มหาวิทยาลัยอัสสัมชัญ จัดพิธีประกาศปริญญาบัตร จำนวน 36 เมื่อวันที่ 24 มกราคม 2552 ณ ศูนย์การประชุมแห่งชาติสิริกิติ์ โดยมีร.ศร. บัญชา แสงฟ้า และวิษณุ อธิการบดี เป็นประธาน และมีผู้สำเร็จการศึกษาในระดับดุษฎีบัณฑิต มหาบัณฑิต และบัณฑิต รวม 3,881 คน
ประมวลภาพ
การประชุมนานาชาติ Ethics vs Technology in Postmodern Era of Education
ระหว่างวันที่ 7-8 พฤศจิกายน 2551 ณ ศูนย์ประชุมนานาชาติ John XXIII Conference Center วิทยาเขตสุวรรณภูมิ
Report on Academic Development
Academic Year 2007
36th Commencement Exercises
January 24, 2009
Queen Sirikit National Convention Center

Rev. Bro. President
Rev. Bro. President Emeritus
Faculty Members
Distinguished Guests and Graduates

It is a great honour to present to you the Report on Assumption University’s Academic Development for the Academic Year 2007.

Academic year 2007, the 38th year of the University’s provision of quality education to the Thai and International Communities, marks yet another successful year of Assumption University’s incessant and sustainable development and growth, a palpable manifestation of the University’s assiduous and meticulous endeavor to maintain her leading position as an institution for knowledge, truth, and life-long education.

The following is a summary report of developments and events. It also includes statistical data on the Graduates of Class 36.

1. Curriculum Development

For Academic Year 2007, in the pursuance of her mission to fulfill the need for quality education of Thai and International Communities, and also to strengthen the country’s human resource skills, the University has offered 84 programs which comprise 39 undergraduate programs, 1 graduate diploma, 30 master programs, and 14 doctoral programs. Of these, 4 are newly developed programs, 25 are modified, and 6 are fully accredited. In addition, the University, with her commitment to enhancing the emotional growth of Thai Youths, has also started up the School of Music.

2. Human Resources Development

As the ability to attain her essential mission as a leading international university lies in the adequacy of well-qualified and competent faculty with cultural diversity, the University currently has 1,113 full-time faculty members performing either or both academic and administrative duties, 762 (68.46%) of whom are Thai nationals and 351 (31.54%) are foreigners who come from a total of 35 countries. Of the total, 379 are Ph.D. holders, while 602 and 132 are master degree and bachelor degree holders with the ratio of 34 : 54 : 12, respectively.

Furthermore, to ascertain that her faculty members’ qualifications are at the forefront, the University employs both consolidated recruitment policies and committed human resource development programs whereby scholarships for higher education, seminars and trainings are regularly provided to competent and dedicated full-time faculty members and supporting staff. This academic year, 18 faculty members and 2 supporting staff have received scholarships for further education, and 208 faculty members and 20 supporting staff were sponsored to attend academic seminars and professional trainings organized both locally and abroad.

3. Research Support and Development

As part of her strength lies in the continuous development of faculty members’ qualifications that would entail the better teaching and learning and an overall enhancement in the quality of education, the University has set up a Research Support Committee as well as granted research funds to support faculty members in conducting
research, producing academic articles, and applying for academic titles. In this end, the University currently has 55 full-time faculty members holding academic titles, 4 of whom are professors, 15 are associate professors, and 36 are assistant professors. Of these, 4 have been conferred associate professorship and 4 assistant professorship titles, respectively in academic year 2007.

With respect to research, academic papers, text books, and paper presentations, faculty members have published 145 research and academic articles in local and international academic journals and proceedings, and presented 80 research papers in local and international conferences. In addition, the University’s Research Institute has produced 9 institutional researches and 50 applied researches for companies.

4. **International Alliances Development**

In academic year 2007 – June 2007 to May 2008, the University has signed 10 Memoranda of Understanding (MOU) with universities, educational institutions, and corporations from 5 countries on such agreements as: student and faculty exchanges, twinning programs and general and research collaboration. These MOUs help strengthen our alliances with international universities as well as local organizations, and together with the existing MOUs resulted in more student and faculty exchanges, visits and collaborations among allied universities, and enabled the university to maintain her leading position as a truly international university.

5. **Statistical Data on Graduates of Class 36**

From the start of academic year 2007 till present, the University has a total of 20,045 students. Of these, 17,798 are taking Bachelor’s Degree Programs, 2,055 are taking Master’s Degree Programs and 192 are taking Doctoral Programs.

Thus far, the University has conferred degrees to 35 classes with a total of 59,602 graduates. For the academic year 2007 3881 graduates will receive their degrees. The number of graduates categorized according to their degrees and areas of specialization are as follows:

- **15 Doctoral Graduates**
  - 1 in Computer and Engineering Management
  - 2 in Philosophy
  - 9 in Educational Leadership
  - 1 in Computer Science
  - 1 in Telecommunications Science
  - 1 in eLearning Methodology

- **876 Master Graduates**
  - 458 in Business Administration
  - 87 in Technology Management
  - 27 in Tourism Management
  - 24 in Organization Development and Management
  - 12 in Computer Information Systems
  - 16 in Computer and Engineering Management
  - 19 in Counseling Psychology
  - 3 in Computer Science
  - 9 in Information Technology
  - 2 in Telecommunication Science
  - 12 in Technology Management
  - 26 in Internet and E-Commerce Technology
  - 47 in Management
  - 11 in Information and Communication Technology
  - 21 in Supply Chain Management
- 1 in Data Management and Analysis
- 2 in Philosophy
- 21 in English Language Teaching
- 4 in English Language and Literatures
- 3 in Individual and Family Studies
- 26 in Business Law
- 13 in Public Law
- 5 in Taxation Law
- 19 in Curriculum and Instruction
- 8 in Educational Administration

- 3 Graduate Diploma Graduates in Teacher Education

- 2,987 Bachelor Graduates
  - 1,614 from 17 majors in the School of Management
  - 674 from 4 majors in the School of Arts
  - 48 from the School of Nursing Science
  - 92 from 5 majors in the School of Science and Technology
  - 54 from 7 majors in the School of Engineering
  - 265 from 5 majors in the School of Communication Arts
  - 154 from the School of Law
  - 25 from 2 majors in the School of Biotechnology
  - 51 from 2 majors in the School of Architecture
  - 10 from the School of Music

Among these graduates, there are 200 outstanding academic achievers who will receive the University Council’s and the President’s Certificate of Honours.

Having attained a cumulative grade point average of 3.8 and above, 22 graduates will receive the Summa Cum Laude honours and will be awarded Gold Medals.

Another 119 graduates who have attained a cumulative grade point average between 3.5 and 3.79 will receive the Magna Cum Laude honours and will be awarded Silver Medals.

The 134 graduates who have attained a cumulative grade point average between 3.25 and 3.49 will receive the Cum Laude honours and will be awarded Bronze Medals.

The University has always been committed to her mission of providing international quality education and has made rapid progress in several aspects as demonstrated by the various activities mentioned in this report. This, clearly, can be attributed to the unwavering perseverance, devotion, commitment, and integrity of administrators, faculty members, and staff to their roles and duties, and more importantly, the trust of students, parents, and other stakeholders.

On this auspicious occasion, I would like to call upon the President of the University, Rev. Bro. Dr. Bancha Saenghiran, to confer the diplomas and the certificates of honour to the successful Graduates of Class 36.

Dr. Sompit Porsutiyaruk
Vice President for Academic Affairs
Address by the President of Assumption University
36th Commencement Exercises
January 24, 2009
Queen Sirikit National Convention Center

Chairman of the University Council,
President Emeritus,
The Campus Minister,
Members of AU Community,
Honored Guests,
Parents
Alumni, and
Dear Graduates of Class XXXVI

May I first acknowledge some of the dignitaries who have joined us today to honor the Class of 2007 on their graduation.

I would also like to thank everyone else who came to congratulate our graduates on the completion of an important achievement and to celebrate their commencement of a new and exciting phase of their lives. Those of you who are graduating have arrived at this milestone through your intelligence and perseverance, but we all must also acknowledge the great contribution made by your families, whose love and, in many cases, selfless sacrifices have played such an important role in paving the way that has brought you here today.

On behalf of all the members of the University Council, faculty, staff, and honoured guests, it gives me great pleasure to say congratulations to all graduates of the Class of 2007 and to honor your success. We recognize your hard work, commitments, and achievements. You all deserve to enjoy this moment to the full, to savor its sweetness, and to remember it till the end of your life.

This, however, should also be a day of reflection as well as celebration and I hope you will bear with me as I engage in my own thoughts on the significance of the day. The impetus for these thoughts was in an article in the “International Herald Tribune: The global edition of the New York Times,” that I happened to read in June. In it, the author Sara Rimer noted that elite universities were being forced to ask: “Is there life besides Wall Street?” This is, of course, a question that cannot fail to be even more relevant today. I was particularly struck by the observations of Professor Howard Gardner, whose “reflection” seminars were designed to push undergraduates to think more deeply about the connection between their education and aspiration. He wanted to encourage students to consider public services and careers other than the consulting and financial jobs that for some years have seemed to be the natural career move for so many graduates of top colleges.

The appeal of these jobs seemed to be obvious – the money, the promise of stimulating work, the security provided by the knowledge that the new graduates would be working alongside their friends, as well as the fact that they demanded a commitment of only two or three years, made these positions very attractive. The world of the high paying corporate jobs to which the students were being lured seemed a logical step after college.

To me, the article is quite correct in asking us to consider the question whether a life in the world of high finance really is the only valid possible use for a college education. If you think back on your early days on campus I believe that many of you have had broader visions of what you would like to do with your life. As is the case with every generation of college students, I am certain that many of you came to AU more committed to change, of yourself and of the world, rather than merely for personal enrichment. Our present generations stand together with Barack Obama who caught the attention of American voters along with many other peoples around the world, with his theme of change, as he sounded an impassioned call to public services and gave warnings against the pursuit of narrow self-interest. I hope that we have given our graduates the tools to continue this larger goal of positive change in the world.
This is not to say that one should reject the prosperous life that education often makes possible, but that we also—hopefully, have kept an interest in using graduation as a stepping stone for making the world better someway. The point of our education is not to make us rich but to give us the knowledge, skills, and wisdom to do something that is really meaningful with our lives.

We Come to AU to Change the World.

