

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	iii
ABSTRACT (ENGLISH)	iv
ABSTRACT (THAI)	vi
LIST OF TABLES	xvi
LIST OF FIGURES	xix
ACRONYMS	xxiii
CHAPTER 1 INTRODUCTION	1
1.1 Significance of the Research Problem	1
1.1.1 Retrospective, Contemporary and Prospective Views of Worldwide Higher Education	1
1.1.2 The Massification of Higher Education	2
1.1.3 The Cost of Higher Education	4
1.1.4 Internationalisation and Student Mobility	5
1.1.5 Global Economic Change	6
1.1.6 Responding to Drivers of Change: Governance Risk Management and Compliance (GRC)?	7
1.1.7 The Worldwide State of Higher Education	7
1.1.8 Higher Education in ASEAN and Thailand	13
1.1.8.1 Background	13
1.1.8.2 The AEC 2015	14
1.1.8.3 The AEC 2015: Challenges and Opportunities?	16
1.1.8.4 Management Requirements of Thai Higher Education Institutions	21
1.1.8.5 The Thai Public Affiliated (Autonomous) Universities	22
1.1.8.6 Management Challenges of the Thai Public Affiliated Universities	23
1.1.8.7 Public Vs. Private Funding	28

TABLE OF CONTENTS (CONTINUED)

	Page
1.1.8.8 Risks, Challenges and Opportunities for Thailand's Higher Education	29
1.1.8.9 One University One Province (OUOP)	34
1.1.8.10 University Social Responsibility (USR)	35
1.2 Problem Statement	36
1.2.1 Global Change in Higher Education	36
1.2.2 Higher Education in Thailand: Responding to New Management Structures and Facing Controllable and Uncontrollable Risk	38
1.2.3 The AEC 2015 and Thai Higher Education	41
1.3 Risk Management in Government, Private and Public Affiliated Universities	42
1.4 Knowledge Management to Respond to Higher Education Risks and Challenges in Thailand	43
1.4.1 Information Expansion and the Increasingly Cloud Based Storage and Retrieval of Information	45
1.4.2 Regulation and Rules	45
1.4.3 The Need for Transparency and Visibility	45
1.4.4 Hyperextended Organisations	46
1.5 The Research Case Study	48
1.6 Quality Framework	49
1.6.1 Malcolm Baldrige National Quality Award (MBNQA)	49
1.6.2 ASEAN Quality Assurance (ASEAN QA)	50
1.7 Conceptual Framework	50
1.8 Research Aim and Objectives	52
1.9 Key Research Questions	52
1.10 Definitions	53
1.11 Novel Contribution	53

TABLE OF CONTENTS (CONTINUED)

	Page
1.12 Thesis Structure	55
1.12.1 Chapter Two: Literature Review	55
1.12.2 Chapter Three: Methodology	56
1.12.3 Chapter Four: Results, Finding and Discussion	56
1.12.4 Chapter five: Conclusion	56
 CHAPTER 2 LITERATURE REVIEW	 57
2.1 Chapter Overview	57
2.2 Quality System	57
2.2.1 Quality Award	60
2.2.2 Knowledge Management in MBNQA	65
2.3 Governance	67
2.3.1 Definition	67
2.3.2 Governance in Higher Education	70
2.3.3 The Responsibility of Public Governing Boards	71
2.3.4 The Bureaucratic Framework	71
2.3.5 The Collegial Framework	72
2.3.6 The Political Framework	72
2.3.7 The Symbolic Framework	73
2.3.8 Cultural Models	73
2.3.9 Positive Theories of Higher Education	73
2.3.10 Governance in Thai Higher Education	74
2.4 Risk Management	75
2.4.1 Definition	75
2.4.2 Agency Theory	77
2.4.3 New Organised Economics	78
2.4.4 Stakeholder Theory	78
2.4.5 The Committee of Sponsoring Organisations of the Tread way Commission (COSO)	79

TABLE OF CONTENTS (CONTINUED)

