ranks such as assistant professor, associate professor, or professor. According to the Private College Act of 1969, position and rank classification, academic qualifications of teaching
staff, salary scale, terms of employment, discharge, and welfare had to be specified in the charter of each private college (Ketudat et al., 1978).

In 1979, the Ministry of University Affairs revised the Private College Act of 1969 and released a new act known as the Private Higher Educational Institution Act of 1979. The new act updated the law and to accommodated private institutions whose administration and responsibilities were similar to those of state universities. The five main points of the new act are as following.

1. Private institutions of higher education may transfer their status from college to university.
2. Private institutions of higher education can provide education from the bachelor's degree to the doctor's degree.
3. Private institutions of higher education can provide instructors with academic ranks.
4. Private institutions of higher education may bestow upon selected distinguished persons honorary doctoral degrees in the fields that are taught in their institutions.
5. Private institutions of higher education can accept monetary assistance, teaching aids, or other benefits from benefactors and can join in activities with other national and international educational institutions (Ministry of University Affairs, 1985b).

The control of the Ministry of University Affairs over private higher education is mainly in three areas, but the degree of control is extensive: (1) operational control, (2) academic control, and (3) financial control.

To ensure effective management and operation of private higher education, the following aspects of private college
and universities are controlled by the Ministry of University Affairs.

1. A Private Higher Education Committee was established to advise the Minister for University Affairs on all matters concerning private colleges and universities, and to establish rules and regulations governing the operational procedures of the institutions, including keeping a watchful eye on implementation of the rules (Association of Private Higher Educational Institutions of Thailand, 1982). Section 20 of the Private Higher Educational Institution Act of 1979 specifies there shall be a Private University Committee consisting of the Permanent Secretary of the Ministry of University Affairs as Chairman, the Permanent Secretary of the Ministry of Education, Secretary-General of the National Education Commission, Secretary-General of the Civil Service Commission, and not less than seven or more than twelve other persons appointed by the Council of Ministers (Ministry of University Affairs, 1985b, p. 9).

2. The Ministry of University Affairs shall establish and approve qualifications of members of the Board of Trustees (or College Council) for each institution. Changes made in the membership of the boards for any reason must be submitted for approval by the Ministry (Association of Private Higher Educational Institutions of Thailand, 1982). According to Section 25 of the Private Higher Educational Institution Act of 1979, the University Committee shall have the power and duties as follows:

(a) To consider the approval of various matters that must be approved by the University Committee under this Act.

(b) To give opinions and advice to the Minister for issuing the Sub-Ministerial Regulations under this Act, and for relating to the Private University.

(c) To consider approval of matters relating to the Certification of the academic standard and standing of the Private University for being consistent with the academic standard provided by the Ministry of University Affairs.

(d) To consider curriculum for being consistent with the standard provided by the Ministry of University Affairs.
(e) To consider conferring honorary degrees of the Private University.

(f) To perform the duties provided by law to be the duties of the University Committee. (Ministry of University Affairs, 1985b, pp. 11-12).

3. Qualifications for the job of Chief Executive of private colleges and universities are outlined by the Ministry of University Affairs. The appointment of the President of a college or university must be approved by the Minister of University Affairs. At present, the law specifies the chief executive of a private college or university must possess at least a Master's degree (Association of Private Higher Educational Institutions of Thailand, 1982).

4. The appointment of each faculty member in a private college or university must be submitted to the Ministry of University Affairs for its records; the Ministry also specifies faculty qualifications. At present, faculty members of private colleges and universities must possess at least an undergraduate degree in their teaching field (Association of Private Higher Educational Institutions of Thailand, 1982).

To ensure that private institutions of higher education produce graduates with academic qualities and personal ethics acceptable to society, the standards are regulated by the Ministry of University Affairs in the following respects:

1. The curriculum, and any changes, of the private colleges and universities must first be submitted to the government for approval.

2. The standards of education for each major field in each department of the college or university are set, closely followed, and approved by the government. Only when the seal of approval for the standards for a field has been obtained may a college or university confer the respective degree upon students.

3. Before the final examinations for all courses taught in the upper division (third and fourth years) may be administered, they must be approved by a committee of external examiners appointed by the Ministry of University Affairs for each field offered by each college or university. After the
administration of the examinations and correction of papers, the grades given to students must be approved by the same committee. If the examination is too easy it will be modified, or if the curve set by an instructor is too low it will be upgraded. If and when the Ministry of University Affairs deems the standards of any college or university are decreasing or there is academic abuse of any kind, it shall institute for the college or university an external examination system for all four years of study until the college or university meets the desired standards (Association of Private Higher Educational Institutions of Thailand, 1982).

Although the academic control is often criticized, it serves to ensure private education is standardized with public education.

The Private Higher Educational Institution Act of 1979 requires the Ministry of University Affairs to ensure the funds of a private college or university are appropriately allocated for the main benefit of the institution and not for the personal advantage of owners, administrators, or officers. Therefore the Ministry of University Affairs maintains regulatory control over private colleges' and universities' financial matters in the two respects enumerated: the "sources of funds are (a) tuition, charges and fees, (b) money and other properties given to the private university, (c) incomes relating to providing education of the private university and other incomes of the private university" (Ministry of University Affairs, 1985b, p. 21).

The uses of funds are regulated and specified. A private college or university must segregate its assets,
generated income, and donations and contributions into the following four major categories of funds:

1. General fund, which is applied toward operating expenses.
2. Fixed asset fund, used to add or improve land or buildings.
3. Research and Library fund, used for the research projects or increasing library volume.
4. Assistance fund, used to provide scholarships to students, to train and aid faculty members (and other employees), and as a pension reserve (Association of Private higher Educational Institutions of Thailand, 1982, p. 8).

There is no doubt that private colleges and universities not only contribute to the welfare of the nation but provide quality education (Association of Private Higher Educational Institutions of Thailand, 1982).

Development of Thai Private Higher Education Institutions

According to the Previous National Schemes for Education, higher education was solely the responsibility of the Thai government. The private sector could provide education only at the primary and secondary levels (Education Act of 1960, Section 23). Thailand experienced enormous increases in enrollment at the secondary level as a result of the nations' population growth. Pressures forced the opening of more places in the public colleges and universities. It had been evident the Thai government alone could not cope with the demands of the population for higher education. On September 28, 1965, the Thai cabinet agreed that the private sector should be allowed to establish institution of
higher education in Thailand (Office of State Universities, 1974, p. 1). The cabinet assigned the duty of working out the details jointly to the National Education Council and the Ministry of Education. They came up with the following suggestions:

1. The National Scheme for education of 1960 was adapted to include private sector participation in higher education.

2. The National Education Council would have charge of drafting the Private College Act by keeping in mind the following special features:
   (a) The purpose of the establishment of a private college must be clear and in accordance with the overall objectives of national development. It should not be a profit-seeking institution. The capital and income of the private college should be suitably allocated in order to be able to live up to the standards set by the National Education Council.
   (b) The private college should possess a juridical personality. It could be either a foundation or corporation.
   (c) The private college would admit only those students who graduate from Grade 12 or the equivalent. At the early stage, the private college would be allowed to offer programs of study of not less than two years and not more than three years.
   (d) There would be a Board of Trustees in each private college. The Board of Trustees would be in charge of the policy making and supervision of the private college so that it would be operating in accordance with its charter.
   (e) There should be strict regulations regarding the affiliation, and receiving of financial support, from agencies or organizations both outside and inside the country.
   (f) The Ministry of Education would have charge of controlling the establishment of private colleges and their operation. The National Education Council, on the other hand, would perform the duties of an Accrediting Board in approving the curricular and maintain the
The cabinet considered the aforementioned suggestions during its meeting of May 16, 1967, and gave its approval. Therefore, the National Education Council began to draft the details of the Private College Act. The draft was passed by the cabinet on February 21, 1969, and was promulgated in the Royal Thai Government Gazette on March 6, 1969. The name of the Act was "The Private College Act B.E. 2512" (Office of State Universities, 1974).

The Private College Act of 1969 was a hallmark in the history of Thai education. On May 28, 1970, the first six private colleges in Thailand were legally established according to the Private College Act of 1969 and were under the jurisdiction of the Ministry of Education. They were:

1. Bangkok College
2. College of Business Administration
3. College of Commerce
4. Krirk College
5. Patana College
6. Thai Suriya College (Ministry of University Affairs, 1983).

These six private colleges offered programs in the areas of Business Administration, Economics, Law, and some branches of Technical Sciences, and accommodated about 2,500 students in the first year. In the beginning, these private colleges were allowed to offer programs of study of not more than three years and were evaluated regularly by the National
Education Council. In 1971, private colleges were allowed to extend their programs of study from three years to four years and to grant bachelor's degrees as prescribed by the Private College Act of 1969 (Kulachol, 1977).

The first phase of the development of private higher education began in 1971. It was necessary for the government to monitor and guarantee the standards of education of the newly established private institutions. In order to increase public confidence and acceptance, the National Education Council established certain educational criteria. An External Board of Examination was created to supervise final examinations for each field and each institution, and to assist in evaluating the results of examinations each semester. This action helped to insure that standards of teaching, learning, and evaluation in private institutions remained at par with the State Universities (Chonhenchob, 1984).

The National Education Council also worked out ways to legalize the students in the private colleges that started operating illegally before the Private College Act of 1969 was promulgated. It decided that the students who enrolled in those colleges between the years 1965-1969 would be allowed to receive bachelor's degrees if and only if they fulfilled some additional requirements in the legalized private colleges. The reason behind this decision was that although the Private College Act was promulgated in 1969, the
resolution had already been made by the cabinet in 1965 (Kulachol, 1977).

