REVISED FRAMEWORK FOR HEC BEST UNIVERSITY TEACHER AWARD (BUTA)

HEC BUTA Overview

The Best University Teacher Award (BUTA) was established to recognize outstanding teachers, and incentivize all faculty members to enhance their pedagogical skills. It is open to BPS, TTS, and contract faculty from public as well as private universities, and comes with a certificate and a cash prize of Rs. 100,000.

Recently, the BUTA program, its funding, scope, and selection criteria were reviewed internally in HEC wherein it was observed that the purpose of awards and prizes should be to incentivize desirable actions. A different set of awards criteria, based on indicators of effective teaching, would encourage more attention to teaching. Based on the discussions, it was agreed that there should be a consensus on the objectives of the BUTA program, and that BUTA criteria be revised to reflect these objectives.

Objectives: BUTA has three objectives.

- *Incentive*: Provide an incentive to faculty members to improve the quality of their teaching and pedagogy;
- *Pedagogical*: build a national consensus on what constitutes good teaching;
- *Capacity Building*: build a national database, accessible to all faculty members, especially junior faculty members, of syllabuses, grading systems (including tests, exams, quizzes), lesson plans, and lecture slides (PPTs).

Award Categories

The HEC BUTA award has been split into two levels:

a. **University-Level Best University Teacher Award**
   The university level awards would be conferred directly by the universities. Each university's best teacher awards will consist of a certificate of merit, plus, if a university Syndicate so decides, a cash award of up to Rs. 200,000/-.

   Only the winners of university level awards would be eligible for competing in the HEC national award competition.

b. **HEC National-Level Best University Teacher Award**
   HEC would confer one or more national awards, to a limited number of recipients, to ensure their exclusivity and prestige. The HEC National Level Best University Teacher Award consists of a cash prize of Rs. 1,000,000/- (Rupees ten Lac only) along with a certificate of merit.

A. BUTA Criteria and Assessment Mechanism

A revised set of criteria including eligibility requirements, teacher evaluation parameters and questionnaires, based on the revised objectives of HEC BUTA are provided below**.** Both the University-Level as well as the HEC National Level Best university teachers will be evaluated for awards on these revised criteria. These criteria may be revised from time to time. However, any future change in criteria will take effect only in the following year.

i.   Basic Eligibility Requirements

Universities are required to ensure that the candidates for Best Teacher Award meet the below mentioned basic eligibility requirements. Only those candidates who meet all these eligibility requirements will be considered for University-Level as well as HEC National-Level Best University Teacher Awards.

(Please find the below eligibility requirements in "MS Word" format in the "Download" section of HEC webpage: www.hec.gov.pk/site/BUTA).

SN	Check List (Please check all the boxes)	Response (Yes/No)		Attach evidence with appropriate title
		Table 1: BUTA Eligibility Requirements		
1.	Is the candidate a full-time permanent faculty member, on TTS, BPS, or long-term contract, at a recognized public or private sector university or DAI?	Yes ☐	No ☐	*Employment Letter*
2.	Has the candidate completed three years of consecutive /active service as a permanent faculty at the nominating university or DAI?	Yes ☐	No ☐	*For example: Letter from Registrar/VC/ Director QEC*
3.	Is the candidate less than 60 years of age?	Yes ☐	No ☐	*Copy of CNIC*
4.	Was the candidate physically present at the university in the previous three years?	Yes ☐	No ☐	*For example: Letter (s) from VC/Registrar/ Director QEC*
5.	Did the candidate attend every class during the calendar year?	Yes ☐	No ☐	
6.	In case the candidate 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 ☐	No ☐	
7.	Did the candidate avail long-term leave (i.e., exceeding 3 weeks during the year of evaluation?	Yes ☐	No ☐	*Leave Orders*
8.	Were there any disciplinary proceedings against the candidate during the previous three (03) years?	Yes ☐	No ☐	*For example: Letter (s) from VC/Registrar/ Director QEC*
9.	Were any adverse remark recorded in the ACRs of the candidate during the previous three (03) years?	Yes ☐	No ☐	
10	Did the candidate receive the national best university teacher award (BUTA) in the last five years?	Yes ☐	No ☐	
11	Did the candidate hold an administrative position at the university (e.g., VC, Registrar, COE, Treasurer, Director (QEC) during the past three years?	Yes ☐	No ☐	

ii.   BUTA Evaluation Parameters

Universities are required to evaluate the candidates for the University-Level Best Teacher Award on the basis of below parameters and assessment mechanism (Table 2) along with completing the checklist/questionnaires against each parameter, given at Table 3 below.