	Page
2.4.6 The Control Objectives for Information and related Technology (COBIT)	82
2.4.7 Controllable and Uncontrollable Risk Management in Higher Education	84
2.4.8 Risk Management in Thai Higher Education	85
2.5 Compliance	86
2.5.1 Definition	86
2.5.2 Compliance in Thai Higher Education	87
2.6 Governance, Risk Management and Compliance (GRC)	87
2.6.1 Definition	87
2.6.2 Integrating GRC in Thai Higher Education though the Lens of Affiliated Universities to CMU and CAMT	95
2.7 Knowledge Management	96
2.7.1 Knowledge Management Background and Definitions	96
2.7.2 Knowledge Management in Higher Education	97
2.7.3 An Interdisciplinary Approach: Knowledge Management	98
2.7.4 A Knowledge Management Perspective	98
2.8 Chapter Summary	103
CHAPTER 3 METHODOLOGY	104
3.1 Chapter Overview	104
3.2 Practical Methodological Steps	105
3.2.1 Capturing GRC Knowledge at CAMT by Using the MBNQA as a Framework	106
3.2.1.1 Capturing the CAMT GRC on MBNQA	106
3.2.1.2 Capturing Leadership Expert on GRC Knowledge at CAMT Using the MBNQA as a Framework	111

TABLE OF CONTENTS (CONTINUED)

	Page
3.2.1.3 Benchmarking GRC Knowledge Came from the literature in the form of the University of California, Berkeley (UCB) Risk Catalogue	111
3.2.1.4 Coding the GRC Knowledge at CAMT by Using the MBNQA as a Framework	112
3.3 Creating the Faculty Specific Model: CAMT GRC	112
3.4 Evaluation and Generalisation the Faculty GRC Model	114
3.4.1 Evaluation the CAMT GRC Model	115
3.4.2 Knowledge Capture and Generalisation for Faculty Specific GRC Model	116
3.5 Chapter Summary	123
CHAPTER 4 FINDING, RESULTS AND DISCUSSION	126
4.1 Chapter Overview	126
4.2 Experimental Report and Initial Finding	126
4.2.1 Initial Findings from Educational Management	128
4.2.2 Initial Findings from Discussion at the University Case	130
4.2.3 Initial Findings from Focused MBNQA Questionnaires at the Faculty Case	133
4.2.4 Initial Findings from Governance, Risk Management and Compliance (GRC) University Experts	136
4.2.5 Initial Findings from OECG Questionnaires: Universities in Thailand	137
4.3 The Develop, Implement and Evaluate Stages: Detailed Analysis and Discussion	139
4.4 Stage One: Develop	140
4.4.1 Knowledge Requirements and Data Sources; Capturing GRC Knowledge from CAMT MBNQA	141

TABLE OF CONTENTS (CONTINUED)

	Page
4.4.2 Knowledge Requirements and Data Sources; Capturing GRC Knowledge from CAMT Leadership Expert	146
4.4.3 Benchmarking with University of California Berkeley Risk Catalogue	151
4.4.4 Knowledge Requirements and Data Sources; Capturing Knowledge from Governance Expert	154
4.4.5 Knowledge Capture and Requirements: Risk Management	164
4.4.6 Knowledge Capture and Requirements: Compliance	170
4.4.7 Creating a Holistic GRC Model for the Affiliated Public Universities in Thailand	178
4.5 Step Two: Creating the CAMT GRC Model	194
4.5.1 Defining GRC Knowledge to Create the CAMT GRC Model	195
4.5.1.1 Context and Culture	196
4.5.1.2 Organise and Oversee	204
4.5.1.3 Assess and Align	206
4.5.1.4 Prevent and Promote	210
4.5.1.5 Detect and Discern	212
4.5.1.6 Respond and Resolve	213
4.5.1.7 Monitor and Measure	214
4.5.1.8 Inform and Integrate	215
4.5.2 Creating the CAMT GRC Model	217
4.5.3 Knowledge Management and the CAMT GRC Model	219
4.6 Unexpected Finding	221
4.7 Step Three: Evaluation and Generalisation	222
4.7.1 Evaluation of the Integrated Faculty GRC Model	223
4.7.2 Evaluation Results	225
4.7.3 Discussion and Benefit of the Research	230
4.8 Chapter Summary	232

TABLE OF CONTENTS (CONTINUED)