I am further moved to reflect today by the front cover of “2008 Postgraduate and Doctoral Program Prospectus,” which clearly states the purpose of Graduate Studies to be “Educating Intelligences and Active Minds to Change the World.” Not long after, someone posed a question to me on the Internet, asking whether or not a university can influence the intelligence of a person. This simple question stimulated me to reflect on the main purpose and mission of Assumption University. Certainly we can provide knowledge and information, but that does not seem to be enough in a world that is so rapidly changing. I thought about our university and recognized that we did go beyond this static learning and that we were providing students with a more dynamic approach to themselves, their career, and to the world.

In other words, I hope that our graduates of today have found in their years on campus a way to adapt to a world of constant change, one that demands not the acquisition of static information but an ability to adapt to ever-changing economic and social contexts and for oneself to become an agent of change. We have heard this as a theme so often repeated recently. Change was the catchword used in the race for presidency between Obama and McCain. Both of them seemed each to base his campaign on who would be better for leading the United States into a period of needed change. This concern is, of course, not limited to the Americans. Each one of us wants to see certain changes in our own country, whether they be political, economic, social, technological, or even just personal.

What I kept pondering on is the actual meaning of the intriguing phrase: “Educating Intelligences and Active Minds to Change the World.” In what sense are intelligences active and how could we, at the university, help prepare you to effectively change the world?

That brought up the second question: how would you bring about change?

The third question considers the scope of our mission of change: do we at Assumption University have the skill to accomplish its mission of changing the world? I dare not venture to interpret the statement on my own. My wisdom dictates that I quote a source.

“Educating Intelligences and Active Minds to Change the World” is a vision and mission and at the same time it is an aspiration. This means that ... A university through its professors can educate ordinary students to have the power of perceiving, learning, understanding and knowing about things. It also means that the lecturers educate students to use the mental ability to comprehend complex problems in the world today. Those students with Active Minds can learn because they are inquisitive and curious to learn through reading, discussing, listening, reflecting and active participation both in and outside classes. “Thinking skill” forms a very important mechanism in the process (Komolmas, 2008).

How does Assumption University go about accomplishing this?

First, it has to start with the formation of the individual.

There are different stages of formation and transformation. When you entered the university as freshmen, you learned the art to live and to survive the campus life. The emphasis of education at AU is not only for the intellectual dimension alone; other aspects of life are also provided. They come in different forms, either through rules and regulations, engagement with academic as well as administrative staff or among your peers. Through life’s journey, we may have good times and bad times. But through these crises, failures, or difficult times, we must try to get lessons out of them.
To learn is to think, reflect and try to internalize value of the experiences. If your mind remains active, then you are eager to learn and reflect on new challenges. The beautiful thing about learning is that nobody can take from you what you have learned. And it is an endless process. As human beings, we have to evolve, to move to the next level of understanding and growth. There’s a lesson in almost everything you do and experience, and getting the lesson is how you move forward – the lessons that have had the greatest impact on your life. Thus the inner wisdom is more precious than wealth. It can create change in a person. A real education should be able to benefit and change people’s lives.

Second, change involves group transformation.

Being educated means that one is transformed into a better person. He/she will be guided by knowledge, wisdom, principles, values, and moral maturity. Once he/she is away from the campus leading what is called the real life, he/she has the right to pursue meanings and happiness in life as well as personal wealth. This means the right to go for that career, that hobby, that lifestyle that calls to each of us most deeply and offers us the most personal meaning – even if it’s not the most prestigious, richest or the career your father or mother has always wanted you to pursue. Equipped with knowledge and other traits, you are capable to work in a team, to become a source of synergy, to solve problems, to take initiatives and to create new things. These innovations then become your contribution and the source of a better life and eventually a better world for all of us.

On campus, you are provided with group assignments in different subjects as well as other activities organized by the Office of Student Affairs and various clubs. They are supposed to provide you with opportunities to work with others in a team. Training to work in a team has become a necessity as the world has become more complex as well as the problems that plague the globe. With sincerity and openness in sharing ideas, teamwork that results in synergy can help solve problems – both personal and professional.

Third, change is global.

Let’s look at a list of some of the “Top 100 People (and their works) that Changed Our World.” Just to name a few of them, we see:

- Christopher Columbus (1451–1506), Italian explorer who laid the groundwork for the New World
- Leonardo Da Vinci (1452–1519), maker of innovative paintings and sculptures
- Charles Darwin (1809–1882), author of the theories of natural selection, the origin of species
- Karl Marx (1818–1883), who gave us a new view of society; and
- Albert Einstein (1879–1955), who redefined both space and time.

Moreover, we can look to our illustrious contemporaries: Mother Teresa of Calcutta, and most significantly His Majesty King Bhumibol Adulyadej.

Each of these men and women came into the world, examined its current state, or at least our current state of knowledge of it, and then worked hard to bring about a change in our conception of the world and of the world itself.

To further elaborate on this, let us take Albert Einstein as an example. He discarded our assumptions about the nature of the world, and instead developed the theory of relativity – a completely new conception of space and time which later became the most basic and most general framework for the world. The predictions made by this theory were very strange but when an expedition travelled to an eclipse in Africa to test the prediction that space would oddly curve towards a heavy object like the sun, moving light a bit out of its expected position, the theory received support. Because of Einstein’s persistent inquiries, the universe came to be seen as something quite different and quite wonderful. Since then our conception of that universe on the most basic level has changed dramatically. From this study for theoretical purposes, the atomic power was developed a few decades later. For better or worse, it became a dominant force in our lives. Without intending to, Einstein in some ways changed the way we live.

What happened is the result of lifetime work, passion, persistence and education and this example suggests the amount of hard work that truly goes into change. The world cannot, however, be changed all at once. I believe that
Einstein was faced with a problem and sought to solve it with all the resources he had available — in his case, mathematical resources. As you enter into a world full of problems, you need to be aware of many opportunities that can help bring about positive changes in the world. I very much hope that we have prepared you as effective change-agents as far as your career is concerned. I would like to review some areas where your efforts are still needed.

Educational institutions enhance the critical stance taken in relation to civil society. The analytic skills that you have acquired here should serve you in good stead as you engage with the social and political world. One must, I hope you have learned, not merely accept the way things have always seemed, but look beyond the surface to basic principles and the way things can be.

The techniques of social manipulation that you may have developed in society can allow you to apply that analysis to particular types of change that can provide the basis for building a new society. You must be aware of the world agenda on climate change, food crisis, terrorism, and the like. But as important are the many conflicts that have been occurring for many years and are quite dangerous to both those fighting and the many innocent victims of the fights.

Such efforts to change, of course, are not to be taken lightly. Education requires a great sense of responsibility. One aspect of such responsibility is precisely the commitment to be involved in the world in a way that is not entirely oriented towards material success. Seek comfort, certainly, but realize that being responsible for true and needed change is apt in the long run to bring greater satisfactions.

I do not believe that education is a panacea for all the problems of a society, but it can identify problems and train people to have the capacity to find solutions. You must use these capacities to move the world forward. Your degree at AU means that you’re ready to change the world. It can happen only if you invest your energy and enthusiasm towards that goal. You are required to turn your hopes and dreams into reality. Deep inside all of us, there is a little voice whispering to us. We must learn to listen and believe in it. It makes a meaningful difference in the world.

As leaders of the new world, you must be able to give direction, think of the root cause, plan and have a clear vision. You may still think about the compensation which you will receive — as is inevitable — but you should avoid becoming too concerned with money. Remember, there is no guarantee that you will be placed in a top position. So, be ready to pitch in at any level.

**Perspective**

Education, as we have seen, is critical for enforcing change. But as change occurs, all institutions must also change, including those responsible for change. Once we have identified our problems, in a manner akin to Einstein, we must reflect deeply on our schools of all levels to see how they can be improved.

At the personal level, I would additionally hope to see empowered, aware individuals with clear values and visions, and in loving relationships. People who lead lives with a sense of purpose and meaning have competencies that enable them to make wise decisions and take effective, responsible life-affirming actions.

At AU, each of you unknowingly passed through a four-year process of formation. As a freshman to the University, you must learn about self first. Personal goals, learning style, sense of belonging are some of the aspects leading to self-awareness. Then you came to explore yourself through community services. To be able to explore oneself, a person must be left to engage the world beyond self. Once you are raised up to this level, then, you are ready to live for others. That leads us to self-offering, to live for others as professionals. You know how to integrate life, value responsibilities, and accountability, as you engage yourself vertically as well as horizontally. You become the guardian of this world, to make this world a better place to live in through the betterment of self, our society, and the world as a whole.

**Change of Self**

I have talked at some length about changing the world but I also need to remark on changing oneself. One’s knowledge, one’s language, one’s actions, and one’s goals all stand in relation to the world and you must be ready to
change these things, to change one’s very self. The world is too fast moving for us to remain the same person throughout life. Certain values, of course, must remain the same but above these; there is always much room for adaptation and change.

You already experienced this when you entered AU. When first confronted with a rather strange environment, you may not have known how to deal with it but eventually you adapted. At that stage of your life, it was time to become a new person and to shift to a new environment, with different tasks and challenges, served as a forge which help form this new self. Some aspects of yourself that you were very attached to were probably lost and that perhaps saddened you. But you changed and grew and thus you are capable of turning all the new possibilities before you in your favor.

You are now on the verge of a similar transition and you can expect to face new environments, new people, and new challenges. And so in a few years, you will find yourself looking back on your time at AU. I am certain you will have some regret for the loss of the good times you had, but also using the passage of time between now and then to reflect on how much you have grown.

Do not think that this is the last transition you will make in your life. Constant change and adaptation will be needed to keep on top of situations that arise. You will need to constantly recreate yourself, constantly leave behind parts of yourself and face the exciting challenge of growth. But always remember that a changed self should not be narcissistic, that we should change in ourselves and use that change to help the world change.

Conclusion

In conclusion, may I quote from the words of Mahatma Gandhi, a great revolutionary. He said: “In a gentle way you can shake the world.” The following five small things may help you if you want to change the world:

1. All significant change has occurred as a result of the courage and commitment of individuals. So have courage and be committed to what you want to do.
2. Believe that you are unique and have a unique purpose and potential in life. Whatever you do counts and it can make a difference.
3. Be clear on what you want to change and why you want to change. The how will come. The genesis for change is awareness.
4. Don’t wait for things to be right in order to begin. Do what you can, with what you have.
5. All meaningful and lasting change starts first in your imagination and then it works its way out (Angier, 2001).