The Private College Act of 1969 was superseded by the Private University Act of 1979. The Private University Act is intended to allow private institutions to function as truly complete, advanced degree-granting institutions. The 1979 Act opened the possibility for these colleges to raise their status to that of universities. They could then operate on a full, legal, equal basis with public institutions (Ministry of University Affairs, 1987).

On July 12, 1988, the Ministry's Sub-Committee on Raising the Standards of Private College to University Status established the following standards:

1. Private institutions of higher education that have been granted college status must fulfill all the requirements set forth by the Ministry in order to change their status to that of university.

2. A private institution of higher education desiring to attain university status must have a clearly conceived project and plan, encompassing staff, capital, educational administration, and various other projects and plans in order to facilitate processing of the request for raised status.

3. The project to change from college to university status demonstrates a core curriculum, which includes the following fields: humanities, social science, science, and mathematics.

4. Private institutions of higher education wishing to attain university status must show themselves able to function as universities. They must be prepared to operate a graduate school, must have offices which provide appropriate educational services and research, and must propagate Thai values and culture.

5. Prospective universities must demonstrate their abilities to recruit and develop permanent faculty.
members in a ratio of one faculty to twenty students. This must be accomplished within five years of the granting of university status (Chonhenchob, 1984).

In 1984, four private colleges, namely, Payap College, Bangkok College, College of Business Administration, and College of Commerce were granted change to university status on October 2, and are named Payap University, Bangkok University, Dhurakijpundit University, and The University of Thai Chamber of Commerce, respectively (Chonhenchob, 1984). Two more private colleges transferring their status to universities in 1986 were Siam Technical University and Sripatum University in 1986 (Office of the Permanent Secretary, 1988).

In August, 1984, Krirk College requested to change its status to Institution and was granted the change of status to Krirk Institution of Social Technology (Ministry of University Affairs, 1984).

These private universities and the institution offer programs beyond the bachelor's degree level. As of June 1988, the number of private institutions of higher education under the supervision of the Ministry Affairs was raised to 25; among them are six universities, one institution, and eighteen colleges. The following are the 18 private colleges:

1. Assumption Business Administration College
2. Bundit Phitsanulok College
3. Bundit Sakonnakorn College
4. Christian College
5. Hua Chiew College
6. Kasem Bundit College
7. Mission College
8. North-Eastern College
9. Phakklang College
10. Rangsit College
11. Saengtham College
12. Saint Louise Nursing College
13. Siam Pundit College
14. South-East Asia College
15. Sri Esarn College
16. Srisophon College
17. Vongchavalitkul College
18. Yonok College

The total number of private colleges and universities in 1993 was twenty-six, as opposed to twenty-five in 1988.

These twenty-six include eleven universities, one institution, and fourteen colleges. They are as follows:

1. Assumption University
2. Bangkok University
3. Bundit Sakonnakorn College
4. Christian College
5. Dhurakijpundit University
6. Hua Chiew University
7. Institution of Social Technology
8. Kasem Bundit University
9. Mahanakorn College
10. Mission College
11. North-Eastern College
12. Payap University
13. Phakklang College
14. Rangsit University
15. Saengtham College
16. Saint John College
17. Saint Louise Nursing College
18. Siam University
19. Siam Pundit College
20. South-East Asia University
21. Sripatum University
22. Srisophon College
23. University of Thai Chamber of Commerce
24. Vongchavalitkul College
Private higher education institutions in Thailand remain at a very early stage of development, but they are growing fast, even though the first private colleges were chartered in 1970 (Ketudate et al., 1977).

Though higher education establishments are obliged to observe and operate their institutions according to government policy, they have considerable autonomy and academic freedom. Both public and private institutions of higher learning are established in accordance with the law: the public universities under public university acts, and private universities under the Private University Act of 1979.

Although each university is established under its own separate act, the provisions of these acts are similar. The curriculum, teaching methods, and organizational structure of newer universities tend to be modeled on those of the prestigious, older, and established universities. Statutes and regulations are almost uniform for all institutions offering the same courses (Ministry of University Affairs, 1985b).

Summary

The Development of Thailand higher education is divided into three periods: The Early Modernization Period (1889-
1931), the Post-Revolution of 1932 Period (1889-1949), and the Governmental Developmental Planning period (1950-present). Prior to 1970, it was believed providing higher education in Thailand was a task of the Thai Government. The private sector was allowed to provide education at below-university levels. The Private College Act of 1969 was enacted to allow the private sector to operate at the bachelor's level. In 1979, the Ministry of University Affairs revised the Private College Act of 1969 and released a new act known as the Private Higher Educational Act of 1979. The new act allowed private higher education institutions to grow and become fully legal, and on an equal basis with the government universities. In 1993, there were 26 private institutions of higher education; fourteen colleges, eleven universities, and one institution.
CHAPTER III

BACKGROUND OF SOUTH-EAST ASIA COLLEGE

South-East Asia College is a private coeducational institution offering programs of studies leading to bachelor's degrees and associate degrees. In 1973 it was officially approved to operate under the Private College Act of 1969. The curricula were also approved by the Ministry of University Affairs.

Academic Calendar

There are two sixteen week semesters; the first semester starts the third week of June, and the second semester begins the second week of November. In addition, the summer session, which is an eight week session, starts the second week of April.

Founder and Reasons for Its Founding

South-East Asia College was established by the Khunya Plak Muanpiew Foundation. The foundation was established after a donation by a wealthy lady, Plak Muanpiew, a landlady in Nongkhaem District, Bangkok. She had donated 40 rai of land (about 16 acres) for charitable purposes, specifically in education. Her intentions resulted in Polakrit
Pramothaka, the president of Khunya Plak Muanpiew Foundation, petitioning the Ministry of Education to establish South-East Asia College on June 29, 1972; and at the same time Khunya Plak Muanpiew Foundation was founded. In the following year, 1973, South-East Asia College was established, to provide for study in higher education and to train Thai students in the fields of industrial technologies (South-East Asia College, 1981).

Administration

South-East Asia College is operated under the authority of a Board of Trustees composed of seven members. One member is appointed by the Private College Division of the Ministry of University Affairs. The other board members are appointed by the Khunya Plak Muanpiew Foundation. The Chairman of the Khunya Plak Muanpiew Foundation acts as the Chairman of the Board of Trustees (South-East Asia College, 1987a). Polakrit Pramothaka is the current chairman (South-East Asia College, 1992).

According to the duties specified by law, members of a Board of Trustees oversee the policies of South-East Asia College and the activities related to investment, land acquisition, and building construction. The President of South-East Asia College is the executive officer for implementing the policies of the Board (South-East Asia College, 1987a).
According to Section 35 of the Private Higher Educational Institution Act of 1979, the private university should have one of the university administrators as a director responsible for the administration of the private university to be consistent with the laws, policies, rules, regulations and provisions of the private university and the decisions provided or assigned by the University Council as well as a Vice-University Administrator for performing and being responsible for duties the University Administrator may assign (Ministry of University Affairs, 1985b). The president is assisted by the deans of the various faculties (South-East Asia College, 1987a). Under the deans are the department heads whose powers and duties are as follows:

1. Consider and provide learning and teaching methods for the department to correspond to the programs and purposes of the faculty.
2. Be responsible for changing the curriculum of the department and make recommendations in improving the curriculum of other fields within the Faculty.
3. Encourage and develop the quality of full-time faculty in the department in such areas as further study, training, seminars, and leaves to expand knowledge in academics.
4. Consider producing textbooks, research work, and proposing work for academic positions of faculty in the department.
5. Encourage and support the production of texts, academic articles and research work of the faculty members in the department.
6. Study and consider providing textbooks, academic documents, and teaching aids in the department.
7. Be responsible for providing extra-curricula academic activities in the department.
8. Other tasks may be assigned by the Dean.
Section 39 of the Private Higher Educational Institution Act of 1979 stated: the University Administrator shall have the powers and duties as follows:

1. to control and supervise the business of the Private University, being consistent with the laws, policies, rules, regulations and the provisions of the Private University.
2. to consider the appointment of faculties and officers of the Private University.
3. to make a record of faculties, officers and students on forms provided for in the Sub-Ministerial Regulations.
4. to control finances, inventories, places and other properties of the Private University, being consistent with the laws, rules, regulations and the provisions of the Private University.
5. to be a representative for the Private University in general activities.
6. to make the annual report and other reports as ordered by the University Council or the Minister.
7. to maintain discipline and to be careful not to let the conduct of the activities causing danger to security or safety of the country or public order, national cultures, or good morals in the area of the Private University.
8. to perform other duties according to the rules, regulations, and provisions of the Private University, duties assigned by the University Council as specified in this Act.
9. to conduct other activities considered as usual for a Private University (Ministry of University Affairs, 1985b, p. 13-14).

Source of Income

Unlike countries where private colleges and universities receive financial subsidies from the government, private colleges and universities in Thailand are entirely self-supporting. In fact, private institutions of higher learning in Thailand subsidize the government by saving it large
amounts of money. Were the government to provide seats for all high-school graduates, the country's budget for higher education would almost have to be doubled. In addition, private colleges indirectly save the public tax money, since the educational budget would inevitably have to be doubled through taxation (Association of Private Higher Education Institutions of Thailand, 1982).

As a private institution, South-East Asia College depends exclusively upon tuition and fees as its source of income (South-East Asia College, 1990). The college's income is derived from tuition, fees, and supporting educational fees.

According to Section 60 of the Private Higher Education Institutions Act of 1979, the private university may acquire income as follows: (a) tuition, charges, and fees, (b) money and other properties given to the private university, and (c) income relating to the provision of education at the private university, and other income of the private university (Ministry of University Affairs, 1985b).