	Page
CHAPTER 5 CONCLUSION	234
5.1 Chapter Overview	234
5.2 Finding Summary	234
5.2.1 Key Findings: Educational Management	234
5.2.2 Key Findings: Discussion at the University Case	235
5.2.3 Key Findings: Focused MBNQA Questionnaires at the Faculty Case	235
5.2.4 Key Findings: Governance, Risk Management and Compliance (GRC) University Experts	235
5.2.5 Key Findings: OECG Questionnaires: Universities in Thailand	238
5.2.6 Key Findings: Capturing GRC Knowledge from CAMT MBNQA	238
5.2.7 Key Findings: Creating the Specific Faculty GRC Model	239
5.2.8 Key Findings: Evaluation and Generalisation	239
5.3 Knowledge Management Approach	240
5.4 Proving Research Ideas	240
5.5 Problem Solved as Gathering Research Objectives	241
5.6 Research Limitations	243
5.7 Future Work Directions	245
5.8 Contribution to Knowledge	246
5.9 Final Perspective and Generalisations	246
REFERENCES	248
APPENDICES	266
APPENDIX A Malcolm Baldrige National Quality Award (MBNQA) Questions	267
APPENDIX B Governance Interview Form	285
APPENDIX C Risk Management Interview Form	289

TABLE OF CONTENTS (CONTINUED)

	Page
APPENDIX D Compliance Interview Form	293
APPENDIX E GRC ON CAMT MBNQA	297
APPENDIX F The Universal List of Risks from University of California Berkeley Catalogue	313
APPENDIX G CAMT GRC on CAMT Leadership Expert	315
APPENDIX H Structural Knowledge Map for Governance, Risk Management and Compliance on MBNQA in Thai Public Affiliated Universities	317
APPENDIX I The GRC Components of the CAMT GRC Model	325
APPENDIX J Generalisation and Evaluation the Faculty GRC Model	327
APPENDIX K College of Arts, Media and Technology Risk Analysis	329
APPENDIX L Technology Practical GRC College of Arts, Media and	333
CURRICULUM VITAE	341

LIST OF TABLES

Table	Page
1.1 The Autonomy Experienced by Universities Worldwide	8
1.2 Status and Features of Higher Education in Asia	9
1.3 The AEC 2015 Challenges to Thai Higher Education	16
1.4 SWOT Analysis Preparing Thai Higher Education for the AEC 2015	18
1.5 Varying Levels of Autonomy in Thai Universities	22
1.6 Challenges of the Public Affiliated Status based on Future Educational Scenarios along with the Potential Management Impact on Thai Public Affiliated Universities	24
1.7 The Proportion of Public Vs. Private Educational Institutions in Thailand	28
1.8 The Risks, Challenges and Opportunities for Thailand's Higher Education	30
1.9 Controllable and Uncontrollable Risk in Thai Universities	40
1.10 Risks in Different Types of the University	42
1.11 The Application of Generic GRC Drivers to the Thai Public Affiliated Universities	47
1.12 National Quality Awards Around the World	49
2.1 Comparative analysis of National and Regional Quality Awards	62
2.2 Relation between MBNQA and the Royal Decree on Good Governance 2003	64
2.3 Learning Organisation and MBNQA	66
2.4 Relations during MBNQA, BSC and Thai Government Practical Evaluation	67
2.5 The Variety of Governance Definitions from the Literature	68
2.6 The Definitions, Source and Key Words Relating to Risk in the Context of GRC	76

LIST OF TABLES (CONTINUED)

Table	Page	
2.7	Definitions of Compliance, Including Sources and Key Words	86
2.8	The Variety of GRC Definitions in the Literature with Sources and Key Words	88
3.1	Methodological Steps: Tools and Techniques of Capturing the CAMT GRC on MBNQA	106
3.2	The Biodata of Staff as Sample Group at CAMT	107
3.3	Thai Performance Excellence Framework Categories, Number of Questions and Context	109
3.4	Methodological Steps: Tools and Techniques of Capturing Leadership expert	111
3.5	The Biodata of the Leadership Expert at CAMT	111
3.6	Distinguishing between of Information and Knowledge	112
3.7	Methodological Steps: Tools and Techniques; Creating the CAMT GRC Model	114
3.8	Methodological Steps: Tools and Techniques; Evaluation and Generalisation the faculty GRC Model	115
3.9	Experts Selected to Evaluated the Associated Rationale	115
3.10	The Biodata of GRC Experts	117
3.11	Interview Questions, Based Upon the Framework of Governance, Risk Management and Compliance Presented in the Open Compliance & Ethics Group (OCEG)'s GRC Capability Model	120
3.12	The Key Methodological Steps to Develop, Implement, and Evaluate the Faculty GRC Model for Thai Affiliated Universities	124
4.1	Summarised GRC Components on the CAMT MBNQA	144
4.2	The GRC Components on the CAMT MBNQA from CAMT Leadership Expert	149

