

(Translation)



Announcement of Mahidol University

On the Prescribing of Teaching Load and the Principles for Equating Teaching Credits of Academic Rank Holders B.E. 2566 (2023)

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It is deemed necessary to make the announcement On the Prescribing of Teaching Load and the Principles for Equating Teaching Credits of Academic Rank Holders B.E. 2565 (2022) to be in accordance with the teaching context and workload at all levels of each organization and to set the guideline practice for organizations in Mahidol University.

By virtue of Article 6 and Section 9 Article 70 of Mahidol University Regulations on Academic Ranks B.E. 2565 (2022), the President has announced the following:

Article 1 This announcement shall be used as the guidelines for determining the teaching load and equating teaching credits of academic rank holders.

Article 2 This announcement shall supersede the Announcement of Mahidol University on the Prescribing of Teaching Load and the Principles for Equating Teaching Credits of Academic Rank Holders B.E. 2565 (2022) dated 4 August 2565 (2022).

Article 3 In this Announcement:

“The University Council” refers to Mahidol University Council.

“The University” refers to Mahidol University.

“The President” refers to the President of Mahidol University.

“Organizations” refers to the organizations established according to Mahidol University’s Announcement.

“University’s programs” refers to regular programs of the University or those approved by the University Council, including regular professional courses of organizations accredited by professional councils de jure, which can be used to determine salary rates, due compensation, and due positions.

“Teaching load” refers to knowledge transfer, including all types of teaching, such as lecture-based teaching, practice-based teaching, internship or field training, project supervision, thesis or independent study supervision, or other types of work in the subjects specified in the University’s programs.

“Lecture-based teaching” refers to the teaching method whereby students have knowledge, understanding, and skills in applying such knowledge through various approaches, such as lectures, seminars, face-to-face discussions, online discussions, flipped classroom, blended learning, and intellectual and social skills training.

“Practice-based teaching” refers to the teaching method whereby students’ learning is enhanced with practical skills, such as operations and laboratory experiments.

“Internship or field training” refers to teaching outside campus, such as simulated workplace practice, workplace-based practice, co-operative education, and field training.

“Project supervision” refers to systematically teaching and supervising a project and presenting the results as a term paper.

“Thesis or thematic paper supervision” refers to teaching and supervising students to gain knowledge, understanding, skills, and abilities in conducting research for a thesis or thematic paper at the graduate level for both oral and written presentations.

“Independent study supervision” refers to teaching and advising whereby students gain knowledge, understanding, and skills for academic research for both oral and written presentations.

Article 4 The person applying for an academic rank must have regular teaching hours in a subject in the program each academic year, equivalent to three credits in the semester system. Supposing the person applying for an academic rank teaches many subjects or a subject with many lecturers; in which case, he/she must present evidence for evaluating teaching at least one subject in which the person teaches, as the case may be, a minimum of three credits in the semester system. Determination of teaching hours in equivalence to credits in the semester system shall comply with the Notification of the Council of Higher Education on the Standard Criteria for Teaching at the Diploma Degree B.E. 2565 (2022), the Notification of the Council of Higher Education on the Standard Criteria for Teaching at the Bachelor’s Degree B.E. 2565 (2022), and the Notification of the Council of Higher Education on the Standard Criteria for Teaching at the Graduate Degree B.E. 2565 (2022).

Article 5 Determination of teaching load shall comply with the principles and methods for evaluating teaching to maintain academic ranks per Section 9 of the Mahidol University Regulations on Academic Ranks B.E. 2565 (2022).

Article 6 Teaching load in thesis or thematic paper subjects at the graduate level shall not exceed the credits specified in the program specifications and study plan. Details of the semester, the year used to apply for an academic rank, and the number of semesters shall align with those indicated in the program’s study plan, starting from the semester in which the student

is enrolled in the thesis or thematic paper subject. The guidelines in Annex A attached to this Announcement shall be followed.

Article 7 Teaching load determination and the principles for equating credits aside from Articles 5 and 6 shall align with the guidelines in Annex B and Annex C attached to this Announcement.

Article 8 Organizations may determine teaching load and the principles for equating credits differently from the provisions in Articles 5 to 7 in order to suit their context and instruction. On this matter, organizations shall submit a proposal and seek approval from the University before issuing it as an announcement of Mahidol University.

Article 9 Any issue arising from interpreting or following this Announcement shall be at the discretion of the President, who has the power to interpret and consider the issue. The President's interpretation and judgment are final.

This Announcement is effective from 24 June 2565 (2022) henceforth.