All income and investments are divided into the following funds: General Fund, Fixed Assets Fund, Research and Library Fund, and Assistance Funds. In 1969, South-East Asia College had accumulated the following funds:

<table>
<thead>
<tr>
<th>Fund</th>
<th>Amount (Baht)</th>
<th>Amount ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund</td>
<td>2,380,000</td>
<td>($94,370)</td>
</tr>
<tr>
<td>Fixed Assets Fund</td>
<td>28,104,400</td>
<td>($1,114,370)</td>
</tr>
<tr>
<td>Research and Library Fund</td>
<td>100,000</td>
<td>($3,965)</td>
</tr>
<tr>
<td>Assistance funds</td>
<td>20,000</td>
<td>($793)</td>
</tr>
<tr>
<td><strong>Total funds</strong></td>
<td><strong>30,604,400</strong></td>
<td><strong>($1,213,498)</strong></td>
</tr>
</tbody>
</table>
The General Fund comes from tuition, charges and fees, and private donations of money or property. The General Fund shall be used for conducting the activities of the private university on a day-to-day basis (Ministry of University Affairs, 1985).

The Fixed Assets Fund is the initial capital of the University and donations of money or property. This fund is used for purchasing new land, adding new buildings, and maintaining and improving existing land and buildings (Ministry of University Affairs, 1985b).

The Research and Library Fund comes from the initial capital of the University and donations of money or property. The funds are used for research projects and for purchasing new reference books and textbooks for the library (Ministry of University Affairs, 1985).

The Assistance Funds come from the initial capital of the University and donations of money or property. The funds create student scholarships, provide for faculty and staff development, and provide reserves for faculty and staff pensions (Ministry of University Affairs, 1985b).

The Ministry of University Affairs supervises the allocation of funds of private higher education institutions so that money is used for supporting and developing the institutions instead of for the benefit of the licensees, administrators, or officers. Section 61 of the Private Higher Educational Institutions Act of 1979 specifies that
when it appears the income of the General Funds is higher than the annual expenses, the University Council shall allocate not less than 60% of the surplus income to various funds other than the General Fund.

With respect to the balance from the allocation of the surplus income, the University Council may allocate it to the licensees, but not in excess of 15% of the money remaining after the debts are deducted. The rest is to be returned to the General Fund (Ministry of University Affairs, 1985). The university administrator shall be responsible for making the balance sheet and an annual recording of the financial changes of various types of funds of the private university. These records are corrected on forms as provided by the minister. The accounts must identify the credits and debits, and assets and debts as they incur and be divided according to the type of work, together with a statement showing the source of all items. The university administrator is responsible for sending the balance sheet and the annual recording of the financial changes of various types of funds to an auditor for examination by June of each year. Upon completion of the examination, the university administrator must report to the University Council by July of that year.

When the University Council approves the balance sheet, and the annual recording of the financial changes of the various types of funds, the university administrator
delivers a copy of those records to the minister within 15
days from the date of the University Council's approval.

the University Council annually appoints a licensed auditor
as auditor of the private university. The private university
auditor has the power to examine accounts, documents, and
various evidences of the private university, including asking
for statements and clarifications from the University Council
members, the university administrator or the officers of the
Private University. The private university auditor reports
to the University Council as to whether the private
university made the balance sheet and the annual record of
the financial changes of the various types of funds according
to the forms prescribed by the minister, and whether the
credits and debits of various types of funds are in
accordance with the provisions of this Act (Ministry of
University Affairs, 1985b).

The private university auditor must indicate in such a
report that he or she is of the opinion that the correct
balance sheet demonstrates the true status of the private
university. The private university auditor must give, in the
same report, his or her opinion concerning whether the
balance sheet correctly shows the status of the private
university and whether or not the annual record of the
financial changes of various types of funds shows the actual
changes of such funds (Ministry of University Affairs,
1985b).
The private university auditor must obtain approval of the minister, with the advice of the university, in performing the following matters:

1. To receive financial aid, educational equipment or other benefits from any person in the amount or value exceeding five hundred thousand baht ($19,825) at a time.
2. To receive educational aid from any educational institutes or persons.
3. To combine with an educational institute in or outside Thailand.
4. To borrow money exceeding 25% of the present value of assets of the private university one or more times accumulatively. However, the debts must not amount to more than the value of the assets.
5. To purchase or dispose of properties for prices exceeding one million baht ($39,651).
6. To request a transfer funds from one type of account to another (Ministry of University Affairs, 1985b).

The Early years

South-East Asia College was established on August 6, 1973, with a purpose of training Thai students in the field of Industrial Technology (South-East Asia College, 1974). Following are the objectives of South-East Asia College:

1. To provide polytechnic studies in accordance with the National Industrial Promotion Plan, while providing studies in the humanities, promoting sense of duty, ethical values, giving knowledge, and developing sense of rightness.
2. To support and produce instructors who have the determination to educate and train the youth so that they have stability and equality in their society (Office of State Universities, 1976b, p. 40).

The college offered programs of study at the bachelor's degree level in business administration and at the diploma
level in polytechnic and business administration. There were 537 students, 524 males and 13 females, enrolled in academic year 1974. The distribution of students by programs of study and gender is illustrated in Table 1.

TABLE 1

Enrollment at South-East Asia College: Academic Year 1974

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M  F</td>
<td>M  F</td>
<td>M  F</td>
<td>M  F</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>11  2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>13</td>
</tr>
<tr>
<td>Accounting</td>
<td>5  4</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>9</td>
</tr>
<tr>
<td>Marketing</td>
<td>5  1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Diploma Level</th>
<th>Polytechnic*</th>
<th>Accounting</th>
<th>Marketing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>290 -</td>
<td>2 3</td>
<td>8 3</td>
<td>493</td>
</tr>
<tr>
<td></td>
<td>203 -</td>
<td>-</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>537</td>
</tr>
</tbody>
</table>


*Includes Mechanics, Electronics, Construction, and Electrical Power Technology
The teaching staff consisted of 32 full-time and 10 part-time faculty members. All full-time faculty members had only Higher Certificates or Bachelor's degrees. Table 2 illustrates the distribution of teaching staff members of South-East Asia College in the academic year 1974 according to qualifications and employment status.

Table 2

Number of teaching staff members of South-East Asia College academic year 1974 according to qualifications and employment status

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Degrees</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Master's Degrees</td>
<td>-</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Higher Certificates</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Bachelor's Degrees</td>
<td>23</td>
<td>7</td>
<td>30</td>
</tr>
<tr>
<td>Diplomas &amp; Lower</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>26</td>
<td>13</td>
<td>39</td>
</tr>
</tbody>
</table>

In the first year of its operation, South-East Asia College experienced a deficit of 88,298.30 baht ($3,501) due to the fact total income was 1,706,500.00 baht ($67,665) compared to the expenditures of 1,794,798.30 baht ($71,166) (Office of State University, 1974, p. 41). However in the academic year 1974, it had an income of 4,091,891.98 baht ($162,248) compared to the expenditures of 3,757,830.50 baht, ($149,002) which rendered a profit of 334,061.25 baht ($13,246) (Office of State Universities, 1976b, p. 41).

On August 10, 1976, the Private College Commission investigated the operations of the College. According to Section 66 of the Private College Act of 1969, in the event any of the following are present, the college is to be placed under the control of the Ministry of Universities Affairs:

1. A private college lacks funds to continue its operation, or cannot pay off its liabilities, or is financially unstable to such a degree that situation may be detrimental to the operation of that college,

2. A private college contravenes the provisions of this Act, Ministerial Regulations, conditions prescribed by the Minister, notifications issued under this Act, or if it fails to comply with the charter or obey the order of the competent officer performing duties under this Act, in such a manner that it may be detrimental to the operation of the private college, or if it fails to obey the order of the Minister given under Section 64 fourth paragraph,

3. A private college suspends its instruction service for a continuous period of more than sixty days except during regular vacation periods prescribed on the charter,

4. The board of Trustees, or any of its members, the director, a member of the teaching staff or a student of any private college commits any act
against the security and safety of the country, public peace or good morals (Ministry of University Affairs, 1985b).

The Minister, with the approval of the Private College Commission, shall then have the power to order the private college to be under the control of the Ministry of University Affairs, and to appoint a private College Control Committee consisting of not more than five members to take over the functions of the Board of Trustees. Such Control of the private college shall be published in a daily newspaper for a period of not less than three days.

On August 25, 1976, a Private College Control Committee was appointed by the Minister of the Office of State Universities with the approval of the Private College Commission to take over the functions of the Board of Trustees of South-East Asia College because the financial situation and some serious internal problems of South-East Asia College were detrimental to its operation. Wichit Srisa-an was appointed to be the president of Broad of Trustees. However, the license for the establishment of South-East Asia College was not revoked. The college was operated by Private Control Commission, Ministry of University Affairs, from 1976 to 1982. On January 6, 1982, Ministry of University Affairs returned the operation to the college (Private Control Commission, 1982, p. 15).
Faculty

South-East Asia College was subject to the standards of the Ministry of University Affairs. The Ministry specified the full-time faculty should have degrees at the minimum rate of: 20% doctorates, 55% master's, and 25% bachelor's. The ratio of full-time faculty to students was to be 1:30.

Section 49 of the Private Higher Educational Institution Act of 1969 required that instructors of South-East Asia College meet the following requirements:

1. Hold a bachelor's degree or its equivalent or be especially proficient in a particular field of study,
2. not be inflicted with any such diseases as specified by the Minister in the Government Gazette,
3. not have improper conduct or be deficient in good morals,
4. not be inclined toward or have faith in any ideology, which is dangerous to the security or safety of the country or against the constitutional form of government,
5. not be insane,
6. not have been sentenced to a term of imprisonment by a final judgement of the court except for an offense which according to the opinion of the Private College Commission is not contrary to public order or good morals, or except for a petty offense committed through negligence (Royal Thai Government Gazette, 1969).