In order to change persons and things around us, we must first change ourselves, our habits, and our attitude towards things.

Dear Graduates:

Our world, our nation, our society, and some of our families, including some of us, are facing difficult challenges. In the long term, education is the only viable solution to our problems. Leadership and innovations prove to be essential components of change. The use of knowledge and information guided by wisdom becomes important factors in supporting and directing change.

You have now finished one phase of your education, but do not think that you are over with learning. Education today is a lifetime process and you can expect to keep on learning throughout your life.

Seek small improvements. That’s the only way we can begin. And when it happens, it lasts. Continue to be a lifelong learner and you will be able to change your own world and the world outside you. Do not seek changes at random but rather have them engage in the pursuit of meaning and happiness. Life will be meaningful and worth living.

I can tell you that your degree from AU means you’re ready to change the world if you invest your energy and enthusiasm required to turn your hopes and dreams into reality. Trust your heart and success will come to you.
Continue to pursue the process of educating your intelligences and keep your minds ever active so that you can change the world into a better place for us all to live in.

Now, you are members of the AU family. Be proud and honor your "alma mater." And on behalf of the University and our honored guests, again I do congratulate you on your achievements.

I pray that the Almighty God be with you, may He accompany you in every step you take, and lift you up in case you stumble and fall. May He sustain you and bless you with happiness always.

Congratulations and thank you for your attention.

Bancha Saenghiran, f.s.g., Ph.D.
President
January 24, 2009

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Employment History:
- Assistant President, South East Asia, LG Electronics Inc., 2006 - 2007
- Lecturer and Director, Recruiting, Marketing and PR, (E-Learning), College of Internet Distance Education, Assumption University., 2005 - 2006
- Assistant Marketing Director, Thai Airways., Co., Ltd., 2003 - 2004
- Secretary, Office of the President, Assumption University., 2001-2002

Doctor of Philosophy in Educational Leadership
Dr. Pimolpun Burapharat
Dissertation Title:
Collaborative Leadership in Development of Kindergarten Model in the Bangkok Metropolis
Advisor: Assoc. Prof. Dr. Pornchulee Achava-Amrun

Education:
- B.Ed. (Elementary Education). (First Class Honor) Chulalongkorn University, Thailand, 1991
- M.A. (Educational Technology), University of Michigan, USA., 1993
- Ph.D. (Educational Leadership), Assumption University, Thailand, 2008.
Employment History:
- Managing Director, Kidzone Co., Ltd., 2006 - Present
- Principal, Danalux Kindergarten
- Elementary Technology Coordinator, International School Bangkok

Doctor of Philosophy in Educational Leadership
Dr. Ping Xu
Dissertation Title:
Decision Making Styles of the Administration Relative to Student Leaders' Satisfaction in International Institutions of Higher Learning in Thailand
Advisor:
Asst. Prof. Dr. Pornchulee Achava-Amrung

Education:
- B.A. (English), Jiangxi Normal University, China.
- M.A. (Modern Educational Technique), Jiangxi Normal University, China.
- Ph.D. (Educational Leadership), Assumption University, Thailand 2008.

Employment History:
- Lecturer, Business Chinese Department, School of Arts, Assumption University, 2005 - Present

Doctor of Philosophy in Educational Leadership
Dr. Yan Ye
Dissertation Title:
Factors Relating to Teachers' Followership in International Universities in Thailand
Advisor:
Dr. Sangob Laksana

Education:
- B.A. (English Language Instruction), Jiangzhou Normal University, China.
- M.Ed. (Educational Administration), Assumption University, Thailand
- Ph.D. (Educational Leadership), Assumption University, Thailand, 2008

Employment History:
- Lecturer, Graduate School of Education, Assumption University, 2008-Present
- Head, Mandarin Department, Mandarin Teacher, St. Stephen's International School, 2008
- Lecturer, Faculty of Liberal Arts, Krirk University, 2005-2008
- Mandarin Teacher, St. Mark International School, 2004-2006

Doctor of Philosophy in Educational Leadership
Dr. Andrew M. Goodman
Dissertation Title:
Innovation and Educational Leadership Challenge: A Developmental Approach
Advisor:
Assoc. Prof. Dr. Pornchulee Achava-Amrung

Education:
- B.A. (Economics), University of Western, Canada, 1986
- M.Ed., University of Texas Pan American (UTPA), USA., 1999
- Ph.D. (Educational Leadership), Assumption University, Thailand, 2008

Employment History:
- Middle School Special Needs Teacher, Ruanrudee International School
- ESL Grade Four and Five Instructor, A' Takamul International School, Kuwait, 2004-2005
- Special Education Coordinator in a K-12 School, Thai-Chinese International School 2002-2004
- Teacher, a Self-Contained Special Needs Class, Dasman Model School, Kuwait 2001-2002
- Lead Instructor, ESL Academy, Lee Sang Hee Foreign Language School, South Korea, 2000-2001
- Canadian Army - Officer in the Canadian Army, 1986-1996

Doctor of Philosophy in Educational Leadership
Dr. Hua Xie (Anan)
Dissertation Title:
Action Agenda of Educational Leadership in Program Management: The Factors Enhancing Effectiveness of Chinese Language Programs
Advisor:
Assoc. Prof. Dr. Pornchulee Achava-Amrung

Education:
- B.B.A (Marketing), Hunan University, China
- B.B.A (International Business), Siam University, Thailand
- M.B.A (International Program), Bangkok University, Thailand
- Ph.D. (Educational Leadership), Assumption University, Thailand, 2008

Employment History:
- Managing Director, Friendship Language Academy, 2005 - Present
- Director, Friendship Asian Language School, 2008-Present
- Director, Friendship Education Advisory Services Co., Ltd., 2008-Present
- Program Coordinator, Chinese for Tourism and Hospitalities Chinese for International Business School of Humanities, Bangkok University, 2007-Present
Doctor of Philosophy in Educational Leadership
Dr. Jose Joseph Kannuvettieel
Dissertation Title:
Development of a Model for Student Character
Development Through Spiritual Leadership Practices of Principals
in Private Schools Under Kottayam Corporative Agency,
Kerala, India
Advisor:
Dr. Wipa Mhunpiew
Education:
- B.A. (Philosophy), Kerala University, India, 1986
- M.G. (Sociology), Kerala University, India, 1995
- B.ED (Social Studies), Kannur University, India, 1997
- M.ED (Educational Administration), Assumption University,
  Thailand, 2004
- Ph.D. (Educational Leadership), Assumption University,
  Thailand, 2008

Doctor of Philosophy in Educational Leadership
Dr. Caixiangduoije
Dissertation Title:
English Teacher’s Leadership Styles and Challenges in
Teaching in Tibetan Areas of China
Advisor:
Assoc. Prof. Dr. Pornchulee Achava-Amrung

เล่นแสดงติ่มที่ไม่ใช่

เรียนพระอภิปรายถึงการประจุการเป็นข้าราชการ
2551 ที่วิทยาลัยสุรนารี ได้แสดงทักษะในการ
หรือการเข้าร่วมประชุมทางวิชาการ
และสิ่งที่เกี่ยวข้อง
- รับสมัครนักเรียนจัดการประชุมทาง Web Site
E-Commerce เมื่อวันที่ 19 พฤษภาคม 2551 ที่อาคารศิลปการ
ที่ประกอบไปด้วยสังคมและที่ประชุมที่ทำ
อาคาร The Cathedral of Learning
- ทดสอบเทคโนโลยีชั้นความต้องการขั้นตอนปรับ
ปรับในอินเทอร์เน็ต 2551 เมื่อวันที่ 19 พฤษภาคม 2551 ที่
ศูนย์ประสานงานศิลปการ John XXIII Conference Center
- สามารถตรวจสอบความต้องการ ด้วยลำดับของทุก
แห่งประเทศไทย จัดการแข่งขัน AU Crossword Game 2008
เมื่อวันที่ 19 พฤษภาคม 2551 ที่ John Paul II Sports Center
- แสดงทักษะการจัดการแข่งขันต่อปัญหาความ
ระดับยอดเยี่ยมของโลก เมื่อวันที่ 20 พฤษภาคม 2551 ที่
ศูนย์ประสานงานศิลปการ John XXIII Conference Center
- สร้างได้ที่แสดงติ่ม คอมมิวนิคเคปส์ จัดการประชุม
Character and Storyboard Design for Animation 2008 เมื่อวันที่
20 พฤษภาคม 2551 ณ อาคาร Albert Laurence School of
Communication Arts

- ศาสตราจารย์จุฬาภรณ์ คณะศิลปศาสตร์ จัดการ
ประชุมสุทธิพงษ์ภูมิ เมื่อวันที่ 20 พฤษภาคม 2551 ณ
ห้องประชุมศิลปการ The Cathedral of Learning
- ศาสตราจารย์อภิปรายถึงการประจุการ คณะศิลปศาสตร์ จัดการ
แข่งขันการเข้าร่วมข้างผู้เข้าร่วม และการประชุม
เรียนรู้และการสุทธิพงษ์ภูมิ เมื่อวันที่ 21 พฤษภาคม
2551 ณ ศูนย์ประชุมนานาชาติ John XXIII Conference Center
และห้องประชุมศิลปการ The Cathedral of Learning
- ศาสตราจารย์อภิปรายถึงการประจุการในสังคม จัดการแข่งขัน
IT Champion 2008 ระหว่างวันที่ 23-24 พฤษภาคม 2551 ณ
ศูนย์ประชุมนานาชาติ John XXIII Conference Center วิทยาลัย
สุรนารี ห้องประชุมศิลปการ อาคารตัน อาคารต้น
ห้องประชุมศิลปการ อาคารสุทธิพงษ์ภูมิ R.D. 200 และห้องประชุมศิลป
อาคารเดิมริมคลอง วิทยาลัยศิลป์

เนื้อหาทางด้านมหานคร

มหาวิทยาลัยสุรนารีจัดทำศิลปศาสตร์ 2008
เมื่อวันที่ 24 ธันวาคม 2551 โดยมีการจัดทำต่าง ๆ ดังนี้