Table 2: BUTA Parameters and Assessment Mechanism			
Item	**Description**	**How Assessed**	**Weight**
Command of the Subject	Candidates should demonstrate effective command of the subject. In this regard, the relevant information includes their degrees and certificates, the course syllabus, tests, exams, and assignments prepared, and classroom interaction.	Review all relevant materials to assign a grade. Quality is based on qualifications plus direct evidence from syllabus, lectures, and tests, etc.	**10%**
Teaching Philosophy	Candidates should submit a short (max one page) statement of their teaching philosophy.	Evaluate quality and originality of statement.	**10%**
Course Syllabus, including the grading system, tests, and assignments, and the Lesson Plan	"Syllabus" includes (a) succinct description of the *subject* of the course, (b) the *learning objectives* of the course (i.e., what would the students learn by taking the course), (c) the *textbook* (or textbooks) and supplementary *course materials* if needed, (d) expectations from the students, (e) grading system (see below), (f) the lesson plan (see below), (g) reference to any relevant university or HEC rules (e.g., on plagiarism), and (h) any special condition or requirement. The good grading system should induce students to undertake the work required for effective learning. Besides the grading scheme, it also includes tests, quizzes, if any, assignments, both in-class and homework, class participation, field work, lab work, and group work. The detailed lesson plan divides the course materials into individual lectures, each with its own (clearly defined) content, learning objectives, assigned readings, other homework assignments, and power point slides, if any	Assign a grade based on the assessment of the syllabus, grading system, tests, etc., and lesson plan submitted by candidates.	**25%** (10% for Course Syllabus, 10 % for Grading and 5 % for Lesson Plan)
Classroom Teaching	Evaluation of (at least one) videotaped lecture by a candidate, 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.	Assign a grade based on review of the videotape, PPTs and background material (e.g., announcements regarding active learning practices).	**20%**

Use of Technology	Candidates 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 candidate's statement on the technology tools used by her/ him. Given that good teachers are looking for ways in which technology can help pedagogy, these questionnaires in Table 3 can reveal the interest and commitment of candidates.	**5%**
Student interaction and mentoring	Candidates 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 candidate's statement and background materials. Besides interaction with course students, the questions in table 3 provides a metric to determine the quality of the mentorship provided to graduate students.	**10%**
Student Evaluations	Student evaluations are one of the means of assessing teaching effectiveness.	This helps make comparative assessment of candidates. Assign a comparative grade based on review of all evaluation results	**20%**

Checklist/Questionnaires on BUTA Evaluation Parameters

Important Notes:

i). Universities are required to follow guidelines in Table 2 above while responding to questions against each of the parameters.

ii). Please check all the boxes within questionnaires. All questions carry equal marks, as below:

Yes = 2, Somewhat = 1, No = 0

iii). Marks against each parameter may be calculated as per following formulae and total marks obtained will be calculated by adding marks obtained by the candidate in each parameter:

(Marks Secured/Max Marks x Weightage) x 100

Solved Example for Parameter 2 below (Course Syllabus) which has 11 questions (max marks are 22) and weightage of 10% (as per table 2 above)

{21 (marks secured)/22 (Max Marks) x 10/100 (Weightage)} x 100 = 9.5

iv). Name of the candidate along with his/her department, university and year of award must be mentioned on each page of the questionnaire.

v). Please click the link below to download these questionnaires. Universities are required to use the same template in responding against each question under various evaluation parameters. Questionnaires not filled as per the below format will not be accepted.

vi). Attach softcopies of the evidences in the space provided in the questionnaires. No marks will be accepted if the required documentary evidence is not attached in support of achievements claimed against each of the parameters.

vii). Softcopies of all the filled questionnaires along with evidences attached must be saved in PDF/Non-Editable file format in one single folder. Universities are required to ensure that proper hyperlinks to the attachments are created and saved in the same folder. The same folder would be submitted to HEC along with other documents of the candidates for HEC National-Level Best University Teacher Award (see "Procedure" section below).