The number of full-time faculty from 1977 to 1981 is illustrated in Table 3. South-East Asia College depended heavily on part-time faculty.
Table 3

Number of Faculty, Academic Year 1977 to 1981

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>23</td>
<td>36</td>
<td>44</td>
<td>53</td>
<td>52</td>
</tr>
<tr>
<td>Part-time</td>
<td>29</td>
<td>72</td>
<td>25</td>
<td>42</td>
<td>23</td>
</tr>
</tbody>
</table>

The private college commission provided the standard ratio of full-time faculty to students as 1:30. The ratios of full-time faculty to students from academic years 1977 to 1981 are presented in Table 4. In 1977 to 1980 the full-time faculty and student ratio was above the standard. The faculty and student ratio was below standard in 1981.

Table 4

Ratio of Full-Time Faculty and Students, Academic Years 1977 to 1981

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Full-Time Faculty</th>
<th>Student</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1977</td>
<td>23</td>
<td>549</td>
<td>1:24</td>
</tr>
<tr>
<td>1978</td>
<td>36</td>
<td>799</td>
<td>1:22</td>
</tr>
<tr>
<td>1979</td>
<td>43</td>
<td>992</td>
<td>1:23</td>
</tr>
<tr>
<td>1980</td>
<td>53</td>
<td>1,550</td>
<td>1:29</td>
</tr>
<tr>
<td>1981</td>
<td>52</td>
<td>2,293</td>
<td>1:45</td>
</tr>
</tbody>
</table>
The ratios in Table 4 compare only full-time faculty and students. The overall ratio between faculty and students was rather high since there were more part-time faculty than full-time faculty. The standard ratio between full-time and part-time faculty to students was 1:15. The ratios of full-time and part-time faculty to students for the academic years 1977 through 1981 are illustrated in Table 5.

Table 5

Ratio of Full-Time and Part-time Faculty to Students.

Academic Years 1977 to 1981

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Faculty</th>
<th>Student</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1977</td>
<td>48</td>
<td>549</td>
<td>1:11</td>
</tr>
<tr>
<td>1978</td>
<td>89</td>
<td>799</td>
<td>1:9</td>
</tr>
<tr>
<td>1979</td>
<td>68</td>
<td>992</td>
<td>1:14</td>
</tr>
<tr>
<td>1980</td>
<td>95</td>
<td>1,550</td>
<td>1:16</td>
</tr>
<tr>
<td>1981</td>
<td>75</td>
<td>2,293</td>
<td>1:31</td>
</tr>
</tbody>
</table>

In 1977 through 1979, the ratio of faculty to students was above the standard. In 1980, the faculty to student ratio was slightly below the standard. In 1981, the ratio of faculty to students was below the standard.
Students

South-East Asia College was allowed to provide education at the certificate level in industrial technology beginning in 1973. In 1977, the college began to offer certificate levels and bachelor's degrees in Business Administration. The college did not originally have many students; however the number of students increased rapidly each year (see Table 6).

Table 6

Number of Students, Academic Years 1973 to 1981

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number Of Students</th>
<th>Academic Year</th>
<th>Number Of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1973</td>
<td>224</td>
<td>1978</td>
<td>799</td>
</tr>
<tr>
<td>1974</td>
<td>463</td>
<td>1979</td>
<td>992</td>
</tr>
<tr>
<td>1975</td>
<td>597</td>
<td>1980</td>
<td>1,083</td>
</tr>
<tr>
<td>1976</td>
<td>342</td>
<td>1981</td>
<td>2,259</td>
</tr>
<tr>
<td>1977</td>
<td>453</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The number of graduates from academic years 1974 to 1981 is presented in Table 7. In 1974, there were 64 graduates, and from 1975 through 1981 the number of graduates increased each year.
Table 7

Number of Graduates, Academic Years 1974 to 1981

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Industrial Technology</th>
<th>Business Administration</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1974</td>
<td>64</td>
<td>0</td>
<td>64</td>
</tr>
<tr>
<td>1975</td>
<td>186</td>
<td>9</td>
<td>195</td>
</tr>
<tr>
<td>1976</td>
<td>137</td>
<td>3</td>
<td>140</td>
</tr>
<tr>
<td>1977</td>
<td>91</td>
<td>0</td>
<td>91</td>
</tr>
<tr>
<td>1978</td>
<td>90</td>
<td>0</td>
<td>90</td>
</tr>
<tr>
<td>1979</td>
<td>152</td>
<td>10</td>
<td>162</td>
</tr>
<tr>
<td>1980</td>
<td>192</td>
<td>39</td>
<td>231</td>
</tr>
<tr>
<td>1981</td>
<td>311</td>
<td>73</td>
<td>384</td>
</tr>
</tbody>
</table>

Plant and Facilities

South-East Asia College is located at 19/1 Phetkasaem Road, Nong Khaem, on a total area of a little over 46 rai (18.4 acres) in Bangkok. In the first year of its operation in 1973, there were two classroom buildings and two industrial technology workshops. On August 25, 1976, the college had some serious internal problems and had to be controlled by a Private College Control Committee (Kulachol, 1977, p. 105). On April 14, 1978, the Minister of the Office of University Affairs approved selling 22 rai (8.8
acres) of land to pay off the debt (Private College Control Committee, 1982, p. 5). The three story classroom building was constructed in 1981 (Private College Control Committee, 1982, p. 13).

Summary

South-East Asia College was approved in 1973 to operate under the College Act of 1969. When first started, it offered programs of studies leading to certificates in industrial technology. The college's income was derived from tuition, and fees. All incomes were divided into a General Fund, a Fixed Assets Fund, a Research and Library Fund, and an Assistance Fund. The college accumulated 30,604,400.00 baht ($1,213,497) during its first year but the college experienced a deficit and was placed under the control of the Ministry of University Affairs in 1976. The Minister of University Affairs then approved selling a part of the college land to pay off the debt. The college was controlled by the Ministry from 1976 to 1982 when it was returned to private control. South-East Asia College was subject to the standards of the Ministry of University Affairs for the number of full-time faculty and students.
CHAPTER IV

ISSUES AND PROBLEMS OF SOUTH-EAST ASIA COLLEGE
IN ACHIEVING UNIVERSITY STATUS

Background to Achieving University Status

Private institutions of higher education in Thailand were first allowed in 1969 to provide education at only the bachelor's degree level. In 1979, the Ministry of University Affairs, whose power and duty it is to oversee government and private higher education, issued the Private Higher Educational Institution Act of 1979 which allowed private colleges to offer graduate degrees in various fields, to perform research, and to provide services in academic areas to society. The act was designed to improve the structure and administrative system in colleges (Sudhipitak, 1980). Under this act, private higher education institutions could change their status to that of university or institute and have the opportunity to provide doctoral degrees.

Only three types of higher education institutions exist in Thailand. They are universities, institutes, and colleges.

A university provides academic and professional education in a large number of fields of study. It grants certificates, bachelor's degrees, master's degrees, and
doctoral degrees. A university is expected to provide teaching, research, academic services, and promotion of the arts and culture. An institute provides academic and professional education in certain fields or groups of fields. It grants certificates, bachelor's degrees, master's degrees, and doctoral degrees. The institute is expected to provide teaching, research, academic services, and promotions of the arts and culture. A college provides academic and professional education in some fields. It grants certificates, and bachelor's degrees. The college is expected to provide teaching, provide academic services, promote the arts and culture, and may do research (Ministry of University Affairs, 1985b).

Private colleges are expected to develop themselves actively in order to raise their status to universities, not only for the prestige of the college, but also for the benefit of the nation. The benefits are as follows:

1. The citizens of the country have an opportunity to broaden and gain knowledge in more fields, which in turn will help in the economic development of the nation. This means that knowledgeable people help make a prosperous country.

2. Private universities help the government in providing for higher education of the people of the country since higher education spends a lot of the government's budget. The government cannot meet the increasing demand of the people for higher education although there are two open admission universities.

3. Private universities will be representatives of academic progress, centers of knowledge, and significant centers of the national culture,
including the promotion and preservation of the arts and culture of the country.

4. Private universities will be sources of academic progress. The faculty in private universities will be more active in learning, teaching and research in order to be equal to, or better, than faculty members in government universities or other private universities. Everyone realizes that if any university is inefficient in learning, teaching, and research, the university will not be recognized and cannot serve the public as it should (Ekpaopun, 1983).

South-East Asia College was thus expected to perform these four duties in order to become a university: teaching, research, service to society, and the preservation of the arts and culture of the nation in order to conform to government policies. The following describes the activities normally conducted to meet these requirements:

Teaching: The college policies concerning quality and standards to produce graduates efficiently call for teaching by full-time instead of part-time faculty whenever possible. The college also encourages faculty to write textbooks for teaching aids and as sources of expertise in subject matter. In addition, the college invites professors, associate professors, assistant professors, and experts in business, both in government and private sectors, to give special lectures each semester (South-East Asia College, 1991).

Research: the college encourages full-time faculty to conduct research in their fields in order to promote understanding and academic progress—both in learning theory
and policies concerning the providing of education, and using the research results in learning, teaching, and administration of the college (South-East Asia College, 1991). Most research funds are provided by the university; only part of the funds are received from the Ministry of University Affairs. The college encourages the full-time faculty to do research by giving funds and monetary rewards to researchers; however, there are not many studies because the faculty has large teaching loads (Kachornsri, 1993, p. 21).