1. วิทยาศาสตร์ศิลปศาสตร์
   1.1. ที่มีความสำคัญของมหาวิทยาลัย St. Gabriel
   ฟิลัพมาส ให้ผลการผลิต Au Awards for Excellence และพิธีกรรมบัตรเกี่ยวกับ
   ข้อความด้านการศึกษาที่มีประโยชน์ต่อการศึกษา
   ผู้เข้าร่วมการประชุมเป็น Profesor of the Order of St. Gabriel และผู้บริหาร
   และสถานการ์ให้บริการ Au Awards for Excellence ดังนี้
   - Ass.Prof. Dr. Warayuth Sirirateur, Dean, Graduate School of Psychology ได้รับรางวัล St. Bernard Award for Special
     Merit (First Class)
   - Mr. Kanjanasit Chinnapha, Chairperson, Department of Hospitality and Tourism Management, School of Management
     ได้รับรางวัล St. Bernard Award for Special Merit (Second Class)
   - Mr. Chinnagrit Udomlappaisan, Lecturer, School of Communication Arts ได้รับรางวัล St. Bernard Award for Special
     Merit (Third Class)
   - Dr. Poom Molsilpa, Chairperson, Master of Law Program in Business Law, School of Law ได้รับรางวัล St. Michael Award for Public Service (Second Class)
   - Dr. John Thomas Giordano, Lecturer, Graduate School of Philosophy and Religion ได้รับรางวัล St. Hilaire Award for
     Distinction in Writing (Second Class)
Fr. Bipin และ Archbishop Leo Cornelio, India เยี่ยมคารวะผู้บริหารและเยี่ยมชมวิทยาเขตทั้งหมด และวิทยาเขต สุวรรณภูมิ เมื่อวันที่ 5 พฤศจิกายน 2551

สมาคมศิษย์เก่ามหาวิทยาลัยอัสสัมชัญ จัดการประชุมใหญ่สามัญ ประจําปี 2551 เมื่อวันที่ 9 พฤศจิกายน 2551 ณ โรงแรมแพร์ สคูล่า

ผู้บริหาร Greenwich University, UK. จำนวน 2 คน เยี่ยมคารวะผู้บริหารและเยี่ยมชมวิทยาเขตทั้งหมด เมื่อวันที่ 13 พฤศจิกายน 2551

อาจารย์ ดร. บัญชา และผู้ช่วย ผู้ช่วยผู้ดูแล ร่วมกับ นพ. ทวีศรี ตํ่าสรรพชัย และ นพ. เลียร์ ติมทิพย์ชัย และร่วมมือกันร่วมแสดงข่าวและสถานะ ความร่วมมือกับโครงการ Thailand E-Commerce Challenge 2009 เมื่อวันที่ 10 พฤศจิกายน 2551 ณ ห้อง A52 อาคารติ่งศิลปิน ร.ศ. 200 วิทยาเขตท่าศาลา

ผู้บริหาร Saxion University, Netherland จำนวน 2 คน เยี่ยมคารวะผู้บริหารและเยี่ยมชมวิทยาเขตทั้งหมด เมื่อวันที่ 18 พฤศจิกายน 2551

คณะสถาปนิกกราฟิกศาสตร์ จัดงานศิลปกรรมตลอดกาล 10 ปี ของคณะ เยี่ยมคารวะ 2551 ณ อาคาร Montien Del Rosario School of Architecture and Design วิทยาเขตสุวรรณภูมิ โดยมี อาจารย์ ดร. บัญชา และผู้ช่วย ผู้ช่วยผู้ดูแล เป็นประธาน
ผู้บริหาร คณะอาจารย์ เจ้าหน้าที่และนักศึกษา ร่วมแสดงความยินดีแก่ คาราตาปิสกิป M. โปลิปมา อลิคาร์ดซีดีคูม เนื่องในวันคล้าย ศาสนา St. Martin de Tours เมื่อวันที่ 11 พฤศจิกายน 2551 ณ หน้าห้องอิแมเกเด็กดีคูม อาคารอิมพิเรียล ว.ศ. 200 วิทยาลัยทำนุบำรุง

มหาวิทยาลัยอัสสัมชัญ จัดการแข่งขันได้สาวพะที่งานอิมพิเทศ ระดับมัธยมศึกษาแห่งประเทศไทย ครั้งที่ 3 ระหว่างวันที่ 15-18 พฤศจิกายน 2551 ณ ศูนย์ประชุมนานาชาติ John XXIII Conference Center วิทยาลัยดุสิตยุคลี โดยมี คาราตา M. อิมพิเทศ ผู้มีชื่อเสียง วงศ์อลิคาร์ที มหาวิทยาลัยพันธุกรรม เป็นประธาน

องค์การสนับสนุน ศิลปินการผลิตภาพ จัดงานออกอากาศ ประจำปี 2551 เมื่อวันที่ 11 พฤศจิกายน 2551 ณ หอประชุมสมเด็จพระเจ้าพี่นางเธอ พระอุปถัมภ์เมธีบพิตร กรณี การจัดการเข้าแทนยิมมิ่ง อาคาร ดร.บุญยา แสงอริย์ อัลิคาร์ที เป็นประธาน

มหาวิทยาลัยอัสสัมชัญ จัดพิธีปิด งานมีพิธี  Together ณ สนามกีฬาการแข่งขันกีฬาให้นักเรียน มหาวิทยาลัยราชภัฏจังหวัดเมื่อวันที่ 14 พฤศจิกายน 2551 ณ โรงบัณฑิตวิทยาลัย เล็ก มหาวิทยาลัยราชภัฏจังหวัดเมธีบพิตร โดยมี ผู้บริหาร คณะอาจารย์ เจ้าหน้าที่และนักศึกษา ร่วมในพิธี
มหาวิทยาลัยอัลเลนซิญ เป็นเจ้าภาพจัดการประชุมนานาชาติ FABC-OC : The Catholic Priesthood—A Challenge of the Modern World ระหว่างวันที่ 17-22 พฤศจิกายน 2551 ณ ห้อง Common Room อาคาร King David โรงแรมดิสตรูปตูน

สุนทรียธรรมวิทยาฟิวชั่น ฝ่ายกิจการนักศึกษา จัดพิธีบวงสรวงพระบรมราชียวัฒนธรรม 2551 ณ ห้องสำนักงานนักศึกษา อาคาร J. John XXIII Conference Center วิทยาเขตสุรรัญชี

ว.ศ. เอก โอทัย รองผู้อำนวยการศูนย์เลขาธิการ ให้การรับวัสดุของตัวเล็กน้อยสำหรับการประชุม 2551 จากสมาคมสถาบันยุคศึกษาและสังคมไทย เนื่องในงานส่งมอบเอกสาร ครั้งที่ 31 ปี เมื่อวันที่ 18 พฤศจิกายน 2551 ณ โรงแรมสยามพลัส

สำนักงานสิทธิมนุษยชน จัดพิธีบวงสรวงพระบรมราชียวัฒนธรรม พระบรมราชานุสรณ์พระเจ้าอยู่หัว ภูมิพลอดุลยเดช และพิธีเปิดสำนักงานสิทธิ์มนุษยชน เมื่อวันที่ 3 ธันวาคม 2551 ณ Tower of David วิทยาเขตคัวห์วานา โดยมี วาสนา ดร.บัญชา แสงฟ้า อยู่อิ่ม อาคาร จัดพิธีบวงสรวงพระบรมราชียวัฒนธรรม 2551 ณ สถานที่ประชุมนานาชาติ John XXIII Conference Center วิทยาเขตสุรรัญชี
International Practice in Global Financial Crisis โดย ดร. ดร. รูม รัตนกิจ เมื่อวันที่ 11 ธันวาคม 2551 ณ ห้องミี่เลย์เลอร์ อาคาร Montfort Del Rosario School of Architecture and Design วิทยาเขตสุวรรณภูมิ

ในวันที่ 25 ธันวาคม 2551 ณ อาคารเรียนดุสิต วิทยาเขตท่าข้าม ได้มี ราชาประดิป ผู้mówi รูปภาพที่ ผู้ธนาคารสีคิตติคุณ และราชา ดร. ปัญญา แสงศิริธิ์ อธิการบดี ร่วมเป็นประธาน

สัญจริยะธรรมวิชาชีพ ผู้ประกอบการนักศึกษา จัดงานบางโครงการ แม้ไม่เกิน ครั้งที่ 9 สำนักงานกับพ่อ ไม่สามารถ เมื่อวันที่ 9 ธันวาคม 2551 ณ ศูนย์ประชุมบางละมุง อาคาร John XXIII Conference Center วิทยาเขตสุวรรณภูมิ โดยมี ราชา ดร. ปัญญา แสงศิริธิ์ อธิการบดี เป็นประธาน

บันทึกภาพถ่าย จัดสมมนาทึ่งบายาธิปิย์ที่ สหานิเทศการสุรศึก ระหว่างวันที่ 1-2 พฤศจิกายน 2551 ณ โรงเรียนเล็ก จิตรภูมิ รามา โดยมี ศ. ดร. ศิริสิงห์ จากนานา รูปภาพที่สานพลังในอดิการณ์สมถะ เป็นประธาน

สำนักบริหารทรัพยากรบุคคล จัดออร์แกนิชั่นร่วมแผล เจ้าหน้าที่ห้องสมทบวิจัย ชื่อ เรื่อง นโยบายการจัดการศึกษายาสุ่ม คุณภาพของฟาร์ม จนถึงปัจจุบัน โดย ราชา ดร. อานวย ผู้ประถม รูปภาพที่อธิการบดีการศึกษา พัฒนาการร่วม ระหว่างวันที่ 4-28 พฤศจิกายน 2551 ณ ห้อง AS2 อาคารอิสระห้าง ชั้น 200 วิทยาเขตท่าข้าม และห้องอิสระศิริพุท อาคาร The Cathedral of Learning วิทยาเขตสุวรรณภูมิ

ด้านทางเหนือและประมาณผล ร่วมกับศิลปศาสตร์ จัดพิธีประกาศผลและมอบรางวัลการประกวด รูปภาพที่ 19 ธันวาคม 2551 ณ บริเวณ ภาพช่าง อาคาร The Cathedral of Learning วิทยาเขตสุวรรณภูมิ โดยมี ราชา ดร. ปัญญา แสงศิริธิ์ เป็นประธาน

ขาวิกิรัม

บันทึกภาพถ่าย จัดสมัมนาทึ่งบายาธิปิย์ที่ สหานิเทศการสุรศึก ระหว่างวันที่ 1-2 พฤศจิกายน 2551 ณ โรงเรียนเล็ก จิตรภูมิ รามา โดยมี ศ. ดร. ศิริสิงห์ จากนานา รูปภาพที่สานพลังในอดิการณ์สมถะ เป็นประธาน

