




No. UOM/Acad/26/120

Dated: 18-May-2026

### NOTIFICATION

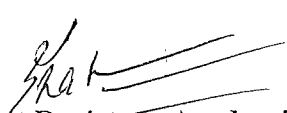
It is notified for the information of all concerned that consequent upon the recommendations of the Academic Council made in its 25<sup>th</sup> meeting held on 09-Feb-2026, the Syndicate in its 66<sup>th</sup> meeting held on 27-Apr-2026 [vide Agenda Item No. 2(1)], approved the revised '*Framework for HEC Best University Teacher Award (BUTA)*'.

Encl: (*Framework for HEC Best University Teacher Award (BUTA)*)

  
Assistant Registrar Academics

Copy for information and necessary action (if any) to:

1. All Deans of the Faculties
2. Heads of All Teaching Departments/Administrative Offices/Sections
3. Director IT with the request to upload the same on the University website
4. Director QEC with reference to agenda item referred above
5. PS to Vice-Chancellor
6. PA to Registrar
7. Relevant File

  
Assistant Registrar Academics

**FRAMEWORK FOR HEC BEST UNIVERSITY TEACHER AWARD  
(HEC BUTA)**



**Higher Education Commission  
Islamabad  
2025**

Table 1: Eligibility Requirements				
SN	Check List (Please check all the boxes)	Response (Yes/No)		Attach Evidence
1.	Is the teacher a full-time permanent university teacher member, on TTS, BPS, or long-term contract, at an HEC recognized public or private sector university or DAI?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Employment Letter
2.	Has the teacher completed three years of consecutive /active service as a permanent university teacher at the nominating university or DAI?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Letter from Registrar/VC/ Director QEC
3.	Is the teacher less than 60 years of age?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Copy of CNIC
4.	Was the teacher physically present at the university in the previous three years?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<i>Letter (s) from VC/Registrar/ Director QEC</i>
5.	Did the teacher teach a minimum of 6 credit hours in each semester during the evaluation period (Fall-Spring)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
6.	Did the teacher attend every class during the period of evaluation?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
7.	In case the teacher missed a class, was it on account of ill health or medical emergency (documentary evidence to be provided), and was the absence compensated by a make-up class?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
8.	The teacher did not avail long-term leave (i.e., exceeding 3 weeks during the period of evaluation.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
9.	There are no disciplinary proceedings against the teacher during the previous three (03) years.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
10.	There are no adverse remarks recorded in the ACRs of the teacher during the previous three (03) years.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
11.	The teacher did not receive the HEC Best University Teacher Award after 2019.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
12.	The teacher did not serve as Vice Chancellor or any other key administrative position at the university during the past three years.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

<i>Classroom Teaching</i>	Evaluation of (at least one) videotaped lecture by a teacher, including assessment of how the teacher set out the learning objectives at the start of the lecture, his/ her lecture style, classroom atmosphere, use of active learning, use of current event examples, student engagement. It should also be examined whether the teacher was able to achieve the learning objectives in the lecture. Moreover, it should be observed whether the teacher invited field experts to the classrooms and incorporated real world scenarios into assignments, exams and presentations.	Assign a grade based on review of the videotape, PPTs and background material (e.g., announcements regarding active learning practices).	<b>20%</b>
<i>Use of Technology</i>	Teachers will submit a statement on their approach to using modern technology tools in teaching, including audiovisual materials, flipped classrooms, automated grading systems, class blogs and social media, and others. Evidence should be provided on whether and how they deployed such tools.	Assign a grade based on review of the teacher's statement on the technology tools used by her/him.  Given that good faculties are looking for ways in which technology can help andragogy, these questionnaires in Table 3 (Annex-I) can reveal the interest and commitment of teachers.	<b>5%</b>
<i>Student interaction and mentoring</i>	Teachers will provide a statement describing whether they were available for office hours, the time they spent per week on mentoring students, their approach to mentoring and supervision of research scholars and research teams, and their engagement in classroom blogs and social media channels.	Assign a grade based on review of teacher's statement and background materials.  Beside interaction with course students, the questions in table 3 (Annex-I) provides a Metric to determine the quality of the mentorship provided	<b>10%</b>

university-level award winner.