LIST OF TABLES (CONTINUED)

Table	Page
4.3 Benchmarking Risk based on the Universal List of Risks from University of California Berkeley and MBNQA Framework	152
4.4 Description of GRC Model for Thai Public Affiliated Universities	181
4.5 Description of Structural Knowledge Map for Governance, Risk Management and Compliance on MBNQA in Thai Public Affiliated Universities	192
4.6 CAMT Context and Culture and Associated Knowledge Sources	197
4.7 SWOT Analysis: Preparing Thai Higher Education for Future Challenges	199
4.8 Organise and Oversee and Associated Knowledge Sources	205
4.9 Assess and Align and Associated Knowledge Sources	206
4.10 The Ten Key Risks Identified at CAMT Along with Appropriate Categorisation	207
4.11 Prevent and Promote and Associated Knowledge Sources	210
4.12 Detect and Discern and Associated Knowledge Sources	212
4.13 Respond and Resolve and Associated Knowledge Sources	213
4.14 Monitor and Measure and Associated Knowledge Sources	214
4.15 Inform and Integrate and Associated Knowledge Sources	216
4.16 Quality of Evaluated Sample Size	223
4.17 Expert Evaluation of the Proposed the CAMT GRC Model Vs. the Case Study Approach to GRC	226
4.18 The Generalisation of the Faculty GRC Model	231

LIST OF FIGURES

Figure		Page
1.1	Higher Education Enrollment	3
1.2	Map of ASEAN Including Population and Student Enrolment in Tertiary Education	14
1.3	The Key Problems Facing Thailand's Public Affiliated Universities	29
1.4	Integrated USR&S	36
1.5	The Interrelated Factors Contributing to Risk and Sustainability and the Focus of the GRC Model Presented in this Thesis	44
1.6	A Conceptual Diagram Illustrating how GRC Addresses the Four Driving Factors and Supersedes or Integrates Legacy Management Tools to Do So	46
1.7	The Conceptual Framework of the Thesis	51
1.8	Thesis Structure	55
2.1	MBNQA Framework	63
2.2	The Component of University Governance	74
2.3	The Framework of COSO ERM	80
2.4	The COBIT Framework	83
2.5	Governance, Risk and Compliance Operating Model	91
2.6	Effective Integration of GRC	92
2.7	The Three Common Definitions of KM	96
2.8	Combining the Knowledge Domains of Thai Higher Education with GRC Project-Based Knowledge Dimensions to Create an Alignment and Integration of Knowledge	99
2.9	The Knowledge Management Topology	100
2.10	A Conceptual Representation of Knowledge Maps	101
2.11	Knowledge Structure Mapping Advantages	102
2.12	The Relationship between the Three GRC Components and the Synergy of the Knowledge Management Approach	103

LIST OF FIGURES (CONTINUED)

Figure		Page
3.1	Key conceptual steps in the research methodology	104
3.2	Practical Methodological Steps	105
3.3	Capturing Faculty Specific GRC Knowledge Methodological Steps	106
3.4	MBNQA Framework Used to Collect Current Management Knowledge at CAMT	108
3.5	CAMT Staff Interviewed to Determine Management Scenarios in Relation to GRC	109
3.6	Creating the CAMT GRC Model	113
3.7	Evaluation and Generalisation of the Faculty GRC Model	114
3.8	Eight Key Parts of an Effective GRC Capability	119
4.1	The Framework of the Results Presented Knowledge Requirements and Data Sources for the Integrated Faculty GRC Model	127
4.2	Sample of Affiliated University Revenue Sources Over the Past Nine Years	132
4.3	The Three Organisational Levels of CAMT and Associated Interviewees	134
4.4	Knowledge Requirements and Data Sources for the Integrated Faculty GRC Model	140
4.5	The Develop Stage of the Results and Main task of capturing knowledge	140
4.6	Knowledge Requirements and Data Sources of Develop Stage for the Integrated Faculty GRC Model	141
4.7	The GRC Components on the CAMT MBNQA	142
4.8	The Percentage of GRC Components on the CAMT MBNQA	142
4.9	The Percentage of GRC Information and Knowledge on the CAMT MBNQA	143

LIST OF FIGURES (CONTINUED)