(Please find the below Questionnaires on BUTA Evaluation Parameters" in "MS Word" format in the "Download" section of HEC webpage: www.hec.gov.pk/site/BUTA).

Table 3 – Questionnaires on BUTA Evaluation Parameters						
SN	Parameter	Check List	Response (Yes/Somewhat/No)			Attach softcopies of evidences with adequate title
1.	***Command of the Subject*** *Maximum marks (10); Weightage (10%)*	i. Does candidate have a degree in the discipline?	Yes ☐		No ☐	*For example: Copy of Degree*
		ii. Does candidate have a certificate, diploma, or other qualification in the course topic?	Yes ☐		No ☐	*For example: Copy of Diploma*
		iii. Does the syllabus demonstrate command of the subject?	Yes ☐		No ☐	
		iv. Do the exams/assignments demonstrate command?	Yes ☐	Somewhat ☐	No ☐	
		v. Does the lecture and classroom interaction demonstrate command of the subject?	Yes ☐	Somewhat ☐	No ☐	
Marks obtained by the candidate under "Command of Subject"						Total =

SN	Parameter	Check List	Response (Yes/Somewhat/No)			Attach softcopies of evidences with adequate title
2.	*Teaching Philosophy* *Maximum marks (10); Weightage (10%)*	i. Has the candidate submitted their statement of teaching philosophy?	N/A	N/A	N/A	*Statement on Teaching Philosophy*
Marks obtained by the candidate under "Teaching Philosophy"						**Total =**

SN	Parameter	Check List	Response (Yes/Somewhat/No)			Attach softcopies of evidences with adequate title
3.	*Course Syllabus* *Maximum marks (22); Weightage (10%)*	i. Was the syllabus made available ahead of time?	Yes ☐		No ☐	*Syllabus (s)*
		ii. Does the syllabus describe the subject matter effectively?	Yes ☐	Somewhat ☐	No ☐	
		iii. Are the learning objectives clear and well crafted?	Yes ☐	Somewhat ☐	No ☐	
		iv. Does the syllabus list any prerequisites for the course?	Yes ☐		No ☐	
		v. Is there a main textbook for the course?	Yes ☐		No ☐	
		vi. Was the textbook published in the last three years?	Yes ☐		No ☐	
		vii. Are other course materials (if any) selected professionally?	Yes ☐	Somewhat ☐	No ☐	
		viii. Does the syllabus list the expectations from the students?	Yes ☐		No ☐	
		ix. Does the course ask students to read the assigned materials ahead of time?	Yes ☐		No ☐	
		x. Does the syllabus list or refer to relevant university or HEC rules (e.g., on plagiarism)?	Yes ☐		No ☐	
		xi. Does the syllabus describe any special condition or requirement for the course?	Yes ☐		No ☐	
Marks obtained by the candidate under "Course Syllabus"						**Total =**

SN	Parameter	Check List	Response (Yes/Somewhat/No)			Attach softcopies of evidences with adequate title
4.	*Grading System, Tests, and Assignments* Maximum marks (32); Weightage (10%)	i. Does the syllabus describe the grading system (i.e., distribution of grades for different exams, tests, assignments, etc.)?	Yes ☐	Somewhat ☐	No ☐	*Syllabus (s)*
		ii. Have the tests, if any, been prepared professionally?	Yes ☐	Somewhat ☐	No ☐	*Tests*
		iii. Do the test questions assess proficiency in the learning objectives?	Yes ☐	Somewhat ☐	No ☐	
		iv. Have the quizzes, if any, been prepared professionally?	Yes ☐	Somewhat ☐	No ☐	*Quizzes*
		v. Do the quizzes reward preparation or insight?	Yes ☐	Somewhat ☐	No ☐	
		vi. Has the professor given in-class assignments?	Yes ☐		No ☐	*Assignments*
		vii. Has the professor given homework assignments?	Yes ☐		No ☐	
		viii. Do the students receive grades for completion of the assignments?	Yes ☐		No ☐	*Grading System*
		ix. Does the grading system encourage students to act in ways as to achieve learning objectives?	Yes ☐	Somewhat ☐	No ☐	
		x. Does the professor assign grades for class participation?	Yes ☐		No ☐	
		xi. Do the course describe how class participation will be graded?	Yes ☐		No ☐	
		xii. Does the course require field work?	Yes ☐		No ☐	
		xiii. Does the course require lab work?	Yes ☐		No ☐	
		xiv. Does the course outline describe how field work or lab work, if relevant, will be graded?	Yes ☐	Somewhat ☐	No ☐	*Grading System*
		xv. Does the course require group work?	Yes ☐		No ☐	
		xvi. Does the course outline describe how group work will be graded?	Yes ☐		No ☐	*Grading System*
Marks obtained by the candidate under "*Grading System, Tests, and Assignments*"						**Total =**