Issued on March 2566 (2023)

(Professor Banchong Mahaisavariya, M.D.)
President of Mahidol University

Annex A

Determining the teaching load of thesis or thematic paper supervision

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1. Determining the teaching load of a thesis or thematic paper subject

1.1 Thesis or thematic paper subjects that can be determined as teaching load to apply for an academic rank must be the thesis or thematic paper subjects in the program specifications (TQF 2) that the University Council has approved, and they shall be the program specifications used in the academic year in which the student of the teacher determining teaching load is enrolled in the thesis or thematic paper subject.

1.2 The number of credits of the thesis or thematic paper subject at the graduate degree are used for determining the teaching load.

1.2.1 A thesis or thematic paper that can be determined as the teaching load shall have an advisor appointed.

1.2.2 The period of teaching load of the thesis or thematic paper subject can be determined starting from the semester in which the student is enrolled in the thesis or thematic paper subject. The period of teaching load shall not exceed the semesters specified in the program specifications.

1.2.3 If the student has “passed” the thesis or thematic paper examination, the total credits shall not exceed the number specified in the program specifications.

1.2.4 In the case of a thesis to which a proposal advisor has been appointed but there is no examination result:

1.2.4.1 If the examination result of the proposal for thesis or thematic paper is “pass”, the credits for determining the teaching load shall be 30 percent of the thesis or thematic paper credits as indicated in the program specifications (TQF 2).

1.2.4.2 If the thesis title has been approved, the thesis or thematic paper advisory committee has been appointed, and the thesis or thematic paper is in progress, the total credits to determine the teaching load at this stage shall be 40 percent of the thesis or thematic paper credits indicated in the program specifications (TQF 2). The 40 percent of credits, in this case, shall be equally divided into each semester based on the number of semesters of the thesis subject indicated in the program specifications (TQF 2).

2. Determining the teaching load of the thesis or thematic paper advisory committee

2.1 The proportion of the teaching load of the thesis or thematic paper advisory committee comprises the following.

2.1.1 The teaching load of the major advisor of the thesis or thematic paper or the chair of the advisory committee for the thesis or thematic paper shall be no less than 50 percent.

2.1.2 The teaching load of all co-advisors of the thesis or thematic paper shall be no more than 50 percent.

2.2 The total teaching load of the thesis or thematic paper advisory committee shall not exceed the thesis or thematic paper credits indicated in Article 1.2 of this Annex.

2.3 To determine the proportion of the teaching load, all thesis advisory committee members shall sign their names as approval of their teaching load and their proportion of teaching load in the thesis or thematic paper subject upon the proposal for appointing the thesis or thematic paper advisor and the thesis or thematic paper advisory committee.

2.4 The major advisor or the chair of the thesis advisory committee shall have the highest proportion of the teaching load.

3. Evaluation of the teaching load and supervision of a thesis or thematic paper

3.1 The program determines how to evaluate the teaching load and expected learning outcomes based on the requirements of the thesis or thematic paper according to Mahidol University Regulations on graduate studies applicable to the program in the year that the student under the supervision of the lecturer determining the teaching load is enrolled in the thesis or thematic paper subject, and based on the notification of the Office of the Higher Education Commission, or thesis handbook (if any).

3.2 Supporting evidence and documents in the evaluation.

3.2.1 The order of appointing the thesis or thematic paper proposal advisor.

3.2.2 The order of appointing the thesis or thematic paper advisory committee.

3.2.3 If the student has undertaken the thesis or thematic paper examination with a “pass” result, the Bor Thor 3 document with approval of the Graduate School shall be used.

3.2.4 In case the student is working on the thesis, the following documents shall be used.

3.2.4.1 Documents showing the thesis or thematic paper proposal with a “pass” result that is approved by the Graduate School.

3.2.4.2 Thesis progress assessment report documents for the semester with signatures of the major advisor, the thesis advisory committee, and the student, which has been approved by the chair of the program administration committee as follows:

3.2.4.2.1 A document summarizing discussion exchanges regarding thesis or thematic paper counselling for students on a regular basis, assigning tasks to be performed, following up with tasks by specifying time and signatures periodically throughout the course of thesis or thematic paper subjects (portfolio), or;

3.2.4.2.2 A result or progress report of the thesis or thematic paper in the semester that shows the progress, problems, obstacles, and action plan, with approval from the thesis or thematic paper advisory committee and the program chairperson in the thesis evaluation system of the Graduate School, or;

3.2.4.2.3 Progress presentation in the form of a seminar, research presentation at research paper writing conferences, and preparation for approval by the applicable ethics committee for research involving human or animal subjects.