สำนักบริหารทรัพยากรบุคคล จัดออร์แกนิชั่นร่วมแผล เจ้าหน้าที่ห้องสมทบวิจัย ชื่อ เรื่อง นโยบายการจัดการศึกษายาสุ่ม คุณภาพของฟาร์ม จนถึงปัจจุบัน โดย ราชา ดร. อานวย ผู้ประถม รูปภาพที่อธิการบดีการศึกษา พัฒนาการร่วม ระหว่างวันที่ 4-28 พฤศจิกายน 2551 ณ ห้อง AS2 อาคารอิสระห้าง ชั้น 200 วิทยาเขตท่าข้าม และห้องอิสระศิริพุท อาคาร The Cathedral of Learning วิทยาเขตสุวรรณภูมิ
ประมวลภาพ
การสัมมนานานาชาติ เรื่อง การเรียนรู้อิเล็กทรอนิกส์สำหรับสังคมฐานความรู้
ระหว่างวันที่ 11-12 ธันวาคม 2552 ณ ศูนย์ประชุมนานาชาติ John XXIII Conference Center วิทยาเขตสุวรรณภูมิ
ประมวลภาพงานคริสต์มาส 2008
วันที่ 24 ธันวาคม 2551
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ประมวลภาพ

การประชุมนานาชาติ Ethics vs Technology in Postmodern Era of Education
ระหว่างวันที่ 7–8 พฤศจิกายน 2551 ณ ศูนย์ประชุมนานาชาติ John XXIII Conference Center วิทยาเขตสุวรรณภูมิ
Report on Academic Development
Academic Year 2007
36th Commencement Exercises
January 24, 2009
Queen Sirikit National Convention Center

Rev. Bro. President
Rev. Bro. President Emeritus
Faculty Members
Distinguished Guests and Graduates

It is a great honour to present to you the Report on Assumption University’s Academic Development for the Academic Year 2007.

Academic year 2007, the 38th year of the University’s provision of quality education to the Thai and International Communities, marks yet another successful year of Assumption University’s incessant and sustainable development and growth, a palpable manifestation of the University’s assiduous and meticulous endeavor to maintain her leading position as an institution for knowledge, truth, and lifelong education.

The following is a summary report of developments and events. It also includes statistical data on the Graduates of Class 36.

1. Curriculum Development

For Academic Year 2007, in the pursuance of her mission to fulfill the need for quality education of Thai and International Communities, and also to strengthen the country’s human resource skills, the University has offered 84 programs which comprise 39 undergraduate programs, 1 graduate diploma, 30 master programs, and 14 doctoral programs. Of these, 4 are newly developed programs, 25 are modified, and 6 are fully accredited. In addition, the University, with her commitment to enhancing the emotional growth of Thai Youths, has also started up the School of Music.

2. Human Resources Development

As the ability to attain her essential mission as a leading international university lies in the adequacy of well-qualified and competent faculty with cultural diversity, the University currently has 1,113 full-time faculty members performing either or both academic and administrative duties, 762 (68.46%) of whom are Thai nationals and 351 (31.54%) are foreigners who come from a total of 35 countries. Of the total, 379 are Ph.D. holders, while 602 and 132 are master degree and bachelor degree holders with the ratio of 34 : 54 : 12, respectively.

Furthermore, to ascertain that her faculty members’ qualifications are at the forefront, the University employs both consolidated recruitment policies and committed human resource development programs whereby scholarships for higher education, seminars and trainings are regularly provided to competent and dedicated full-time faculty members and supporting staff. This academic year, 18 faculty members and 2 supporting staff have received scholarships for further education, and 208 faculty members and 20 supporting staff were sponsored to attend academic seminars and professional trainings organized both locally and abroad.

3. Research Support and Development

As part of her strength lies in the continuous development of faculty members’ qualifications that would entail the better teaching and learning and an overall enhancement in the quality of education, the University has set up a Research Support Committee as well as granted research funds to support faculty members in conducting...
research, producing academic articles, and applying for academic titles. In this end, the University currently has 55 full-time faculty members holding academic titles, 4 of whom are professors, 15 are associate professors, and 36 are assistant professors. Of these, 4 have been conferred associate professorship and 4 assistant professorship titles, respectively in academic year 2007.

With respect to research, academic papers, text books, and paper presentations, faculty members have published 145 research and academic articles in local and international academic journals and proceedings, and presented 80 research papers in local and international conferences. In addition, the University’s Research Institute has produced 9 institutional researches and 50 applied researches for companies.

4. International Alliances Development

In academic year 2007 – June 2007 to May 2008, the University has signed 10 Memoranda of Understanding (MOU) with universities, educational institutions, and corporations from 5 countries on such agreements as: student and faculty exchanges, twinning programs and general and research collaboration. These MOUs help strengthen our alliances with international universities as well as local organizations, and together with the existing MOUs resulted in more student and faculty exchanges, visits and collaborations among allied universities, and enabled the university to maintain her leading position as a truly international university.

5. Statistical Data on Graduates of Class 36

From the start of academic year 2007 till present, the University has a total of 20,045 students. Of these, 17,798 are taking Bachelor’s Degree Programs, 2,055 are taking Master’s Degree Programs and 192 are taking Doctoral Programs.

Thus far, the University has conferred degrees to 35 classes with a total of 59,602 graduates. For the academic year 2007 3881 graduates will receive their degrees. The number of graduates categorized according to their degrees and areas of specialization are as follows

- **15 Doctoral Graduates**
  - 1 in Computer and Engineering Management
  - 2 in Philosophy
  - 9 in Educational Leadership
  - 1 in Computer Science
  - 1 in Telecommunications Science
  - 1 in eLearning Methodology

- **876 Master Graduates**
  - 458 in Business Administration
  - 87 in Technology Management
  - 27 in Tourism Management
  - 24 in Organization Development and Management
  - 12 in Computer Information Systems
  - 16 in Computer and Engineering Management
  - 19 in Counseling Psychology
  - 3 in Computer Science
  - 9 in Information Technology
  - 2 in Telecommunication Science
  - 12 in Technology Management
  - 26 in Internet and E-Commerce Technology
  - 47 in Management
  - 11 in Information and Communication Technology
  - 21 in Supply Chain Management
- 1 in Data Management and Analysis
- 2 in Philosophy
- 21 in English Language Teaching
- 4 in English Language and Literatures
- 3 in Individual and Family Studies
- 26 in Business Law
- 13 in Public Law
- 5 in Taxation Law
- 19 in Curriculum and Instruction
- 8 in Educational Administration

- 3 Graduate Diploma Graduates in Teacher Education

- 2,987 Bachelor Graduates
  - 1,614 from 17 majors in the School of Management
  - 674 from 4 majors in the School of Arts
  - 48 from the School of Nursing Science
  - 92 from 5 majors in the School of Science and Technology
  - 54 from 7 majors in the School of Engineering
  - 265 from 5 majors in the School of Communication Arts
  - 154 from the School of Law
  - 25 from 2 majors in the School of Biotechnology
  - 51 from 2 majors in the School of Architecture
  - 10 from the School of Music

Among these graduates, there are 200 outstanding academic achievers who will receive the University Council’s and the President’s Certificate of Honours.

Having attained a cumulative grade point average of 3.8 and above, 22 graduates will receive the Summa Cum Laude honours and will be awarded Gold Medals.

Another 119 graduates who have attained a cumulative grade point average between 3.5 and 3.79 will receive the Magna Cum Laude honours and will be awarded Silver Medals.

The 134 graduates who have attained a cumulative grade point average between 3.25 and 3.49 will receive the Cum Laude honours and will be awarded Bronze Medals.

The University has always been committed to her mission of providing international quality education and has made rapid progress in several aspects as demonstrated by the various activities mentioned in this report. This, clearly, can be attributed to the unwavering perseverance, devotion, commitment, and integrity of administrators, faculty members, and staff to their roles and duties, and more importantly, the trust of students, parents, and other stakeholders.

On this auspicious occasion, I would like to call upon the President of the University, Rev. Bro. Dr. Bancha Saenghiran, to confer the diplomas and the certificates of honour to the successful Graduates of Class 36.

Dr. Sompit Porsutyaruk
Vice President for Academic Affairs
Address by the President of Assumption University 36th Commencement Exercises January 24, 2009 Queen Sirikit National Convention Center

Chairman of the University Council,
President Emeritus,
The Campus Minister,
Members of AU Community,
Honored Guests,
Parents
Alumni, and
Dear Graduates of Class XXXVI

May I first acknowledge some of the dignitaries who have joined us today to honor the Class of 2007 on their graduation.

I would also like to thank everyone else who came to congratulate our graduates on the completion of an important achievement and to celebrate their commencement of a new and exciting phase of their lives. Those of you who are graduating have arrived at this milestone through your intelligence and perseverance, but we all must also acknowledge the great contribution made by your families, whose love and, in many cases, selfless sacrifices have played such an important role in paving the way that has brought you here today.

On behalf of all the members of the University Council, faculty, staff, and honoured guests, it gives me great pleasure to say congratulations to all graduates of the Class of 2007 and to honor your success. We recognize your hard work, commitments, and achievements. You all deserve to enjoy this moment to the full, to savor its sweetness, and to remember it till the end of your life.

This, however, should also be a day of reflection as well as celebration and I hope you will bear with me as I engage in my own thoughts on the significance of the day. The impetus for these thoughts was in an article in the “International Herald Tribune: The global edition of the New York Times,” that I happened to read in June. In it, the author Sara Rimer noted that elite universities were being forced to ask: “Is there life besides Wall Street?” This is, of course, a question that cannot fail to be even more relevant today. I was particularly struck by the observations of Professor Howard Gardner, whose “reflection” seminars were designed to push undergraduates to think more deeply about the connection between their education and aspiration. He wanted to encourage students to consider public services and careers other than the consulting and financial jobs that for some years have seemed to be the natural career move for so many graduates of top colleges.

The appeal of these jobs seemed to be obvious – the money, the promise of stimulating work, the security provided by the knowledge that the new graduates would be working alongside their friends, as well as the fact that they demanded a commitment of only two or three years, made these positions very attractive. The world of the high paying corporate jobs to which the students were being lured seemed a logical step after college.