- v. Completed questionnaire (see **Annex-I**) with marks added and supporting documents of the teacher included, pertaining to the particular assessment period. The supporting documents must include the following:
  - The syllabus or syllabuses, including grading systems, exams, tests, quizzes, assignments and lesson plans.
  - Video tapes of lectures and PowerPoint presentation (PPTs). The videos are to be provided within a USB or uploaded at any hosting service over internet, for which a working link along with access rights assigned to everyone, is to be provided.
  - Student evaluations of the courses being considered for the award, and the average evaluation scores of teacher and courses across the department, faculty, and the entire university. Student evaluations are confidential documents, and would be available only to the evaluation committees and will be shared with HEC.
  - Three one-page statements prepared by the teacher. The three statements are:
    1. Statement of teaching philosophy and ethics.
    2. Statement on how the teacher used technology in the courses being evaluated.
    3. Statement on student interaction and mentoring.
- g. HEC will set up a national evaluation committee (EC) to review the dossiers of eligible teachers. Members of the EC will be selected carefully from amongst the best teachers in the country.
- h. The EC will finalize its recommendations, and the Commission will review the recommendations and approve the final selection.

recommendation of the university's selection committee.

8. A teacher may receive Best University Teacher Award once in their life time.
9. The university will set up a mechanism to address grievances, if any.
10. The University/DAI is responsible to ensure the transparency of the process.
11. HEC has the right to not make an award in a particular year.
12. The decision of the HEC will be final.
13. Anyone who provides false or misleading evidence will be barred from the competition for life. An award granted on the basis of false and misleading evidence will be withdrawn.
14. The teacher shall have no pending liabilities with any Division of HEC. He/she will provide a certificate countersigned by the Director QEC/Registrar of the university.

<b>Command of the Subject</b>  <b>Maximum marks (12);</b>  <b>Weight (10%)</b>	ii. Does teacher have a certificate, diploma, or other qualification in the course topic?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	<i>Diploma, certificates etc.</i>
	iii. Does the syllabus demonstrate command of the subject?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	<i>Course Syllabus (s) developed during the assessment period</i>
	iv. Do the exams/assignments demonstrate command?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
	v. Does the lecture and classroom interaction demonstrate command of the subject?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
	vi. Does the teacher contribute to assessing the faculty programs as part of program evaluation process?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	<i>Evidence from QEC/Concerned Faculty</i>
<b>Weight obtained by the teacher under "Command of Subject"</b>					

Table-3 – Questionnaires on Best University Teacher Award Evaluation Parameters						
SN	Parameter	Check List	Response (Yes/Somewhat/No)		Attach evidences (with appropriate title/Annex number)	
2.	<b>Teaching Philosophy and Ethics</b> Weight (10%)	i. Has the teacher submitted the statement of his/her teaching philosophy and ethics?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	<i>One page statement on Teaching Philosophy and Ethics</i>
<b>Weight obtained by the teacher under "Teaching Philosophy and Ethics"</b>			<i>Weight should be assigned upon evaluating the quality and originality of the statement.</i>			

Table-3 – Questionnaires on Best University Teacher Award Evaluation Parameters						
SN	Parameter	Check List	Response (Yes/Somewhat/No)		Attach evidences (with appropriate title/Annex number)	
3.	<b>Course Syllabus</b> Maximum marks (24); Weight (10%)	i. Was the syllabus made available ahead of time?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	<i>Course Syllabus (s) developed during the assessment period</i>
		ii. Does the syllabus describe the subject matter effectively?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
		iii. Are the learning objectives clear and well crafted?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
		iv. Does the syllabus address prerequisites for the course?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
		v. Is there a main textbook for the course?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
		vi. Did the recommended textbook cover contemporary knowledge?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	

	xii. Does the course require lab/field work/research/capstone project?	Yes <input type="checkbox"/>		No <input type="checkbox"/>
	xiii. Does the course outline describe how field work, lab work, research or project, if relevant, will be graded?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>
	xiv. Does the course require group work?	Yes <input type="checkbox"/>		No <input type="checkbox"/>
	xv. Does the course outline describe how group work will be graded?	Yes <input type="checkbox"/>		No <input type="checkbox"/>
<b>Weight obtained by the teacher under "Grading System, Tests, and Assignments"</b>				