Annex B

Principles for determining teaching load and equivalent credits

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Determining the teaching load

1. Teaching tasks that are not thesis or thematic paper supervision

1.1 Lecture-based teaching for 15 hours is equivalent to 1 credit in the semester system.

1.2 Practice-based teaching for 30 hours is equivalent to 1 credit in the semester system.

1.3 Internship or field training for 45 hours is equivalent to 1 credit in the semester system.

1.4 Project supervision for 45 hours is equivalent to 1 credit in the semester system.

2. Lectures

Teaching work offering students' learning experience through lectures	Number of hours per one credit in the semester system
Module teaching	15
Group discussion	15
Teaching resident physicians and specialized nurses / dentists' residency training	15
Teaching through collaboration between institutions	15
Seminar teaching	15
Journal Club	15
Interesting case	15
Case report	15
Linguistics field practice (in-class lecture)	15

3. Practice-based teaching

Teaching work offering students' learning experience through practice	Number of hours per one credit in the semester system
Dental practice	30
Clinical Teaching/Bedside/Operating Room/OPD Teaching	30
Teaching in laboratory	30
Group discussion	30
Ward Chief/Ward Round	30
Bedside teaching	30
Teaching history-taking and physical examinations	30
Teaching with a model or device	30
Group meeting in clinic	30
Linguistics field practice (in-class practice)	30
Teaching resident physicians and specialized nurses	30

4. Internship or field training

Teaching work offering students' learning experience through internship or field training	Number of hours per one credit in the semester system
Linguistics field practice (field practice)	15
Clinical dental teaching	45
Training in nursing practice on wards and training centers in the community for both undergraduate and graduate studies	45
Community public health externship	60
Professional training	90

Remarks: The lecturer applying for the academic rank must have teaching hours for a subject in the University's program, which means regular program of the University or those approved by the University Council, including regular professional courses of organizations accredited by professional councils de jure, which can be used to determine salary rates, due compensation, and due positions. The teaching hours can be equivalent to at least 3 credits in

the semester system according to the Notification of the Council of Higher Education on the Principles and Methods for Considering Appointing Personnel in the Positions of Assistant Professor, Associate Professor, and Professor, as well as Mahidol University's Regulations on Academic Ranks.

Annex C

Principles for determining teaching load and preparing documents for evaluation of teaching in seminars, projects, and research at the undergraduate study degree level

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1. Determining the teaching load

1.1 Seminar, project, and research subjects at the undergraduate study degree level that can be equivalent with the teaching load to apply for an academic rank must be the subjects included in the program specifications or course syllabus approved by the University Council.

1.2 Credits shall be equivalent based on the actual teaching hours and as specified in the course syllabus stated in Item 1.1 above.

1.3 Determining the proportion of the teaching load in case a subject taught by many lecturers comprises the following.

1.3.1 The main lecturer and other lecturers in the subject shall approve the teaching load and the proportion of the teaching load of the subject.

1.3.2 The teaching load proportion of the main lecturer and other lecturers shall align with the teaching plan specified in the course syllabus.

1.3.3 The total teaching load of all lecturers shall not exceed the number of credits of the subject. However, if a subject is divided into many sections, the teaching load of the main lecturer and other lecturers shall be determined in each section. The total teaching load of each lecturer in each section shall not exceed the number of credits of the subject.

2. Documents for evaluation of teaching

2.1 The teaching plan (as per the Announcement of Mahidol University on Documents for Evaluating Teaching as Supporting Evidence for Applying for an Academic Rank B.E. 2565 (2022) shall include the following details:

2.1.1 Name of the lesson taught in the hour or period

2.1.2 Name of the lecturer, educational qualifications, academic rank, and contact channels

2.1.3 Name and number of the subject

2.1.4 Name of the program

2.1.5 The date and duration of teaching

2.1.6 Learning outcome of the lesson taught in the hour or period

2.1.7 A summary of the lesson

2.1.8 How to organize a learning experience

2.1.9 Media

2.1.10 Evaluation, such as indicators, criteria, and methods

2.1.11 Any revision shall be indicated with the date, month, and year of revision.

2.2 Documents summarizing the operation/summary of teaching and learning in that period, such as documents summarizing conversations of giving advice or consultation for undergraduate projects/research to students on a regular basis, assigning tasks to be performed, following up with tasks by specifying time and signatures periodically throughout the semester. This may be done weekly, monthly, or depending on the context of the course.

2.3 Other teaching documents (if any)