To me, the article is quite correct in asking us to consider the question whether a life in the world of high finance really is the only valid possible use for a college education. If you think back on your early days on campus I believe that many of you have had broader visions of what you would like to do with your life. As is the case with every generation of college students, I am certain that many of you came to AU more committed to change, of yourself and of the world, rather than merely for personal enrichment. Our present generations stand together with Barack Obama who caught the attention of American voters along with many other peoples around the world, with his theme of change, as he sounded an impassioned call to public services and gave warnings against the pursuit of narrow self-interest. I hope that we have given our graduates the tools to continue this larger goal of positive change in the world.
This is not to say that one should reject the prosperous life that education often makes possible, but that we also—hopefully, have kept an interest in using graduation as a stepping stone for making the world better someway. The point of our education is not to make us rich but to give us the knowledge, skills, and wisdom to do something that is really meaningful with our lives.

**We Come to AU to Change the World.**

I am further moved to reflect today by the front cover of "2008 Postgraduate and Doctoral Program Prospectus," which clearly states the purpose of Graduate Studies to be "Educating Intelligences and Active Minds to Change the World." Not long after, someone posed a question to me on the Internet, asking whether or not a university can influence the intelligence of a person. This simple question stimulated me to reflect on the main purpose and mission of Assumption University. Certainly we can provide knowledge and information, but that does not seem to be enough in a world that is so rapidly changing. I thought about our university and recognized that we did go beyond this static learning and that we were providing students with a more dynamic approach to themselves, their career, and to the world.

In other words, I hope that our graduates of today have found in their years on campus a way to adapt to a world of constant change, one that demands not the acquisition of static information but an ability to adapt to ever-changing economic and social contexts and for oneself to become an agent of change. We have heard this as a theme so often repeated recently. Change was the catchword used in the race for presidency between Obama and McCain. Both of them seemed each to base his campaign on who would be better for leading the United States into a period of needed change. This concern is, of course, not limited to the Americans. Each one of us wants to see certain changes in our own country, whether they be political, economic, social, technological, or even just personal.

What I kept pondering on is the actual meaning of the intriguing phrase: "Educating Intelligences and Active Minds to Change the World." In what sense are intelligences active and how could we, at the university, help prepare you to effectively change the world?

That brought up the second question: how would you bring about change?

The third question considers the scope of our mission of change: do we at Assumption University have the skill to accomplish its mission of changing the world? I dare not venture to interpret the statement on my own. My wisdom dictates that I quote a source.

"Educating Intelligences and Active Minds to Change the World" is a vision and mission and at the same time it is an aspiration. This means that... A university through its professors can educate ordinary students to have the power of perceiving, learning, understanding and knowing about things. It also means that the lecturers educate students to use the mental ability to comprehend complex problems in the world today. Those students with Active Minds can learn because they are inquisitive and curious to learn through reading, discussing, listening, reflecting and active participation both in and outside classes. "Thinking skill" forms a very important mechanism in the process (Komolmas, 2008).

**How does Assumption University go about accomplishing this?**

**First, it has to start with the formation of the individual.**

There are different stages of formation and transformation. When you entered the university as freshmen, you learned the art to live and to survive the campus life. The emphasis of education at AU is not only for the intellectual dimension alone; other aspects of life are also provided. They come in different forms, either through rules and regulations, engagement with academic as well as administrative staff or among your peers. Through life's journey, we may have good times and bad times. But through these crises, failures, or difficult times, we must try to get lessons out of them.
To learn is to think, reflect and try to internalize value of the experiences. If your mind remains active, then you are eager to learn and reflect on new challenges. The beautiful thing about learning is that nobody can take from you what you have learned. And it is an endless process. As human beings, we have to evolve, to move to the next level of understanding and growth. There’s a lesson in almost everything you do and experience, and getting the lesson is how you move forward – the lessons that have had the greatest impact on your life. Thus the inner wisdom is more precious than wealth. It can create change in a person. A real education should be able to benefit and change people’s lives.

**Second, change involves group transformation.**

Being educated means that one is transformed into a better person. He/she will be guided by knowledge, wisdom, principles, values, and moral maturity. Once he/she is away from the campus leading what is called the real life, he/she has the right to pursue meanings and happiness in life as well as personal wealth. This means the right to go for that career, that hobby, that lifestyle that calls to each of us most deeply and offers us the most personal meaning – even if it’s not the most prestigious, richest or the career your father or mother has always wanted you to pursue. Equipped with knowledge and other traits, you are capable to work in a team, to become a source of synergy, to solve problems, to take initiatives and to create new things. These innovations then become your contribution and the source of a better life and eventually a better world for all of us.

On campus, you are provided with group assignments in different subjects as well as other activities organized by the Office of Student Affairs and various clubs. They are supposed to provide you with opportunities to work with others in a team. Training to work in a team has become a necessity as the world has become more complex as well as the problems that plague the globe. With sincerity and openness in sharing ideas, teamwork that results in synergy can help solve problems – both personal and professional.

**Third, change is global.**

Let’s look at a list of some of the “**Top 100 People (and their works) that Changed Our World.**” Just to name a few of them, we see:

- Christopher Columbus (1451–1506), Italian explorer who laid the groundwork for the New World
- Leonardo Da Vinci (1452–1519), maker of innovative paintings and sculptures
- Charles Darwin (1809–1882), author of the theories of natural selection, the origin of species
- Karl Marx (1818–1883), who gave us a new view of society; and
- Albert Einstein (1879–1955), who redefined both space and time.

Moreover, we can look to our illustrious contemporaries: Mother Teresa of Calcutta, and most significantly His Majesty King Bhumibol Adulyadej.

Each of these men and women came into the world, examined its current state, or at least our current state of knowledge of it, and then worked hard to bring about a change in our conception of the world and of the world itself.

To further elaborate on this, let us take Albert Einstein as an example. He discarded our assumptions about the nature of the world, and instead developed the theory of relativity – a completely new conception of space and time which later became the most basic and most general framework for the world. The predictions made by this theory were very strange but when an expedition travelled to an eclipse in Africa to test the prediction that space would oddly curve towards a heavy object like the sun, moving light a bit out of its expected position, the theory received support. Because of Einstein’s persistent inquiries, the universe came to be seen as something quite different and quite wonderful. Since then our conception of that universe on the most basic level has changed dramatically. From this study for theoretical purposes, the atomic power was developed a few decades later. For better or worse, it became a dominant force in our lives. Without intending to, Einstein in some ways changed the way we live.

What happened is the result of lifetime work, passion, persistence and education and this example suggests the amount of hard work that truly goes into change. The world cannot, however, be changed all at once. I believe that
Einstein was faced with a problem and sought to solve it with all the resources he had available — in his case, mathematical resources. As you enter into a world full of problems, you need to be aware of many opportunities that can help bring about positive changes in the world. I very much hope that we have prepared you as effective change-agents as far as your career is concerned. I would like to review some areas where your efforts are still needed.

Educational institutions enhance the critical stance taken in relation to civil society. The analytic skills that you have acquired here should serve you in good stead as you engage with the social and political world. One must, I hope you have learned, not merely accept the way things have always seemed, but look beyond the surface to basic principles and the way things can be.

The techniques of social manipulation that you may have developed in society can allow you to apply that analysis to particular types of change that can provide the basis for building a new society. You must be aware of the world agenda on climate change, food crisis, terrorism, and the like. But as important are the many conflicts that have been occurring for many years and are quite dangerous to both those fighting and the many innocent victims of the fights.

Such efforts to change, of course, are not to be taken lightly. Education requires a great sense of responsibility. One aspect of such responsibility is precisely the commitment to be involved in the world in a way that is not entirely oriented towards material success. Seek comfort, certainly, but realize that being responsible for true and needed change is apt in the long run to bring greater satisfactions.

I do not believe that education is a panacea for all the problems of a society, but it can identify problems and train people to have the capacity to find solutions. You must use these capacities to move the world forward. Your degree at AU means that you’re ready to change the world. It can happen only if you invest your energy and enthusiasm towards that goal. You are required to turn your hopes and dreams into reality. Deep inside all of us, there is a little voice whispering to us. We must learn to listen and believe in it. It makes a meaningful difference in the world.

As leaders of the new world, you must be able to give direction, think of the root cause, plan and have a clear vision. You may still think about the compensation which you will receive — as is inevitable — but you should avoid becoming too concerned with money. Remember, there is no guarantee that you will be placed in a top position. So, be ready to pitch in at any level.

**Perspective**

Education, as we have seen, is critical for enforcing change. But as change occurs, all institutions must also change, including those responsible for change. Once we have identified our problems, in a manner akin to Einstein, we must reflect deeply on our schools of all levels to see how they can be improved.

At the personal level, I would additionally hope to see empowered, aware individuals with clear values and visions, and in loving relationships. People who lead lives with a sense of purpose and meaning have competencies that enable them to make wise decisions and take effective, responsible life-affirming actions.

At AU, each of you unknowingly passed through a four-year process of formation. As a freshman to the University, you must learn about self first. Personal goals, learning style, sense of belonging are some of the aspects leading to self-awareness. Then you came to explore yourself through community services. To be able to explore oneself, a person must be left to engage the world beyond self. Once you are raised up to this level, then, you are ready to live for others. That leads us to self-offering, to live for others as professionals. You know how to integrate life, value responsibilities, and accountability, as you engage yourself vertically as well as horizontally. You become the guardian of this world, to make this world a better place to live in through the betterment of self, our society, and the world as a whole.

**Change of Self**

I have talked at some length about changing the world but I also need to remark on changing oneself. One’s knowledge, one’s language, one’s actions, and one’s goals all stand in relation to the world and you must be ready to
change these things, to change one’s very self. The world is too fast moving for us to remain the same person throughout life. Certain values, of course, must remain the same but above these; there is always much room for adaptation and change.

You already experienced this when you entered AU. When first confronted with a rather strange environment, you may not have known how to deal with it but eventually you adapted. At that stage of your life, it was time to become a new person and to shift to a new environment, with different tasks and challenges, served as a forge which help form this new self. Some aspects of yourself that you were very attached to were probably lost and that perhaps saddened you. But you changed and grew and thus you are capable of turning all the new possibilities before you in your favor.

You are now on the verge of a similar transition and you can expect to face new environments, new people, and new challenges. And so in a few years, you will find yourself looking back on your time at AU. I am certain you will have some regret for the loss of the good times you had, but also using the passage of time between now and then to reflect on how much you have grown.

Do not think that this is the last transition you will make in your life. Constant change and adaptation will be needed to keep on top of situations that arise. You will need to constantly recreate yourself, constantly leave behind parts of yourself and face the exciting challenge of growth. But always remember that a changed self should not be narcissistic, that we should change in ourselves and use that change to help the world change.