Figure		Page
4.10	GRC Components on the CAMT MBNQA from CAMT Leadership Expert	147
4.11	Proportion of GRC on the CAMT PMQA from CAMT Leadership Expert	147
4.12	Proportion of GRC on the CAMT PMQA from CAMT Leadership Expert	148
4.13	The Universal List of Risks from University of California Berkeley and MBNQA Framework	151
4.14	Eight Key Parts of an Effective GRC Capability	156
4.15	Internal and External Governance and the Three Key Pillars of Governance Necessary in Thai Public Affiliated Universities	157
4.16	Structural Knowledge Map for Governance in Thai Public Affiliated Universities	163
4.17	Risk Management Backbone	169
4.18	Structural Knowledge Map for Risk Management in Thai Public Affiliated Universities	170
4.19	Structural Knowledge Map for Compliance in Thai Public Affiliated Universities	178
4.20	Expert Knowledge Capture and Structure Process to Create an Integrated GRC Model for the Thai Public Affiliated Universities	179
4.21	Structural Knowledge Map for GRC of Thai Public Affiliated Universities	180
4.22	GRC Components on Thai University Experts	190
4.23	Proportion GRC on Thai University Experts	190
4.24	Proportion of Information and Knowledge GRC on Thai University Experts	191
4.25	The Implement Stage of the Results and Main task of capturing knowledge	194

LIST OF FIGURES (CONTINUED)

Figure		Page
4.26	Knowledge Requirements and Data Sources of Develop Stage for creating the CAMT GRC Model	195
4.27	Creating CAMT GRC Model base on the MBNQA and OCEG Framework	196
4.28	Relationship between GRC Risk Silos and CAMT Risks	208
4.29	Generic Risk Management Model	209
4.30	Ten CAMT Risks Categorised According to the Generic Risk Management Model. Risk categorization was Based on a Survey of CAMT Leaders and Staff	209
4.31	The CAMT GRC Model	218
4.32	CAMT System Thinking	219
4.33	The Implement Stage of the Results and Main task of Generalisation	222
4.34	Generalisation and Evaluation of the Integrated Faculty GRC Model	222

ACRONYMS
(In alphabetical order)


ABEA	Australia Business Excellent Award
ADB	Asian Development Bank
AEC	ASEAN Economic Community
AGA	Association of Government Accountant
AI	Artificial Intelligence
AMEM	ASEAN Ministers on Energy Meeting
APAEC	ASEAN Plan of Action for Energy Cooperation
APSC	ASEAN Political-Security Community
AQA	Australia Quality Award
AQAN	ASEAN Quality Assurance Network
ASAIHL	The Association of Southeast Asian Institutions of Higher Learning
ASCC	ASEAN Socio-Cultural Community
ASEA-UNINET	The ASEAN-European Academic University Network
ASEAN	Association of Southeast Asian Nations
ASEP	ASEAN Student Exchange Programme
AUAP	The Association of Universities of Asia and the Pacific
AUN	ASEAN University Network
AUNs	ASEAN University Networks
BITa	Business Information Technology Alignment
BSC	Balanced Scorecard
CAMT	College of Arts, Media and Technology
CHE	Commission on Higher Education
CMU	Chiang Mai University
COBIT	Control Objectives for Information and related Technology
COSO	Committee of Sponsoring Organisations of the Treadway Commission

CQA	Canadian Quality Award
CRM	Customer Relation Management
CSR	Customer Social Responsibility
C_A	Compliance from Assess and Align
C_C	Compliance from Context and Culture
C_C x.x	Expert in Compliance
C_E x.x	Compliance of CAMT Expert Leadership
C_D	Compliance from Detect and Discern
C_I	Compliance from Inform and Integrate
C_M	Compliance from Monitor and Measure
C_P	Compliance from Prevent and Promote
C_MBNQA x.x	Compliance of Malcolm Baldrige National Quality Award
C_R	Compliance from Respond and Resolve
C x.x	Compliance of CAMT on Malcolm Baldrige National Quality Award Category
DNA	Deoxyribonucleic Acid
e-Link Community	East West Link Community
e-office	Electronic Office
EAS	East Asia Summit
EFA	Education for All
EQA	European Quality Award
EFQM	European Foundation Quality Award
ENQA	European National Quality Award
ERM	Enterprise Risk Management
ERP	Enterprise Resource Planning
EU	European Union
EUA	European University Association
FTES	Full-Time Equivalent Students
GDP	Gross Domestic Product
GE_A	Generalisation and Evaluation The Faculty GRC Model
GMS	Greater Mekong Sub Region