Service to Society: the college provides service to society such as student volunteers for the rural development volunteer camp clubs. These services are provided during vacations by using volunteers to develop the rural areas (South-East Asia College, 1991). The college provides other community services such as teaching everyday English to students and other people, teaching Japanese, teaching how to use computers, and giving knowledge about how to use voluntary radio (Kachornsri, 1993, p. 21).

Preservation of Arts and Culture of the Nation: the college promotes the Thai classical music club in the student activity division. There are many varieties of activities; most are aimed at the preservation of Thai arts and cultures. The college sends student representatives to Thai musical contests and sends students to rural areas to give music lessons to students there (Kachornsri, 1993, P. 21).
The Status of South-East Asia College in 1986

South-East Asia College determined to develop itself and become a university in 1985 (South-East Asia College, 1987b, p. 3). It gradually developed projects and plans for academic excellence. It then began to develop educational projects in order to raise its status to university. There were major issues relating to achieving university status: finance, curriculum, faculty, students, library, and buildings. These issues are addressed as follows:

Finance

The private colleges in Thailand had to depend heavily on tuition and fees which were much higher than those in the state universities. The Thai government has never provided financial assistance of any kind to the private colleges (Kulachol, 1977, p. 127). Some of them had experienced annual deficits. South-East Asia College had some financial problems and was controlled by a Private College Control Committee from August 25, 1976 until January 14, 1982 (Private College Control Committee, 1982).

In 1986, the college had income from tuition and fees of 27,538,234 baht ($1,091,920). An amount of 13,673,986 baht was spent for staff and faculty salaries. A profit of 4,482,303 baht ($177,728) was realized. This profit was distributed to the General Fund, Fixed Asset Fund, Research and Library Fund, and the Assistance Fund (South-East Asia...
College, 1987b, p. 27). An auditor's report on May 31, 1986 indicated that the college had the following funds: General Fund 57,582,738 baht ($2,283,217), Fixed Asset Fund 20,697,243 baht ($820,667), Research Fund 6,826,888 baht ($270,693), Assistance Fund 26,886,099 baht ($1,066,062) (South-East Asia College, 1987b, p. 27).

Curriculum

In 1986, South-East Asia College had three faculties: Industrial Technology, Business Administration, and Engineering. They offered both certificate level and bachelor's level degrees. The Faculty of Industrial Technology offered courses leading to the certificate level in four majors: mechanical power, electrical technology, electronics technology, and building construction. The Faculty of Business Administration offered certificate level courses in accounting and marketing and bachelor's degree courses in accounting, marketing, finance and banking, and personnel management. The college expanded the curriculum by offering two-year continuing programs leading to bachelor's degrees in electronic engineering and electrical power engineering in the Faculty of Engineering. The two-year continuing program is a program in which a student with a certificate in a specific field may continue on for a bachelor's degree in the same field (South-East Asia College, 1985).
Library

In 1973, when the college first opened, the library had only 6,437 square feet of space. The library did not meet the standards necessary for a university (Srisa-ann, 1988).

When the college requested its status be changed to that of a university in 1987, it had already increased the number of volumes in the library. In 1986, the library had 1,000,000 baht ($39,651) budgeted for this. The library had the following staff: a director with a master's degree, four librarians with bachelor's degrees, and nine clerks with no degrees. The library had the following books, journals, and newspapers:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Thai books</td>
<td>39,228</td>
</tr>
<tr>
<td>English books</td>
<td>5,722</td>
</tr>
<tr>
<td>Total</td>
<td>44,950</td>
</tr>
<tr>
<td>Thai Journals</td>
<td>245</td>
</tr>
<tr>
<td>English Journals</td>
<td>41</td>
</tr>
<tr>
<td>Total</td>
<td>286</td>
</tr>
<tr>
<td>Thai newspaper subscriptions</td>
<td>16</td>
</tr>
<tr>
<td>English newspaper subscriptions</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
</tr>
</tbody>
</table>

The college stated in the five year plan that there would be 10 more librarians and 18 more clerks by the end of 1991. There would also be 103,878 Thai books and 20,601 foreign books at the end of 1991. Moreover, the library would increase in size to 27,245 square feet in 1991 (South-East Asia college, 1987b).
After inspection of the library, the private higher education institution committee indicated that the library did not meet the standards in 1987. The building was made of wood and was too small. Also, the number of books in the library was not enough when compared to the standards. A new library was needed to provide more seating and room for more books (Srisa-ann, 1988).

Faculty

In 1986, South-East Asia College had 111 full-time faculty and 2,645 students. The ratio of full-time faculty to students was 1:24. The qualifications of these 111 full-time faculty in 1986 were as follows: 5 with doctoral degrees, 26 with master's, 66 with bachelor's, and 14 with less than bachelor's.

When the college made the request to become a university, it was required to have the number of faculty stipulated by Ministry of University Affairs standards. This standard of full-time faculty to students was 1:30 in the beginning and 1:20 in the final year. If part-time faculty is included, the faculty to student standard is 1:15. However, when student enrollment increases or faculty resigns, the university must recruit personnel in order to maintain a faculty-student ratio of 1:30. The college indicated in the five year plan, 1987 through 1991, presented
in 1986 that the ratio of full-time faculty per student would be no more than 1:30 in 1987 and 1:20 in 1991. The college proposed in the five year plan a ratio of faculty to students as shown in Table 8. According to the plan, these numbers were projected for recruiting both faculty and students.

Table 8

Five Year Planning For Ratio of Full-time Faculty to Students, Academic Year 1987-1991

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Full-time Faculty</th>
<th>Students</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1987</td>
<td>119</td>
<td>2,866</td>
<td>1:24</td>
</tr>
<tr>
<td>1988</td>
<td>146</td>
<td>3,498</td>
<td>1:24</td>
</tr>
<tr>
<td>1989</td>
<td>175</td>
<td>3,854</td>
<td>1:22</td>
</tr>
<tr>
<td>1990</td>
<td>194</td>
<td>4,072</td>
<td>1:21</td>
</tr>
<tr>
<td>1991</td>
<td>214</td>
<td>4,072</td>
<td>1:19</td>
</tr>
</tbody>
</table>

Note. From Project of raising the status of college to university (p. 14) by South-East Asia College, 1987b. Bangkok, Thailand: College Printing.

The college attempted to maintain the ratio of full-time faculty to students close to the standards of the Ministry of University Affairs. In 1991, the ratio of full-time faculty to students exceeded the standards.
The college intended to recruit more faculty with higher degrees to improve the qualifications of full-time faculty. The five year recruitment plan for full-time faculty, conducted from 1987 through 1991, is illustrated in Table 9.

Table 9

Five Year Plan For Recruiting Full-time Faculty Distributed by Academic Qualification, Academic Years 1986 through 1991

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>Masters</td>
<td>26</td>
<td>6</td>
<td>25</td>
<td>26</td>
<td>16</td>
<td>16</td>
<td>115</td>
</tr>
<tr>
<td>Bachelors</td>
<td>66</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>66</td>
</tr>
<tr>
<td>Below</td>
<td>14</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>8</td>
<td>27</td>
<td>29</td>
<td>19</td>
<td>20</td>
<td>214</td>
</tr>
</tbody>
</table>

Note. From Project of raising the status of college to university (p. 13) by South-East Asia College, 1987b. Bangkok, Thailand: College Printing.

The college proposed to recruit more faculty with doctoral or master's degrees in the five year recruitment plan. During this period, 103 more faculty members would be
added. Also, the college would stop recruiting faculty with only bachelor's degrees.

The college had attempted to recruit more faculty with doctoral degrees and had encouraged the faculty members to improve their qualifications to meet the standards (South-East Asia College, 1987b). The minimum standard degree requirements for the faculty is doctoral degrees, 20%; master's degrees, 55%; and bachelor's degrees, 25%. In other words, the faculty should have one (1) doctoral degree to six (6) master's degrees to three (3) bachelor's degrees or a ratio of 1:6:3. The breakdown of degrees of the faculty in academic years 1982 to 1986 is shown in Table 10.

Table 10

**Actual Number of Full-time Faculty Distributed by Academic Qualification, Academic Years 1982 - 1986**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Ph.D</th>
<th>M.A.</th>
<th>B.A.</th>
<th>Total</th>
<th>Ratio D:M:B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1982</td>
<td>-</td>
<td>7</td>
<td>59</td>
<td>66</td>
<td>0:1:9</td>
</tr>
<tr>
<td>1983</td>
<td>-</td>
<td>6</td>
<td>56</td>
<td>62</td>
<td>0:1:9</td>
</tr>
<tr>
<td>1984</td>
<td>-</td>
<td>13</td>
<td>60</td>
<td>73</td>
<td>0:2:8</td>
</tr>
<tr>
<td>1985</td>
<td>-</td>
<td>20</td>
<td>64</td>
<td>84</td>
<td>0:2:8</td>
</tr>
<tr>
<td>1986</td>
<td>5</td>
<td>26</td>
<td>66</td>
<td>97</td>
<td>1:2:7</td>
</tr>
</tbody>
</table>
From 1982 to 1986, the number of full-time faculty with bachelor's degrees was greater than the number of faculty with master's degrees. At the time of requesting university status in 1986, only five faculty members held doctoral degrees. The ratio of doctoral degrees to master's to bachelor's was below the standard in 1986.

**Students**

In 1986 the college had not had much choice in the quality of students to accept due to other colleges and universities having better reputations. Admission to South-East Asia College was open to any person whose academic record and personal qualifications suggested that they might profitably pursue the program of study so long as enrollment capacities had not been reached (South-East Asia College, 1985). Students were admitted on the following basis: the applicant (a) must be a high-school graduate, or have equivalent qualifications, or a vocational certificate, (b) must be in good health and have good moral character, (c) must never have had a penalty imposed by a court's jurisdiction, and (d) must be willing to accept the regulations of the college (South-East Asia College, 1985).