Conclusion

In conclusion, may I quote from the words of Mahatma Gandhi, a great revolutionary. He said: “In a gentle way you can shake the world.” The following five small things may help you if you want to change the world:

1. All significant change has occurred as a result of the courage and commitment of individuals. So have courage and be committed to what you want to do.
2. Believe that you are unique and have a unique purpose and potential in life. Whatever you do counts and it can make a difference.
3. Be clear on what you want to change and why you want to change. The how will come. The genesis for change is awareness.
4. Don’t wait for things to be right in order to begin. Do what you can, with what you have.
5. All meaningful and lasting change starts first in your imagination and then it works its way out (Angier, 2001).

In order to change persons and things around us, we must first change ourselves, our habits, and our attitude towards things.

Dear Graduates:

Our world, our nation, our society, and some of our families, including some of us, are facing difficult challenges. In the long term, education is the only viable solution to our problems. Leadership and innovations prove to be essential components of change. The use of knowledge and information guided by wisdom becomes important factors in supporting and directing change.

You have now finished one phase of your education, but do not think that you are over with learning. Education today is a lifetime process and you can expect to keep on learning throughout your life.

Seek small improvements. That’s the only way we can begin. And when it happens, it lasts. Continue to be a lifelong learner and you will be able to change your own world and the world outside you. Do not seek changes at random but rather have them engage in the pursuit of meaning and happiness. Life will be meaningful and worth living.

I can tell you that your degree from AU means you’re ready to change the world if you invest your energy and enthusiasm required to turn your hopes and dreams into reality. Trust your heart and success will come to you.
Continue to pursue the process of educating your intelligences and keep your minds ever active so that you can change the world into a better place for all to live in.

Now, you are members of the AU family. Be proud and honor your “alma mater.” And on behalf of the University and our honored guests, again I do congratulate you on your achievements.

I pray that the Almighty God be with you, may He accompany you in every step you take, and lift you up in case you stumble and fall. May He sustain you and bless you with happiness always.

Congratulations and thank you for your attention.

Bancha Saenghiran, f.s.g., Ph.D.
President
January 24, 2009

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- B.S. (Computer and Mathematics Apply), King Mongkut’s Institute of Technology Ladkrabang, Thailand.
- M.B.A., Assumption University, Thailand.
- M.M. National Institute of Department Administration (NIDA), Thailand.
- Ph.D. (Computer and Engineering Management (with high distinction), Assumption University, Thailand, 2008

Employment History:
- Data Center Consultant/ Sr. Project Management Manager, TSS Co., Ltd., 2005 - Present
- Senior Project Manager, 3iEngineering Co., Ltd., 2004 - 2005
- Project Manager, Lantro (Thailand) Co., Ltd., 2001 - 2004
- Assistant IT Manager, L’Oreal (Thailand) Co., Ltd., 2000 - 2001
- CSSO Logistics & Quality Engineer, Hewlett Packard (Thailand) Co., Ltd., 2000
- Senior ICT and Senior Test Engineer, Celestica (Thailand) Co., Ltd., 1999 - 2000
- System Engineer & System Analyst, Xylogics Co., Ltd., 1998 - 1999

Doctor of Philosophy in eLearning Methodology
Dr. Firouz B. Anaraki
Dissertation Title:
Development of a Flash-Based Mobile Learning System for Learning English as a Second Language
Advisor:
Prof. Dr. Chaiyong Brahmawong

Education:
- B. Eng. (Electrical Engineering), Abadan Institute of Technology, Iran
- M. Eng. (Computer Applications), Asian Institute of Technology, Thailand
- Ph.D. (eLearning Methodology), Assumption University, Thailand, 2008

Employment History:
- Director, Courseware Production Center, College of Internet Distance Education, Assumption University, 2003 - Present
- Director, Computer Laboratory, Assumption University, 1993 - 2003
Doctor of Philosophy in Philosophy
Dr. Mohammad Manzoor Malik
Dissertation Title:
James Rachels’s Defense of Active Euthanasia: A Critical and Normative Study
Advisor:
Asst. Prof. Dr. Warayut Sriwarakuel
Education:
- B.A. (Arab Culture & Civilization), University of Lucknow, India
- B.Th. (Islamic Theology & Arabic Language and Literature), Darul Uloom Nadwat-Ul-Ulama, India
- L.L.B. (Law), University of Lucknow, India
- M.Th (Islamic Laws), Darul Uloom Nadwat-Ul-Ulama, India
- M.A. (Philosophy), Assumption University, Thailand
- Ph.D. (Philosophy), Assumption University, Thailand, 2008
Employment History:
- International Rescue Committee (IRC), 2008 - Present
- Program, University of the Thai Chamber of Commerce, Thailand, 2005 - 2007 (Visiting Faculty)
- Educational Consultant & Interpreter and Translator (Various Schools, UN, UK Embassy), 2000 - 2005

Doctor of Philosophy in Philosophy
Dr. Omar Geseli Disow
Dissertation Title:
A Philosophical Inquiry into the Ideals of Democracy: A Defense
Advisor:
Dr. Joseph I. Fernando
Education:
- B.Sc. (Biology), King Aldulaziz University, Saudi Arabia, 1981
- M.Sc. (Environment & Sciences), King Aldulaziz University, Saudi Arabia, 1984
- Ph.D. (Philosophy), Assumption University, Thailand, 2008
Employment History:
- Ministry of Health, Somalia, 1985 - 1989

Doctor of Philosophy in Educational Leadership
Dr. Laura Brahmakasikara
Dissertation Title:
Leadership of Deans in Private Universities in Thailand, Malaysia and Singapore: A Comparative Study and Model Development
Advisor:
Assoc. Prof. Dr. Pornchulee Achava-Amrun
Education:
- B.Ed. (Elementary Education), (First Class Honor) Chulalongkorn University, Thailand, 1991
- M.A. (Educational Technology), University of Michigan, USA., 1993
- Ph.D. (Educational Leadership), Assumption University, Thailand, 2008.
Employment History:
- Managing Director, Kidzone Co., Ltd., 2006 - Present
- Principal, Wanalu Kindergarten
- Elementary Technology Coordinator, International School Bangkok

Doctor of Philosophy in Educational Leadership
Dr. Ping Xu
Dissertation Title:
Decision Making Styles of the Administration Relative to Student Leaders' Satisfaction in International Institutions of Higher Learning in Thailand
Advisor:
Asst. Prof. Dr. Pornchulee Achava-Amrung
Education:
- B.A. (English), Jiangxi Normal University, China.
- M.A. (Modern Educational Technique), Jiangxi Normal University, China.
- Ph.D. (Educational Leadership), Assumption University, Thailand 2008.
Employment History:
- Lecturer, Business Chinese Department, School of Arts, Assumption University, 2005 - Present

Doctor of Philosophy in Educational Leadership
Dr. Yan Ye
Dissertation Title:
Factors Relating to Teachers' Followership in International Universities in Thailand
Advisor:
Dr. Sangob Laksana
Education:
- B.A. (English Language Instruction), Hangzhou Normal University, China.
- M.Ed. (Educational Administration), Assumption University, Thailand
- Ph.D. (Educational Leadership), Assumption University, Thailand, 2008
Employment History:
- Lecturer, Graduate School of Education, Assumption University, 2008-Present
- Head, Mandarin Department, Mandarin Teacher, St. Stephen's International School, 2008
- Lecturer, Faculty of Liberal Arts, Krirk University, 2005-2008
- Mandarin Teacher, St. Mark International School, 2004-2006

Doctor of Philosophy in Educational Leadership
Dr. Andrew M. Goodman
Dissertation Title:
Innovation and Educational Leadership Challenge: A Developmental Approach
Advisor:
Assoc. Prof. Dr. Pornchulee Achava-Amrung
Education:
- B.A. (Economics), University of Western, Canada, 1986
- M.Ed., University of Texas Pan American (UTPA), USA., 1999
- Ph.D. (Educational Leadership), Assumption University, Thailand, 2008
Employment History:
- Middle School Special Needs Teacher, Ruamrudee International School
- ESL Grade Four and Five Instructor, A’ Takamul International School, Kuwait, 2004-2005
- Special Education Coordinator in a K-12 School, Thai-Chinese International School 2002-2004
- Teacher, a Self-Contained Special Needs Class, Dasman Model School, Kuwait 2001-2002
- Lead Instructor, ESL Academy, Lee Sang Hee Foreign Language School, South Korea, 2000-2001
- Canadian Army - Officer in the Canadian Army, 1986-1995

Doctor of Philosophy in Educational Leadership
Dr. Hua Xie (Anan)
Dissertation Title:
Action Agenda of Educational Leadership in Program Management: The Factors Enhancing Effectiveness of Chinese Language Programs
Advisor:
Assoc. Prof. Dr. Pornchulee Achava-Amrung
Education:
- B.B.A (Marketing), Hunan University, China
- B.B.A (International Business), Siam University, Thailand
- M.B.A (International Program), Bangkok University, Thailand
- Ph.D. (Educational Leadership), Assumption University, Thailand, 2008
Employment History:
- Managing Director, Friendship Language Academy, 2005 - Present
- Director, Friendship Asian Language School, 2008-Present
- Director, Friendship Education Advisory Services Co., Ltd., 2008-Present
- Program Coordinator, Chinese for Tourism and Hospitalities Chinese for International Business School of Humanities, Bangkok University, 2007-Present
Doctor of Philosophy in Educational Leadership
Dr. Jose Joseph Kannuvettel
Dissertation Title:
Development of A Model for Student Character Development Through Spiritual Leadership Practices of Principals in Private Schools Under Kottayam Corporative Agency, Kerala, India
Advisor:
Dr. Wipa Mhunpiew

Education:
- B.A. (Philosophy), Kerala University, India, 1986
- M.G. (Sociology), Kerala University, India, 1995
- B.ED (Social Studies), Kannur University, India, 1997
- M.ED (Educational Administration), Assumption University, Thailand 2004
- Ph.D. (Educational Leadership), Assumption University, Thailand, 2008

Doctor of Philosophy in Educational Leadership
Dr. Caixiangduojie
Dissertation Title:
English Teacher’s Leadership Styles and Challenges in Teaching in Tibetan Areas of China
Advisor:
Assoc. Prof. Dr. Pornchulee Achava-Amrung