SN	Parameter	Check List	Response (Yes/Somewhat/No)			Attach softcopies of evidences with adequate title
5.	*Lesson Plan* Maximum marks (14); Weightage (05%)	i. Has the faculty member (candidate) 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 ☐		No ☐	*Lesson Plan (s)*
		ii. Does the lesson plan provide learning objectives for each lecture?	Yes ☐	Somewhat ☐	No ☐	
		iii. Does the lesson plan provide a precise reading assignment (both textbook and other readings) for each lecture?	Yes ☐	Somewhat ☐	No ☐	
		iv. Is the volume of assigned readings for each lecture feasible for students to undertake?	Yes ☐		No ☐	
		v. Does the lesson plan include homework assignments?	Yes ☐		No ☐	
		vi. Does the lesson plan include in-class assignments or quizzes?	Yes ☐		No ☐	
		vii. Does the lesson plan provide for active learning in the classroom?	Yes ☐	Somewhat ☐	No ☐	
Marks obtained by the candidate under "Lesson Plan"						**Total =**

SN	Parameter	Check List	Response (Yes/Somewhat/No)			Attach softcopies of evidences with adequate title
6.	*Classroom Teaching* Maximum marks (34); Weightage (20%)	i. Does the professor use PPTs?	Yes ☐	Somewhat ☐	No ☐	*PPTs*
		ii. Have the PPTs been made available to the students?	Yes ☐		No ☐	
		iii. Is the length of the PPTs suitable for the time allotted for the lecture?	Yes ☐		No ☐	
		iv. Are the PPTs designed professionally (i.e., they are not just a handful of slides thrown together without regard to the learning objectives, assigned readings, in-class assignments, or active learning modules)?	Yes ☐	Somewhat ☐	No ☐	
		v. Do the PPTs demonstrate the faculty member's command of the subject?	Yes ☐	Somewhat ☐	No ☐	

	vi. Has the university submitted a videotaped lecture by the candidate?	Yes ☐		No ☐	
	vii. In the videotape, did the candidate introduce the learning objectives for that specific lecture?	Yes ☒	Somewhat ☐	No ☐	
	viii. In the videotape, did the faculty member succeed in achieving the learning objectives for the specific lecture?	Yes ☐	Somewhat ☐	No ☐	
	ix. In the videotape, does the faculty member demonstrate adequate command of the subject?	Yes ☐	Somewhat ☐	No ☐	
	x. In the videotape, does the faculty member's lecture style engage the attention and interest of the students?	Yes ☐	Somewhat ☐	No ☐	
	xi. (If relevant) In the videotape, if there was the presentation of a mathematical or quantitative example or problem, was the professor well-prepared in presenting such a problem?	Yes ☐	Somewhat ☐	No ☐	*Videotape (s) of Lectures*
	xii. (If relevant) was the mathematical/ quantitative problem explained effectively to students?	Yes ☐	Somewhat ☐	No ☐	
	xiii. In the videotape, does the faculty member create a respectful classroom atmosphere?	Yes ☐	Somewhat ☐	No ☐	
	xiv. In the videotape, is there a use of active learning?	Yes ☐	Somewhat ☐	No ☐	
	xv. (If relevant), in the videotape, are the active learning modules effective and have been designed carefully?	Yes ☐	Somewhat ☐	No ☐	
	xvi. (If relevant) In the videotape, does the faculty member use current event examples to illustrate the issues and motivate the discussion?	Yes ☐	Somewhat ☐	No ☐	
	xvii. (If relevant) In the videotape, does the faculty member handle politically controversial issues in a balanced manner?	Yes ☐	Somewhat ☐	No ☐	
Marks obtained by the candidate under "Classroom Teaching"					**Total =**