The college offered certificate programs in industrial technology and business administration. Also, a bachelor's degree program was offered in business administration. The
number of students enrolled in these programs for Industrial Technology and Business Administration during the academic years 1982 to 1986 are illustrated in Table 11.

Table 11

**Number of Students Enrolled, Academic Years 1982 to 1986**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Certificate Program: Industrial Technology</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanical Power</td>
<td>252</td>
<td>259</td>
<td>193</td>
<td>216</td>
<td>135</td>
</tr>
<tr>
<td>Electrical Technology</td>
<td>377</td>
<td>374</td>
<td>374</td>
<td>543</td>
<td>355</td>
</tr>
<tr>
<td>Electronic Technology</td>
<td>166</td>
<td>269</td>
<td>270</td>
<td>352</td>
<td>349</td>
</tr>
<tr>
<td>Building Construction</td>
<td>280</td>
<td>273</td>
<td>215</td>
<td>227</td>
<td>130</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,075</td>
<td>1,175</td>
<td>1,052</td>
<td>1,338</td>
<td>969</td>
</tr>
<tr>
<td><strong>Certificate Program: Business Administration</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>76</td>
<td>77</td>
<td>90</td>
<td>32</td>
<td>11</td>
</tr>
<tr>
<td>Marketing</td>
<td>125</td>
<td>90</td>
<td>128</td>
<td>39</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>201</td>
<td>167</td>
<td>218</td>
<td>71</td>
<td>23</td>
</tr>
</tbody>
</table>
Table 11 (continued)

**Number of Students Enrolled, Academic Years 1982 to 1986**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's Degree Programs: Business Administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>80</td>
<td>134</td>
<td>117</td>
<td>117</td>
<td>100</td>
</tr>
<tr>
<td>Marketing</td>
<td>59</td>
<td>105</td>
<td>69</td>
<td>66</td>
<td>45</td>
</tr>
<tr>
<td>Total</td>
<td>139</td>
<td>239</td>
<td>186</td>
<td>183</td>
<td>145</td>
</tr>
<tr>
<td>Grand Total</td>
<td>1,415</td>
<td>1,581</td>
<td>1,456</td>
<td>1,592</td>
<td>1,137</td>
</tr>
</tbody>
</table>

Between the years 1982 and 1986 the majority of the student body was in the certificate program in Industrial Technology. Enrollment in the certificate program in Business Administration decreased from 1982 to 1986. However, enrollment in the bachelor's degree program increased from 1982 to 1985, before decreasing in 1986.

The number of graduates from Industrial Technology and Business Administration for academic years 1982 to 1986 are shown in Table 12.
Table 12

Number of Graduates, Academic Years 1982 to 1986

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Certificate Program: Industrial Technology</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanical Power</td>
<td>148</td>
<td>157</td>
<td>146</td>
<td>121</td>
<td>105</td>
</tr>
<tr>
<td>Electrical Power</td>
<td>144</td>
<td>189</td>
<td>247</td>
<td>234</td>
<td>289</td>
</tr>
<tr>
<td>Electronic Technology</td>
<td>68</td>
<td>85</td>
<td>95</td>
<td>131</td>
<td>210</td>
</tr>
<tr>
<td>Building Construction</td>
<td>128</td>
<td>136</td>
<td>168</td>
<td>169</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>488</td>
<td>567</td>
<td>656</td>
<td>655</td>
<td>704</td>
</tr>
<tr>
<td><strong>Certificate Program: Business Administration</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>32</td>
<td>43</td>
<td>46</td>
<td>69</td>
<td>30</td>
</tr>
<tr>
<td>Marketing</td>
<td>33</td>
<td>71</td>
<td>43</td>
<td>55</td>
<td>21</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>65</td>
<td>114</td>
<td>89</td>
<td>124</td>
<td>51</td>
</tr>
<tr>
<td><strong>Bachelor's Degree Program: Business Administration</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>9</td>
<td>9</td>
<td>20</td>
<td>27</td>
<td>39</td>
</tr>
<tr>
<td>Marketing</td>
<td>18</td>
<td>32</td>
<td>28</td>
<td>29</td>
<td>31</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>27</td>
<td>41</td>
<td>48</td>
<td>56</td>
<td>70</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>580</td>
<td>722</td>
<td>793</td>
<td>835</td>
<td>825</td>
</tr>
</tbody>
</table>
The number of graduates in Industrial Technology and in Business Administration increased from 1982 to 1986. More students graduated with bachelor's degrees in business in 1985 and 1986.

**Buildings**

The college had built buildings as needed until 1986. In 1984, the building construction workshop was constructed. The three-story building was added in 1985 that contained the classrooms, offices for faculty and staff, computer labs, chemistry labs, and physic labs (South-East Asia College, 1987b). This building was the last classroom building built.

When the college first requested university status, it had a total usage area of 125,145 square feet. The following are the buildings in 1986 and their area in square feet:

<table>
<thead>
<tr>
<th>Building</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of president</td>
<td>5,536</td>
</tr>
<tr>
<td>Library</td>
<td>6,437</td>
</tr>
<tr>
<td>Classrooms (44)</td>
<td>34,822</td>
</tr>
<tr>
<td>English lab</td>
<td>1,460</td>
</tr>
<tr>
<td>Computer labs (2)</td>
<td>1,221</td>
</tr>
<tr>
<td>Typing Lab</td>
<td>630</td>
</tr>
<tr>
<td>Chemistry lab</td>
<td>651</td>
</tr>
<tr>
<td>Physic lab</td>
<td>657</td>
</tr>
<tr>
<td>Electronic labs (5)</td>
<td>3,255</td>
</tr>
<tr>
<td>Public Relation</td>
<td>3,552</td>
</tr>
<tr>
<td>Graduate School</td>
<td>3,660</td>
</tr>
<tr>
<td>Service &amp; clerk</td>
<td>3,595</td>
</tr>
<tr>
<td>Student service</td>
<td>775</td>
</tr>
<tr>
<td>Electrical Power labs (3)</td>
<td>6,077</td>
</tr>
<tr>
<td>Mechanical labs (4)</td>
<td>6,510</td>
</tr>
<tr>
<td>Construction lab</td>
<td>9,688</td>
</tr>
<tr>
<td>Faculty offices (19)</td>
<td>2,903</td>
</tr>
<tr>
<td>First Aid service</td>
<td>980</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>13,712</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>125,145</strong></td>
</tr>
</tbody>
</table>
Findings and Recommendations
of The Inspection Committee

In April, 1987, the college began to request permission to change its status to a university by furnishing data to the Ministry of University Affairs regarding curricula, students, teaching, and administrative personnel. At the same time a five year plan of university development had to be submitted. This plan had to deal with the library, a research center, an arts and cultural center, as well as with other buildings and land (South-East Asia College, 1987b). The inspection committee considered these documents. The committee also inspected South-East Asia College in 1988 and did not approve its request to become a university (Srisa-ann, 1988).

The inspection committee indicated certain areas not meeting the requirements of the Ministry of University Affairs to become a university. The goals of the five-year plan (1987-1991) of university development with which South-East Asia College had to comply were impossible to meet as the college did not have the potential to meet the requirements at the time of the request. The Ministry of University Affairs indicated four areas not meeting the requirements: library, faculty, buildings, and students (Srisa-ann, 1988).

1. The library is made of wood, is too small, and does not have enough seats. Also, the number of books in
the library is not enough when compared to the standards. A new library is needed to increase the number of seats to meet the standards.

2. The ratio of full-time faculty members to students called for in the five year project could not be accomplished.

3. A nine story classroom building had been proposed in the five year plan; however the building was no longer being considered.

4. South-East Asia College did not follow the requirements for total number of students. In 1987, the college had admitted more students than the requirements allowed (Srisa-ann, 1988).

Activities to Achieve University Status

After the first request was turned down in February, 1988, the college tried to improve certain weaknesses to meet the requirements of the Ministry of University Affairs. The college attempted to improve itself from 1988 to 1991.

Overall, South-East Asia College improved the curriculum, added personnel, expanded the library, and improved and added organizations to correspond with the requests for university status and the five-year development plan of the college. On December 25, 1991, the college made a second request to the Ministry of University Affairs to become a university. The college reported that it had made improvements to meet the standards in finance, curriculum, library, faculty, students, and buildings (South-East Asia College, 1991).

Finance

In 1991, the college had income from tuition and fees of 55,076,770 baht ($2,183,852) and expenditures of 43,819,379
baht ($1,737,485) which rendered a profit of 13,231,156 baht ($524,629) (South-East Asia College, 1991, p. 242). When the college made the second request to become a university in 1991, it had enough income to provide all the necessities to become a university. In 1991, the college had accumulated the following funds:

<table>
<thead>
<tr>
<th>Fund</th>
<th>Amount</th>
<th>($ Equivalent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund</td>
<td>43,819,379 baht</td>
<td>($1,737,485)</td>
</tr>
<tr>
<td>Fixed Asset fund</td>
<td>46,312,254 baht</td>
<td>($1,836,330)</td>
</tr>
<tr>
<td>Research and Library fund</td>
<td>3,887,016 baht</td>
<td>($154,124)</td>
</tr>
<tr>
<td>Assistance fund</td>
<td>712,703 baht</td>
<td>($28,259)</td>
</tr>
<tr>
<td><strong>Total funds</strong></td>
<td><strong>94,731,352 baht</strong></td>
<td><strong>($3,756,199)</strong></td>
</tr>
</tbody>
</table>

**Curriculum**

In 1987, the Faculty of Business Administration offered four majors: accounting, marketing, finance and banking, and personnel management. Also, the Faculty of Engineering established a major in electrical power engineering in 1987 (Pramotaka, 1992, p. 3). In addition, the graduate school started to offer courses in business administration in 1987.