เทศกาลคริสต์มาส

มหาวิทยาลัยธุรกิจเพื่อสุขภาพ คริสต์มาส 2008

1. วีรบุรุษและสุดยอดที่น่าสนใจ

1.1 ทริมานมกุลที่ได้รับรางวัลที่น่าสนใจ

- Mr. Kanjanasit Chinnapha, Chairperson, Department of Hospitality and Tourism Management, School of Management ได้รับรางวัล St. Bernard Award for Special Merit (First Class)
- Mr. Kanjanasit Chinnapha, Chairperson, Department of Hospitality and Tourism Management, School of Management ได้รับรางวัล St. Bernard Award for Special Merit (Third Class)
- Mr. Chinnagrit Udornlappaisan, Lecturer, School of Communication Arts ได้รับรางวัล St. Bernard Award for Special Merit (Third Class)
- Dr. Poorn Moulslipa, Chairperson, Master of Law Program in Business Law, School of Law ได้รับรางวัล St. Michael Award for Public Service (Second Class)
- Dr. John Thomas Giordano, Lecturer, Graduate School of Philosophy and Religion ได้รับรางวัล St. Hilaire Award for Distinction in Writing (Second Class)
วิชาการศึกษาบทบาทใดลิมบิอินเน็ท จัดสัมมนา

วิทยาการศึกษาบทบาทใดลิมบิอินเน็ท จัดสัมมนา

เรื่อง การเรียนรู้ด้วยการสอนศิลปะที่จัดสัมมนาในงานศิลปะ

(5th International Conference on e-Learning for Knowledge-Based Society)

ระหว่างวันที่ 11-12 ต.ค. 2551 ณ ศูนย์ประชุม

นานาชาติ John XXIII Conference Center วิทยาศาสตร์สุรัสสานุชัย โดยมี

วาดี ศิลปศาสตร์ กาญ ศิลปศาสตร์ ลดหยุ่น เป็นประธาน

Anne Ofstedal, Director of Fellowship Programs United Board จัดแบบ 1 คน เชิญผู้นิติบัตรและยืนยันว่าจัดสัมมนา

เมื่อวันที่ 5 พฤศจิกายน 2551
Fr. Bipin และ Archibishop Leo Cornelio, India เยี่ยมคารวะผู้บริหารและเยี่ยมชมวิทยาเขตหัวหมาก และวิทยาเขต สุวรรณภูมิ เมื่อวันที่ 5 พฤศจิกายน 2551

ภาพกิจกรรม

สมาคมศิษย์เก่ามหาวิทยาลัยลัทธิสมัยไทย จัดการประชุมใหญ่สามัญประจําปี 2551 เมื่อวันที่ 9 พฤศจิกายน 2551 ณ โรงแรมพ-ray สาทร

ผู้บริหาร Greenwich University, UK. จำนวน 2 คน เยี่ยมคารวะผู้บริหารและเยี่ยมชมวิทยาเขตหัวหมาก เมื่อวันที่ 13 พฤศจิกายน 2551

ภาพกิจกรรม

ทราบ ดร. บุญยา และเจริญ อธิการบดิ ร่วมกับ ผ.ท. พ.ต. ครู คร์ ม sequential และ บ. น. เลย บิ๊ก.nama และ ผ.ท. พ.ต. ครู คร์ ม sequential และ ผ.ท. พ.ต. ครู คร์ ม sequential ร่วมแสดงความคิดเห็น ความรู้สึกให้กับการ Thailand E-Commerce Challenge 2009 เมื่อวันที่ 10 พฤศจิกายน 2551 ณ ห้อง AS2 อาคารลิขิตศาสตร์ ร.ศ. 200 วิทยาเขตหัวหมาก

ผู้บริหาร Saxion University, Netherland จำนวน 2 คน เยี่ยมคารวะผู้บริหารและเยี่ยมชมวิทยาเขตหัวหมาก เมื่อวันที่ 18 พฤศจิกายน 2551

คณะนักศึกษาสถาปัตยศาสตร์ จัดนิทรรศการฉลองครบ 10 ปี ของคณะ เมื่อวันที่ 10 พฤศจิกายน 2551 ณ อาคาร Muntion Del Rosario School of Architecture and Design วิทยาเขตสุวรรณภูมิ โดยมี ศาสตรา ดร. บุญยา และเจริญ อธิการบดิ เป็นประธาน
ผู้บริหาร คณะภาษา เจ้าหน้าที่และนักศึกษา ร่วมแสดงความยินดีแก่ พระราชาประทัศ ม.นิติหมาย อดิบารีดีคัดคิดบุญ เฉลิมฉลองวันถัดจากรายการศึกษา พระราชาประทัศ ณ สถานที่ St. Martin de Tours เมื่อวันที่ 11 พฤศจิกายน 2551 ณ หอประชุมอธิการบดีศึกษา อาคารอธิการบดี ร.ศ. 200 วิทยาลัยทวารณา

มหาวิทยาลัยตุลยสัณฐาน จัดการเฉลิมฉลองได้สำเร็จที่สถานที่อิสระชุม ระดับมัธยมศึกษาแห่งประเทศไทย ครั้งที่ 3 ระหว่างวันที่ 13-18 พฤศจิกายน 2551 ณ ศูนย์ประชุมนานาชาติ John XXIII Conference Center วิทยาลัยตุลยสัณฐาน โดยมี พระราชา ดร. ล้านยา ertools ร่วมกับคณะ ผู้บริหาร คณะภาษา สำนักงานสุทธิกิจ มหาวิทยาลัยตุลยสัณฐาน เป็นประธาน

องค์การพัฒนาภาษาไทย จัดงานแสดงภาพประวัติศาสตร์ ประจำปี 2551 เมื่อวันที่ 11 พฤศจิกายน 2551 ณ หอประชุมวิทยาชีพพรชัย วิทยาลัยเสริมสร้างสุขภาพ โดยมี พระราชา ดร. ปญญา และพิธีย์ อธิการบดี เป็นประธาน

มหาวิทยาลัยเชียงใหม่ จัดงานประเพณี ประจำปี 2551 ณ วิทยาลัยวิทยาชีพพรชัย วิทยาลัยเสริมสร้างสุขภาพ โดยมี พระราชา ดร. ปญญา และพิธีย์ อธิการบดี เป็นประธาน ณ วิทยาลัยวิทยาชีพพรชัย วิทยาลัยเสริมสร้างสุขภาพ
มหาวิทยาลัยอัสสัมชัญ เป็นเจ้าภาพจัดการประชุมนานาชาติ FABC-OC : The Catholic Priesthood - A Challenge of the Modern World ระหว่างวันที่ 17–22 พฤศจิกายน 2551 ณ ห้อง Common Room อาคาร King David วิทยาลัยสุวรรณภูมิ

ครูสุรย์ธรรมวิชิพัฒนา สภากิจการณ์ศึกษา จัดพิธีวางพระพุทธและปูชนิการ์สิ่ง เศรษฐกิจพอเพียง โดย ผศ.ดร.อานุภาพ วิศิษฐ์ มั่น อิศวรสิทธิการ์ศึกษา มหาวิทยาลัยสุวรรณภูมิ เมื่อวันที่ 2 ธันวาคม 2551 ณ ศูนย์ประชุมนานาชาติ John XXIII Conference Center วิทยาเขตสุวรรณภูมิ

พ.ศ. เลย์จกุณ รองผู้ล่ามาภาศศุภย์สงเสริมความเป็นเลิศ ให้การรับวุฒิการศึกษาที่ศึกษาประถมปี 2551 จากสำนักงานสุทธิการ์ศึกษาไทย เนื่องในงานสถาปนามหาวิทยาลัย ครบถ้วน 31 ปี เมื่อวันที่ 18 พฤศจิกายน 2551 ณ โรงแรมสยามพิคท์

สำนักงานศิลปศาสตร์นานาชาติ จัดพิธีวางพระพุทธเจดีย์ พระบรมราชานุสรณ์พระเจ้าอยู่หัว สุทธิการ์คุณธรรม และพิธีเปิดโพลิศวาร์มมิส ณ อาคารที่ 3 อาคารที่ 2551 ณ Tower of David วิทยาเขตท่าทอง和谐 โดยมี มหาวิช. ดร.บุญตรา แสงฤทธิ์ อลิการดี เป็นประธาน

สมัครศักดิ์พระกิจ พิธิการณ์ทศิพาร นักการแข่งขันกีฬากรุ๊ป แผนกฟุตซอลที่ไทยและงานทั่วไป ณ ห้องรับรองที่ไทยกรุ๊ป ภายใน วิทยาลัยสุวรรณภูมิ 2551 ณ ศูนย์ประชุมนานาชาติ John XXIII Conference Center วิทยาเขตสุวรรณภูมิ
บันทึกภาพถ่าย จัดส่งมาแก่ศึกษาธิการวิทยาลัย สำนักบริหารสูงศึกษา ระหว่างวันที่ 1-2 พฤศจิกายน 2551 ณ โรงแรมดุสิต วิสัชนา หัวหมาก โดย คร.ศรีศักดิ์ จาคมาน รองอธิการบดีฝ่ายเทคโนโลยีการสารสนเทศ เป็นประธาน

สานักบริหารทรัพยากรบุคคล จัดอบรมวิทยาธรรมแก่เจ้าหน้าที่ของมหาวิทยาลัย ซึ่งเน้นที่การจัดการศึกษาของคุณสมบัติตรง จนถึงปัจจุบัน โดย ศาสตรา ดร. อานวย ศุภชัยมงคล รองอธิการบดีฝ่ายการศึกษา ฟิวเจอร์วิทยาเรียน ระหว่างวันที่ 4-28 พฤศจิกายน 2551 ณ ห้อง A52 อาคารอิสระหลัก บ.ศ.200 วิทยาเขตหว้าหมาก และห้องอาคารศรีชัย อาคาร The Cathedral of Learning วิทยาเขตสุวรรณภูมิ
ข่าวสารศูนย์การศึกษาด้านการจัดการเรียนรู้

การจัดงานวิชาการเชิงปฏิบัติการเรื่อง การจัดการการศึกษารุ่นใหม่ เพื่อพัฒนาศักยภาพของบุคคล

ระหว่างวันที่ 11-12 ธันวาคม 2552 ณ ศูนย์ประชุมนานาชาติ John XXIII Conference Center วิทยาเขตสุวรรณภูมิ
ประมวลภาพงานคริสต์มาส 2008
วันที่ 24 ธันวาคม 2551
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