The Purpose of this research is to conduct an analytic study of the quality or excellence of higher education institutions both in Thailand and abroad, so as to establish a framework for the development of indicators for academic excellence in Faculties of Nursing, private institutions. Subsequently, the developed indicators were evaluated by a group of experts and were then tried out at one Faculty of Nursing, private institution.

The results of the content analysis laid bare 23 criteria or conceptual framework of excellence for institutions of higher education, encompassing inputs, process and outcomes of institutions. The derived framework was further developed into excellence indicators, using the Ethonographic Delphi Future Research Technique, unveiling 20 characteristics, with 121 indicators, which were further analysed employing 'Future Wheels' and 'Cross Impact Matrix', yielding guidelines for institutions to develop toward excellence. When scenarios were written, of excellence indicators, 19 scenarios resulted, describing characteristics of academic excellence, levels and guidelines towards the desired excellence characteristics. When feasibility of those guidelined were assessed by 'Connoiseurship Model' and adjusted according to experts to be more appropriate and feasible for private Faculties of Nursing, the guidelines were, consequently, tested out by evaluating one private Faculty of Nursing. The results ascertained that the developed indicators are feasible, appropriate and beneficial. No additions nor deletions of indicators were necessary.

Excellence characteristics ascertained from this research consists of Input characteristics, namely, institutional philosophy and goals, characteristics of entering students, full-time faculty members, administrators, financial state and budgeting, resources for academic supports, and characteristics of teaching hospitals and communities. Process characteristics include characteristics of curriculum and instruction, evaluation, administration, staff development, supports for academic outputs, student activities, and institutional self-evaluation. Outcome characteristics contain professional attitudes and competence, personality development and social skills of the graduates and academic outputs of the institution.