**Table-3 – Questionnaires on Best University Teacher Award Evaluation Parameters**

SN	Parameter	Check List	Response (Yes/Somewhat/No)			Attach evidences (with appropriate title/Annex number)
5.	<b>Lesson Plan</b> Maximum marks (14); <b>Weight (5%)</b>	i. Has the teacher submitted a detailed lesson plan for the entire semester (i.e., division of the course materials into individual lectures, with clearly defined content, learning objectives for each lecture, assigned readings, other homework assignments, and power point slides, if any)?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	<i>Lesson Plan (s) developed during the assessment period</i>
		ii. Does the lesson plan provide learning objectives for each lecture?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
		iii. Does the lesson plan provide a precise reading assignment (both textbook and other readings) for each lecture?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
		iv. Is the volume of assigned readings for each lecture feasible for students to undertake?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
		v. Does the lesson plan include homework assignments?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
		vi. Does the lesson plan include in-class assignments or quizzes?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
		vii. Does the lesson plan provide for active learning in the classroom?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
<b>Weight obtained by the teacher under "Lesson Plan"</b>						

		xvi. In the videotape, was the teacher leading the academic discourse and discussions in an adequate manner?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
		xvii. Does the teacher invite field experts to classrooms and incorporate real world scenarios into assignments/exams/presentations?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	<i>Letter/Evidence</i>
		xviii. Has the teacher taught a minimum of 6 Credit Hours each in both the semesters of the evaluation period?	Yes <input type="checkbox"/> (1 mark for meeting the mandatory 6 credit hours teaching requirement per semester during the evaluation period)	Yes <input type="checkbox"/> (2 marks for credit hours taught over and above minimum requirement, up to a max. of 18 credit hours in two semesters)	No <input type="checkbox"/> (Teacher is ineligible for BUTA)	<i>Timetable and student feedback/evaluation forms</i>
<b>Weight obtained by the teacher under "Classroom Teaching"</b>						

**Table-3 – Questionnaires on Best University Teacher Award Evaluation Parameters**

SN	Parameter	Check List	Response (Yes/Somewhat/No)			Attach evidences (with appropriate title/Annex number)
7.	<i>Use of Technology</i>  <i>One page Statement (Question i)</i> <b>Weight (2%)</b>  <i>Maximum marks (14) for Questions a-g;</i> <b>Weight (3%)</b>	i. Did the teacher submit a statement on their use of technology in teaching?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	<i>One page statement by the teacher on Use of Technology.</i>  <i>(Weight to the statement should be assigned upon evaluating its quality and originality)</i>
		ii. Does the teacher use any of the modern technological tools listed below?				
		a. Assign any audiovisual materials as homework assignment or use them in the classroom?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
		b. The flipped classroom approach?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	

	v. (For teachers advising graduate students) Does the teacher have a clearly articulated system for supervising graduate students and research teams?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
	vi. (For teachers advising undergraduate and graduate students) Does the teacher meet regularly with their graduate student mentees?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
	vii. (For teachers advising undergraduate and graduate students) Does the teacher allocate a minimum of 8 hours per week on mentoring students outside of the classroom?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
	viii. Does the teacher participate personally in classroom blogs or class-related social media pages, e.g., by commenting on posts, raising issues, or providing guidance?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
	ix. Does the teacher regularly update and facilitate access to instructional resources, including support materials and labs, for assignments and projects?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
<b>Weight obtained by the teacher under "Student Interaction and Mentoring"</b>					

Table-3 – Questionnaires on Best University Teacher Award Evaluation Parameters						
SN	Parameter	Check List	Response (Yes/Somewhat/No)			Attach evidences (with appropriate title/Annex number)
9.	<b>Student Evaluations</b> Maximum marks (06); <b>Weight (20%)</b>	i. Has the university submitted student evaluations for the teacher of all the courses taught during evaluation period?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	<i>Student Evaluation Forms/Results For the assessment period</i>
		ii. Has the university provided evaluation averages across the entire university and for the department and faculty of the teacher?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	
		iii. Did the teacher show improvements in his/her communication and andragogical skills based on students' feedback?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>	
<b>Weight obtained by the teacher under "Student Evaluations"</b>						