In 1988, the Faculty of Business Administration established a two-year continuing program in accounting and marketing. In 1989, the Faculty of Industrial Technology established two-year continuing programs in mechanical power, building construction, electrical technology, and electronic technology (Pramotaka, 1992, p. 3). In addition, the Faculty of Business Administration created a two-year continuing
program in finance and banking in 1989. In 1991, the Faculty of Business Administration began offering a bachelor’s degree in business computers and a two-year continuing program in business computers (Pramotaka, 1992, p. 3).

**Library**

A new three-story library was built during 1991 with an area of 22,604 square feet and a capacity of 650 seats. The college provided a 6,025,542 baht ($238,919) budget for purchasing more books and journals. The library contained 51,707 books in 1990. This total, which included books in Thai and foreign languages, increased to 52,876 volumes in 1991. Besides books, the library had 533 subscriptions to Thai and foreign newspapers, periodicals, and journals (South-East Asia College, 1991, p. 117).

**Faculty**

The Ministry of University Affairs required the ratio of full-time faculty to students be 1:20. The ratio of full-time faculty to students during the academic years 1987 through 1991 is presented in Table 13.
Table 13

**Ratio of Full-time Faculty To Students, Academic Years**

**1987 through 1991**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Full-time Faculty</th>
<th>Student</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1987</td>
<td>128</td>
<td>1,284</td>
<td>1:10</td>
</tr>
<tr>
<td>1988</td>
<td>113</td>
<td>2,320</td>
<td>1:20</td>
</tr>
<tr>
<td>1989</td>
<td>110</td>
<td>2,255</td>
<td>1:20</td>
</tr>
<tr>
<td>1990</td>
<td>114</td>
<td>2,278</td>
<td>1:19</td>
</tr>
<tr>
<td>1991</td>
<td>154</td>
<td>2,833</td>
<td>1:18</td>
</tr>
</tbody>
</table>

South-East Asia College met the requirements for the academic years 1987 through 1991, which were equal to or above the standards. In 1991, there were 154 full-time faculty for 2,833 students. The ratio of full-time faculty to students was 1:18 which was above the standard (South-East Asia College, 1991). It was an indication of the college's intent to meet the standards of the Ministry of University Affairs.

One of the standards that had to be met for raising the status from college to university was the personnel aspect. Most private higher education institutions faced problems in recruiting and retaining full-time faculty (Ministry of
University Affairs, 1985a). The college had faculty development programs and encouraged faculty to work toward advanced degrees. In addition, the college encouraged full-time faculty to take study leaves for continuing their education toward master's and doctoral degrees both inside and outside of the country. However, the college still faced a problem in recruiting full-time faculty in some specific fields, both in engineering and business administration (South-East Asia College, 1991). Table 14 illustrates the number of full-time faculty distributed by academic qualification from academic years 1987 through 1991.

Table 14

Number of Full-time Faculty Distributed by Academic Qualification, Academic Years 1987 - 1991

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Ph.D</th>
<th>M.A.</th>
<th>B.A.</th>
<th>Total</th>
<th>Ratio D:M:B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1987</td>
<td>5</td>
<td>34</td>
<td>72</td>
<td>111</td>
<td>1:3:6</td>
</tr>
<tr>
<td>1988</td>
<td>4</td>
<td>38</td>
<td>54</td>
<td>96</td>
<td>0:4:6</td>
</tr>
<tr>
<td>1989</td>
<td>2</td>
<td>36</td>
<td>57</td>
<td>95</td>
<td>0:4:6</td>
</tr>
<tr>
<td>1990</td>
<td>3</td>
<td>41</td>
<td>56</td>
<td>100</td>
<td>0:4:6</td>
</tr>
<tr>
<td>1991</td>
<td>9</td>
<td>75</td>
<td>70</td>
<td>154</td>
<td>1:5:4</td>
</tr>
</tbody>
</table>
In 1991, the college had 9 faculty members with doctoral degrees. The ratio of the qualifications of full-time faculty was of one (1) doctoral degrees to eight (8) master's degrees to seven (7) bachelor's degrees or a ratio of 1:8:7 at the time of second request to become a university. This ratio was below the standard of 1:6:3.

**Students**

The total number of students in a private university or college should not exceed the number specified by the regulations of the Ministry for that private college or university (Ketudat et al., 1978). One of the reasons that the first request was turned down was the total number of students enrolled in 1987 exceeded the limits. The inspection committee indicated that South-East Asia College did not follow the requirements for the number of students when it first requested to become a university. The college had admitted more students than the regulations allowed in 1987 (Srisa-ann, 1988).

South-East Asia College maintained the number of students as required by Ministry of University Affairs from 1988 to 1991. The number of students from academic years 1987 through 1991 are illustrated in Table 15.
Table 15

Number of Students by Program, Academic Years
1987 through 1991

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate Program: Industrial Technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanical Power</td>
<td>314</td>
<td>306</td>
<td>313</td>
<td>292</td>
<td>322</td>
</tr>
<tr>
<td>Electrical Technology</td>
<td>492</td>
<td>511</td>
<td>492</td>
<td>500</td>
<td>515</td>
</tr>
<tr>
<td>Electronic Technology</td>
<td>520</td>
<td>532</td>
<td>519</td>
<td>529</td>
<td>515</td>
</tr>
<tr>
<td>Building Construction</td>
<td>282</td>
<td>285</td>
<td>292</td>
<td>296</td>
<td>309</td>
</tr>
<tr>
<td>Total</td>
<td>1,608</td>
<td>1,634</td>
<td>1,616</td>
<td>1,617</td>
<td>1,631</td>
</tr>
</tbody>
</table>

| Certificate Program: Business Administration |      |      |      |      |      |
| Accounting                                   | 9    | 25   | 15   | -    | -    |
| Marketing                                    | 9    | 19   | 11   | -    | -    |
| Total                                        | 18   | 44   | 26   | -    | -    |

| Bachelor's Degree Program: Business Administration |      |      |      |      |      |
| Accounting                                        | 267  | 200  | 171  | 237  | 280  |
| Marketing                                        | 195  | 121  | 127  | 149  | 183  |
| Finance and Banking                              | 65   | 86   | 79   | 95   | 109  |
| Personnel Management                             | 55   | 76   | 77   | 94   | 122  |
| Total                                            | 582  | 483  | 454  | 575  | 694  |
Table 15 (continued)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bachelor's Degree Program: Engineering</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic Technology</td>
<td>89</td>
<td>109</td>
<td>126</td>
<td>100</td>
<td>101</td>
</tr>
<tr>
<td>Electrical Power</td>
<td>27</td>
<td>50</td>
<td>72</td>
<td>95</td>
<td>102</td>
</tr>
<tr>
<td>Total</td>
<td>116</td>
<td>159</td>
<td>198</td>
<td>195</td>
<td>203</td>
</tr>
<tr>
<td><strong>Master's Degree Program: Graduate School</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Administration</td>
<td>-</td>
<td>-</td>
<td>20</td>
<td>57</td>
<td>59</td>
</tr>
<tr>
<td>Grand Total</td>
<td>2,324</td>
<td>2,320</td>
<td>2,454</td>
<td>2,690</td>
<td>2,833</td>
</tr>
</tbody>
</table>

The majority of the student body was from the certificate programs in industrial technology. The number of students in the certificate programs in business administration decreased to zero in 1990 because the college stopped offering the certificate level. The college started offering a graduate level in business administration in 1989. There were 20 graduate students in 1989, 57 in 1990, and 59 in 1991. The college intended to maintain the number of students as allowed by the Ministry of University Affairs.
Buildings

The Ministry of University Affairs stated that South-East Asia College had not followed what was in the five year plan (1987-1991) about a classroom building. The college indicated in the five year plan that it would build a nine story classroom building in the academic year of 1988. The president of the college, however stated, in 1988 that it was not possible to build such a building (Srisa-ann, 1988).

In 1991 the college had a total usage area of 384,009 square feet (South-East Asia College, 1991, pp. 198-199).

The following are the buildings and their area in square feet:

<table>
<thead>
<tr>
<th>Building</th>
<th>Area (sq ft)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Technology</td>
<td>4,984</td>
</tr>
<tr>
<td>Business Administration</td>
<td>16,536</td>
</tr>
<tr>
<td>Engineering</td>
<td>7,233</td>
</tr>
<tr>
<td>Electronic</td>
<td>13,335</td>
</tr>
<tr>
<td>Building Construction Lab</td>
<td>18,015</td>
</tr>
<tr>
<td>Mechanical lab</td>
<td>24,948</td>
</tr>
<tr>
<td>Electrical power lab</td>
<td>16,263</td>
</tr>
<tr>
<td>Classroom</td>
<td>4,392</td>
</tr>
<tr>
<td>Library</td>
<td>22,604</td>
</tr>
<tr>
<td>English lab</td>
<td>1,163</td>
</tr>
<tr>
<td>Physics lab</td>
<td>807</td>
</tr>
<tr>
<td>Computer lab</td>
<td>1,346</td>
</tr>
<tr>
<td>Chemistry lab</td>
<td>1,679</td>
</tr>
<tr>
<td>First aid</td>
<td>936</td>
</tr>
<tr>
<td>Registrar Office</td>
<td>1,722</td>
</tr>
<tr>
<td>Art and cultural center</td>
<td>3,229</td>
</tr>
<tr>
<td>Student recreation area</td>
<td>6,232</td>
</tr>
<tr>
<td>Multiple usage bldg</td>
<td>3,767</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>13,821</td>
</tr>
<tr>
<td>Graduate School</td>
<td>3,767</td>
</tr>
<tr>
<td>President office</td>
<td>5,543</td>
</tr>
<tr>
<td>Storage bldg</td>
<td>1,346</td>
</tr>
<tr>
<td>Printing bldg</td>
<td>2,379</td>
</tr>
<tr>
<td>Student service</td>
<td>5,425</td>
</tr>
<tr>
<td>Maintenance</td>
<td>2,239</td>
</tr>
</tbody>
</table>
The college built more small buildings and provided more usage areas during this period. In 1991, the area for administrative, staff and faculty was 27,793 square feet. The area for classrooms was 30,764 square feet. The area for the library was 22,281 square feet. The area for labs and workshops was 59,381 square feet. The other usage areas such as auditorium, student center, sports fields was 243,783 square feet. The total area accumulated is 384,008 square feet.