GPA	Grade Point Average
GRC	Governance Risk Management and Compliance
G_A	Governance from Assess and Align
G_C	Governance from Context and Culture
G_E x.x	Governance of CAMT Expert Leadership
G_D	Governance from Detect and Discern
G_G x.x	Expert in Governance
G_I	Governance from Inform and Integrate
G_M	Governance from Monitor and Measure
G_P	Governance from Prevent and Promote
G_MBNQA x.x	Governance of Malcolm Baldrige National Quality Award
G_R	Governance from Respond and Resolve
G x.x	Governance of CAMT on Malcolm Baldrige National Quality Award
HE	Higher Education
HEIs	Higher Education Institutions
HNP	Health Nutrition and Population
HR	Human Resources
HRD	Human Resource Development
ICT	Information and Communications Technology
IMF	International Monetary Fund
IMT-GT	Indonesia-Malaysia-Thailand Growth Triangle
ISACA	Information Systems Audit ability and Control Association
ISO	International Standards Organisation
IT	Information Technology
ITG	Information Technology Governance
ITGI	Information Technology Governance Institute
JA	Job Assessment
JD	Job Description
JQA	Japan Quality Award

JS	Job Specification
KIC	Knowledge and Innovation Center
KM	Knowledge Management
KPIs	Key Performance Indicators
KSM	Knowledge Structure Map
KSMs	Knowledge Structure Maps
MAP	Mobility in Asia and the Pacific
MAS	Multi-Agent Systems
MBNQA	Malcolm Baldrige National Quality Award
MEXT	Ministry of Education, Culture, Sports, Science and Technology
MIS	Management Information System
MMIT	Modern Management and Information Technology
MOE	Ministry of Education
MQA	Malaysia Qualifications Agency
NO.	Number
NPM	New Public Management
OCEG	Open Compliance and Ethics Group
OECD	Organisation for Economic Co-operation and Development
OHEC	Office of Higher Education Commission
ONESQA	Office of National Education Standards and Quality Assessment
OPDC	Office of Public Development Commission
OUOP	One University One Province
PAI	Public Administrative Institution
PDCA	Plan, Do, Check, Act
Ph.D	Doctor of Philosophy
PMQA	Public Management Quality Award
PPT	People Process Technology
PSD	Private Sector Development
PTI	Positive Theory of Institutions

QA	Quality Assurance
RBM	Results Based Management
RFID	Radio Frequency Identification
R_B x.x	Risk of University of California Berkley
R_C	Risk Management from Context and Culture
R_E x.x	Risk Management of CAMT Expert Leadership
R_D	Risk Management from Detect and Discern
R_I	Risk Management from Inform and Integrate
R_M	Risk Management e from Monitor and Measure
R_P	Risk Management from Prevent and Promote
R_R	Risk Management from Respond and Resolve
R_R x.x	Expert in Risk Management
R_MBNQA x.x	Risk Management of Malcolm Baldrige National Quality Award
R x.x	Risk Management of CAMT on Malcolm Baldrige National Quality Award Category
SAP	Systems, Applications and Products in Data Processing
SAR	Self Assessment Report
SD	Social Development
SE	Software Engineering
SEAMEO	Southeast Asian Ministers of Education Organisation
SEAMEO RIHED	SEAMEO Regional Centre for Higher Education and Development
SEAMEO TROPMED	SEAMEO Regional Tropical Medicine and Public Health Network
SEAMES	Southeast Asian Ministers of Education Secretariat
SIPOC	Supplier Input Process Output Customer
SOA	Service-Oriented Architecture
SQA	Singapore Quality Award
STI	Science, Technology and Innovation
SWOT	Strengths, Weaknesses, Opportunities and Threats
TISA	Thailand Information Security Association



TOR	Term of Reference
TQA	Thailand Quality Award
TQM	Total Quality Management
UCB	University of California Berkeley
UK	United of Kingdom
UMAP	The University Mobility in Asia and the Pacific
UMAP IS	UMAP International Secretariat
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
US	United States
USA	United States of America
USR	University Social Responsibility
USR&S	University Social Responsibility and Sustainability
VAP	Vientiane Action Plan