SN	Parameter	Check List	Response (Yes/Somewhat/No)			Attach softcopies of evidences with adequate title
7.	*Use of Technology* *Maximum marks (18); Weightage (02% for Statement and 03% for questions ii-ix))*	i. Did the candidate submit a statement on their use of technology in teaching?	N/A	N/A	N/A	*Statement by the candidate on Use of Technology*
		ii. Does the faculty member use any of the modern technological tools listed below?	Yes ☐	Somewhat ☐	No ☐	
		iii. Does the faculty member assign any audiovisual materials as homework assignment or use them in the classroom?	Yes ☐		No ☐	
		iv. Does the faculty member use the flipped classroom approach?	Yes ☐		No ☐	
		v. Does the faculty member use an automated grading system, e.g., for in-class quizzes?	Yes ☐		No ☐	
		vi. Does the faculty member ask students to participate in a class blog or class-related social media pages?	Yes ☐		No ☐	
		vii. Does the faculty member communicate with students through email list servers or other group arrangements?	Yes ☐		No ☐	
		viii. Does the faculty member encourage or require assignments to be submitted electronically?	Yes ☐		No ☐	
		ix. Does the faculty member use smart classroom technology for interactive learning?	Yes ☐		No ☐	
Marks obtained by the candidate under "Use of Technology"						Total =

SN	Parameter	Check List	Response (Yes/Somewhat/No)			Attach softcopies of evidences with adequate title
8.	*Student interaction and mentoring*	i. Did the candidate provide a statement regarding their mentoring and student interaction activities?	N/A	N/A	N/A	*Statement by the candidate on Mentoring and Student Interaction Activities*
		ii. Does the faculty member announce regular office hours in	Yes ☐		No ☐	

Parameter	Check List				
Maximum marks (16); Weightage (05 % for statement and 05% for questions from ii-viii)	which students could see her/him for follow up questions or course-related help?				
	iii. In the videotape, does the faculty member try to create an interactive learning environment in which students feel comfortable in asking questions?	Yes ☐	Somewhat ☐	No ☐	
	iv. Does the faculty member make an attempt to link the subject to current events or other issues that might be of interest to students?	Yes ☐	Somewhat ☐	No ☐	
	v. (For faculty members advising graduate students) Does the faculty member have a clearly articulated system for supervising graduate students and research teams?	Yes ☐	Somewhat ☐	No ☐	
	vi. (For faculty members advising graduate students) Does the faculty member meet regularly with their graduate student mentees?	Yes ☐	Somewhat ☐	No ☐	
	vii. (For faculty members advising graduate students) Does the faculty member allocate a minimum of 8 hours per week on mentoring students outside of the classroom?	Yes ☐	Somewhat ☐	No ☐	
	viii. Does the faculty member participate personally in classroom blogs or class-related social media pages, e.g., by commenting on posts, raising issues, or providing guidance?	Yes ☐	Somewhat ☐	No ☐	
Marks obtained by the candidate under "*Student Interaction and Mentoring*"					**Total =**

SN	Parameter	Check List	Response (Yes/Somewhat/No)			Attach softcopies of evidences with adequate title
9.	*Student Evaluations * Maximum marks (04); Weightage (20%)*	i. Has the university submitted student evaluations for the candidate faculty member?	Yes ☐		No ☐	*Student Evaluation Forms/Results*
		ii. Has the university provided evaluation averages across the entire universities and for the department and faculty of the candidate?	Yes ☐		No ☐	
Marks obtained by the candidate under "*Student Evaluations*"						**Total =**

* A template with questions for getting students' feedback on candidate's teaching is provided below. Universities can add more questions, as seem appropriate.

STUDENT FEEDBACK FORM

Name of Teacher: _____

Subject & Department: _____

University: _____

Date: _____

Note: *Each question carries equal marks, according to the criteria given below:*
Yes=2, Somewhat=1, No=0