The college also developed plans during this period to build a six-story classroom building between 1995-1996 which is to have a usage area of 51,667 square feet. In addition, the following areas will be added to existing buildings: 8,019 square feet to the computer center, 5,383 square feet to the art center, 33,368 square feet to the cultural center, and 10,225 square feet to the library during 1995-1996.

Achieving of University Status

On December 25, 1991, South-East Asia College made the second request to the Ministry of University Affairs. Data
about history, objectives, organizational charts, programs of study, number of students, number of personnel, faculty development, library, educational equipment, plant and facilities, tuition and fees, and financial status were submitted to the Ministry (South-East Asia College, 1991).

On March 5, 1992, the Ministry of University Affairs approved in principle the raising of the status of South-East Asia College to that of university. It was named South-East Asia University (South-East Asia University, 1992).

The following are some areas in which South-East Asia University has to comply in order to maintain university status:

1. By the end of 1996, the ratio of full-time faculty to students must be one faculty member to twenty students, both in each field of study and overall. In 1992, at the beginning of the plan, the ratio of full-time faculty members in general education had to be one faculty member to 30 students. In 1991, South-East Asia College had a ratio of full-time faculty to students of one faculty member to 19.77 students.

2. The library was required to acquire 30 books per student for a total of 71,376 books by 1996. In addition, the number of seats in the library had to be equal to 20 percent of the total number of students each year.

3. The administrators of the university, such as president, vice presidents, and deans were required to be full-time personnel.

4. The research budget had to be at least 500,000 baht ($19,826) per year. South-East Asia College had 540,660 baht ($21,438) for the research budget in 1991 (South-East Asia College, 1991).
Summary

In 1986, South-East Asia College began to develop educational projects in order to raise the status of the college to university. The college first requested permission to change its status to a university in April, 1987. The college furnished data to the Ministry of University Affairs regarding finance, curricula, faculty, students, library, and buildings during the period of the request and five years from the year requested. The first attempt was turned down. The Ministry of University Affairs indicated four areas not meeting the requirements. First, a new library was needed to increase the number of seats to meet the standards. Secondly, the ratio of full-time faculty members to students called for in the five year plan could not be accomplished. Third, a nine story classroom building was to be built between 1988 and 1990, but was not. This building should be built. Lastly, South-East Asia College did not follow the requirements for total number of students. In 1987, the college had admitted more students than the requirements allowed. The college had gradually improved itself since 1987 by emphasizing the improvement of the weak areas. In 1992, the college made a second request to change its status to that of university. The Minister of University Affairs approved the change in status of South-East Asia College to South-East Asia University on March 5, 1992.
CHAPTER V

SUMMARY, DISCUSSION, CONCLUSIONS,
AND RECOMMENDATIONS

Summary

The purpose of this study was to describe the history, development, problems, and issues related to achieving university status of South-East Asia College from 1974 to 1993. The areas of emphasis in the study were the Thai government policies on private higher education, legislation that initiated the founding of the college, goals of the college, financial sources, physical plants, programs, faculty, and students.

This historical research used records and documents, which were primary sources, from South-East Asia College, the Association of Private Higher Education Institutions of Thailand, and the Ministry of University Affairs. Other primary sources included interviews with the President and with the faculty and staff of the college. Secondary sources included reports and publications from the Ministry of University Affairs, Thailand. The data collected from the various sources are presented in descriptive form.
Summary of Findings

This study resulted in the following findings:

1. The Thai government encourages the establishment of private higher education institutions. The government enacted the Private College Act of 1969 to allow the private sector to offer education at the bachelor's degree level. The Private Higher Educational Institution Act of 1979 allowed the private sector to be equal to government universities.

2. South-East Asia College was founded in 1974 by the Khunya Plak Muanpiew Foundation for the purpose of training students in the field of industrial technology and business administration.

3. The source of income for the college is mainly tuition and fees. The college experienced financial difficulty in 1976 and was under the control of Ministry of University Affairs from August 25, 1976, to January 14, 1982.

4. At the time it was established, the college offered a two-year program in industrial technology. Two-year and four-year programs in business administration were added in 1977. In 1985, the Faculty of Engineering was established to offer the bachelor's degree in electronic technology. In 1987, the Faculty of Engineering started to offer bachelor's degree in electrical power. Also, the master's degree program was first offered in the Faculty of Business Administration in 1987.
5. When the college was first established, there were approximately 23 full-time instructors. Most of the lecturers were part-time faculty. During 1982 to 1990, the number of faculty with bachelor's degrees was higher than the number of faculty with master's degrees. However, in 1991, the number of faculty with master's degrees was higher than the number of bachelor's degrees. There were nine full-time faculty with doctor's degrees in 1991.

6. Enrollment was 321 students when the college began. Although the number of students at the time of establishment was not large, the number of students is now over 3,000 students. The number of students for the academic years 1987 to 1991 were 2324, 2320, 2454, 2690, and 2833 respectively. These graduates of the university contribute to the development of Thailand as they add to the pool of educated manpower.

7. The college requested university status in April, 1987. The first attempt was turned down. The Ministry of University Affairs indicated four areas not meeting the requirements. First, the library was too small and a new library was needed to increase the number of seats. Secondly, the ratio of full-time faculty members to students called for in the five year plan could not be accomplished. Third, a nine story classroom building was to be built between 1988 and 1990, but was not. This building should be
built. Lastly, South-East Asia College did not follow the requirements for the total number of students. The college had admitted more students than the requirement allowed.

8. The college gradually developed and improved some major areas such as curricula, faculty, buildings, and library. In December, 1991, the college made a second request to change its status to that of university. The Ministry of University Affairs approved the change in status of South-East Asia College to South-East Asia University in March, 1992.

Discussion

The Ministry of University Affairs is responsible for controlling academic and financial matters, personnel administration, international cooperation, and the procedures and policies of private higher education institutions in Thailand. The government operation of private colleges primarily involves the control of operations, academic standards, and financial affairs. In addition, private higher education institutions are encouraged to extend their programs in fields which they are prepared. Government universities do not start new curricula if private sector institutions are ready to do the task.

Under the present policy, the government continues to support private institutions of higher education in administration, promotion of academic standards, and indirect
monetary aid. The government policy in the administration
and supervision of private higher education institutions is
to promote the creation of new institutions and encourage the
future development of private institutions. In order to help
private institutions win public confidence and respect, the
government monitors and guarantees standards for the quality
of academic excellence. The government's policy is to render
strong support to private higher education institutions.
Private higher education institutions in Thailand were first
established by the Private College Act of 1969 under the
control of the Ministry of Education. The act restricted the
fields within which private institutions could operate at the
bachelor's degree level, recognizing them only as colleges,
and preventing them from growing and being fully integrated
in educational development.

The Ministry of University Affairs later revised the
Private College Act of 1969 and released the Private Higher
Educational Institution Act of 1979. The new act permits the
private sector to be on a fully legal, and equal basis with
government universities. The act allows private institutions
to transfer their status from college to university, to offer
doctor's degrees, to provide instructors with academic ranks,
to bestow honorary doctoral degrees to distinguished persons
in fields which are taught in their institutions, and to gain
acceptance by other institutions.
South-East Asia College aims to produce graduates for the business and industrial sectors. Thus, the educational programs of the college have always reflected the educational needs of the business and industrial sectors.

The board of trustees of the college oversees the administration, policies, and activities related to investment, acquisition, and building construction. It is composed of twelve members. The President of the college is appointed by the board. The board of trustees system seems to provide effective management of the college.

The college income comes primarily from tuition fees. Changes in tuition and fee rates must be approved by the government. The income of the college is divided into the following four major categories: General Fund, Fixed Asset Fund, Research and Library Fund, and Assistance Fund. The Ministry of University Affairs controls financial matters of the private higher education institutions. All income is allocated for the benefit of the institution rather than the personal advantage of owners or officers.

The increasing ratio of full-time faculty to part-time faculty and the broadening fields of degrees reflect the college's intention to meet standards of academic excellence and to earn respect and acceptance of the public. The college will continue to play a vital role in higher education in Thailand.
Conclusions

The findings from this research lead to the following conclusions:

1. The Thai government continues to encourage the establishment of private higher education institutions.
2. The role of private higher education in Thailand seems secure and will continue to be important.
3. Standards appear to be applied fairly and consistently for all applicants for university status.

Recommendations for Future Research

Based on the findings and conclusions of this study, the following recommendations for future research are made:

1. As this study is limited to one private university, a further investigation should be made of the other private institutions.
2. A study should be conducted to identify factors which will contribute to the future development of South-East Asia University.
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