SN	Parameter		Questions	Response		
1.	*Course Syllabus*	i.	Does the syllabus list the expectations from the students?	Yes ☐		No ☐
		ii.	Does the course ask students to read the assigned materials ahead of time?	Yes ☐		No ☐
2.	*Grading System, Tests, and Assignments*	i.	Do the quizzes reward preparation or insight?	Yes ☐	Somewhat ☐	No ☐
		ii.	Has the professor given in-class assignments?	Yes ☐		No ☐
		iii.	Has the professor given homework assignments?	Yes ☐		No ☐
		iv.	Do the students receive grades for completion of the assignments?	Yes ☐		No ☐
		v.	Does the grading system encourage students to act in ways as to achieve learning objectives?	Yes ☐	Somewhat ☐	No ☐
		vi.	Does the professor assign grades for class participation?	Yes ☐		No ☐
3.	*Lesson Plan*	i.	Is the volume of assigned readings for each lecture feasible for students to undertake?	Yes ☐		No ☐
		ii.	Does the lesson plan include homework assignments?	Yes ☐		No ☐
		iii.	Does the lesson plan include in-class assignments or quizzes?	Yes ☐		No ☐
		iv.	Does the lesson plan provide for active learning in the classroom?	Yes ☐	Somewhat ☐	No ☐
4.	*Classroom Teaching*	i.	Does the professor use PPTs?	Yes ☐	Somewhat ☐	No ☐
		ii.	Have the PPTs been made available to the students?	Yes ☐		No ☐
		iii.	Is the length of the PPTs suitable for the time allotted for the lecture?	Yes ☐		No ☐
		iv.	(If relevant) was the mathematical/ quantitative problem explained effectively to students?	Yes ☐	Somewhat ☐	No ☐
		v.	(If relevant) does the faculty member use current event examples to illustrate the issues and motivate the discussion?	Yes ☐	Somewhat ☐	No ☐
		vi.	(If relevant) does the faculty member handle politically controversial issues in a balanced manner?	Yes ☐	Somewhat ☐	No ☐

5.	*Use of Technology*	i.	Does the faculty member assign any audiovisual materials as homework assignment or use them in the classroom?	Yes ☐		No ☐
		ii.	Does the faculty member use the flipped classroom approach?	Yes ☐		No ☐
		iii.	Does the faculty member use an automated grading system, e.g., for in-class quizzes?	Yes ☐		No ☐
		iv.	Does the faculty member ask students to participate in a class blog or class-related social media pages?	Yes ☐		No ☐
		v.	Does the faculty member communicate with students through email list servers or other group arrangements?	Yes ☐		No ☐
		vi.	Does the faculty member encourage or require assignments to be submitted electronically?	Yes ☐		No ☐
		vii.	Does the faculty member use smart classroom technology for interactive learning?	Yes ☐		No ☐
6.	*Student Interaction & Mentoring*	i.	Does the faculty member announce regular office hours in which students could see her/him for follow up questions or course-related help?	Yes ☐		No ☐
		ii.	Does the faculty member try to create an interactive learning environment in which students feel comfortable in asking questions?	Yes ☐	Somewhat ☐	No ☐
		iii.	Does the faculty member make an attempt to link the subject to current events or other issues that might be of interest to students?	Yes ☐	Somewhat ☐	No ☐
		iv.	(For faculty members advising graduate students) Does the faculty member meet regularly with their graduate student mentees?	Yes ☐	Somewhat ☐	No ☐
		v.	(For faculty members advising graduate students) Does the faculty member allocate a minimum of 8 hours per week on mentoring students outside of the classroom?	Yes ☐	Somewhat ☐	No ☐
		vi.	Does the faculty member participate personally in classroom blogs or class-related social media pages, e.g., by commenting on posts, raising issues, or providing guidance?	Yes ☐	Somewhat ☐	No ☐
Total Marks obtained by the teacher						**Total:**

B. PROCEDURE

Below procedure is to be adopted by the universities for inviting applications, evaluating candidate, awarding university-level best teacher and submitting nominations to HEC for National-Level Best University Teacher Award:

a. The award will pertain to a particular calendar year. The participating universities will issue the call for nominations, widely disseminating the information to all the departments, for university-level best university teacher award competitions.

b. The complete dossier of the applicant will comprise of the following documents, which must be maintained in electronic form. The same dossier of the winner of the university-level best teacher award must be submitted to HEC for his/her consideration for HEC National-Level Best University Teacher Award:

    i. A covering note prepared by the candidate.

    ii. Latest CV of the candidate.

    iii. Completed questionnaire on BUTA Evaluation Parameters (see section B (ii) above, including following attachments:

- The syllabus or syllabuses (including grading systems, exams, tests, quizzes, assignments and lesson plans) prepared by the candidates during the calendar year.
- Video tapes of lectures and PPTs
- Student evaluations of the courses being considered for the award, and the average evaluation scores of faculty member and courses across the department, faculty, and the entire university. Student evaluations are confidential documents, and would be available only to the evaluation committees.
- Three one-page statements prepared by the candidates. The three statements are:
    1. Statement of teaching philosophy;
    2. Statement on how the faculty member used technology in the courses being evaluated;
    3. Statement on student interaction and mentoring.

c. Each participating university would set up a permanent selection committee, chaired by the Vice Chancellor (and including the Registrar, Director QEC, and other members like Deans, HoDs) to review the applications or nominations and select the winners. The selection committee would finalize its decision by 10th of April, 2020, and the results conveyed to HEC, including all the documents mentioned at b. (i-iii) above.

d. University-level best university teacher awards would be distributed at the time of the university convocation.

e. The winners of the university-level best teacher awards would automatically be entered into the competition for the BUTA, the national best university teacher award. Only those whose application and supporting documents that were submitted for university-level award will be eligible for the national award.

f. HEC will set up a national evaluation committee (EC) to review the dossiers of the eligible candidates/university-level winners. Members of the EC will be selected carefully from amongst the best teachers in the country. They themselves will not be eligible for the award for a period of ten years.

g. The EC will finalize its recommendations within a month of receipt of nominations from the universities. The Commission Meeting will review the recommendations and approve the final selection.

C. TERMS AND CONDITIONS OF THE AWARD

1. The HEC Best University Teacher Award consists of a cash prize of Rs. 1,000,000 (Rupees ten Lac only) along with a certificate of merit.

2. Each university's best teacher awards will consist of a certificate of merit, plus, if a university Syndicate so decides, a cash award of up to Rs. 200,000.

3. Only those who have won the competition for the university-level best teacher award are eligible to compete for the national BUTA award.

4. The following are the eligibility requirements for university-level best teacher awards as well as the national BUTA award:

   i. They are full-time permanent faculty members, including those on TTS, BPS, or long-term contract, at any public or private sector university or DAI recognized by the HEC.

   ii. They have completed a minimum of three years of consecutive /active service as a permanent faculty of the nominating university or DAI prior to the date of the award.

   iii. They are less than 60 years of age.

   iv. They should have been physically present at the nominating university in the previous three years.

   v. They did not miss any class during the calendar year. An exemption may be provided in cases of ill health or medical emergency, on the production of documentary evidence, and if the absence was compensated by the organization of make-up classes in consultation with the students. QEC is responsible for validating this information.

   vi. They did not avail long-term leave (i.e., exceeding 3 weeks during the year of evaluation).

   vii. There were no disciplinary proceedings against them, e.g., on charges of plagiarism.

   viii. There are no adverse remarks in their ACRs during the previous three (03) years.

   ix. They did not receive the national best university teacher award in the last five years. A teacher who has already received BUTA may apply after a lapse of five years.

   x. They did not serve as Vice-Chancellors or on other key administrative positions in the university in the past three years.

xi. Their application/ nomination along with all supporting documents has been uploaded on the national BUTA portal on or before the annual deadline (31 July).

5. The Selection Committee will certify that all eligibility criteria have been met, and send the certificate, duly signed by all members, to HEC.

6. The Selection Committee of the University/DAI will select a winner and two runners up for the university-level award process.

7. HEC will only entertain nominations received according to the prescribed channel and procedure. HEC's decision will be based solely on the documentary record, plus the recommendation of the university selection committee.

8. Winners of the national Best University Teacher Award will not be allowed to compete for the award for a period of five years. Also, if they reapply after a lapse of five years or more, they will have to provide their syllabuses and supporting documents for the entire intervening period since their receipt of the award. The EC would have the right to examine the entire dossier in order to judge their eligibility for the subsequent awards.

9. Winners of university-level best teachers awards will be allowed to compete in future university-level competitions, and therefore indirectly in the national BUTA competition, but will not be eligible for another cash prize from the university.

10. Members of the Evaluation Committee will not be eligible for the award for a period of ten years

11. The university will set up a mechanism to address grievances if any.

12. The university/DAI is responsible to ensure the transparency of the process.

13. HEC has the right to not make an award in a particular year.

14. The decision of the HEC will be final.

15. 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.