



Habib University
shaping futures

Habib University Teaching Excellence Awards Handbook 2025

Table of Contents

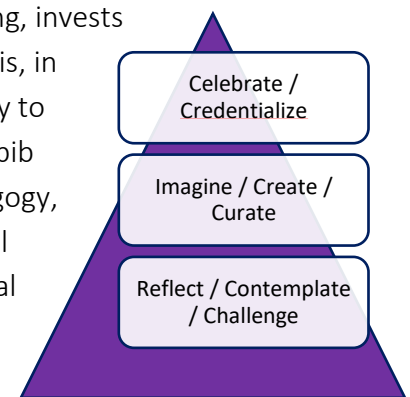
1. Habib University's Teaching Excellence Awards: An Overview	3
2. Award Categories	4
3. Eligibility Criteria	4
4. Selection Criteria	4
5. Nomination Process	5
6. Selection Procedure	5
7. Recognition of the Award Winners	6
8. Timeline for Habib University's Teaching Excellence Awards	7
APPENDIX A - Guidelines for an effective nomination cover letter	8
Appendix B – Evaluation Rubrics	9
APPENDIX C – Schema for Nomination Process	16
APPENDIX D – Schema for Selection Process	17

1. Habib University's Teaching Excellence Awards: An Overview

Excellence in teaching is key to a thriving culture of learning. Students are navigating a world today, which is engulfed in complex problems. Therefore, constant innovation in pedagogy and alignment with changing needs is critical to keep the students engaged. In this world of uncertainty, universities and academicians not only provide an insight to inter-connectedness of these issues and suggest possible solutions but through their exemplary teaching, can also instill hope and inspiration in their students.

However, the globally dominant model of university rewards is heavily biased towards scholarly output, often impacting the perceived value of teaching in tenure and promotion decisions. This has historically led to less focus on innovative teaching methods, which may not fully align with evolving learner needs¹ and their intellectual growth. As a result, there is an ongoing discussion about the effectiveness of higher education in preparing graduates for real-world challenges, underscoring the importance of enhancing pedagogical approaches.

Habib University, with its focus on *Yohsin* and learner-centered learning, invests in recognizing their pedagogical achievements. Excellence in teaching is, in fact, the first and foremost quality in our promotion process for faculty to rise to the next rank. Teaching awards are yet another initiative by Habib University to reclaim the importance of inspiring and innovative pedagogy, to create proper evaluation structures around it, to establish impactful dissemination methods and to celebrate and credentialize these crucial advances in higher education. Through this process, Habib University aims to be a leader in pedagogical excellence and innovation.



¹ [Effective Learner-Centered Teaching Practices in Higher Education and How to Improve Faculty Uptake](#)

2. Award Categories

Each year, nominations are welcome from the HU community including faculty, fellows, and students for the following awards:

- 1) Distinguished Award in Teaching for a Habib Liberal Core course
- 2) Distinguished Award in Teaching for an AHSS course
- 3) Distinguished Award in Teaching for a DSSE course

3. Eligibility Criteria

3.1 The nominations are open for all full-time faculty and fellows at Habib University, except those in leadership positions at the rank of Assistant Deans or above at the time of application. The nominated course should be designed and taught in the calendar year 2024 (Spring and Fall 2024).

3.2 If a course is co-taught at a section level (for e.g., two instructors teaching the same section of a course), all instructors should apply together in one combined cover letter, and the award will be shared.

3.3 For applicants teaching a course with multiple sections led by a course lead, or a pre-designed course originally created by another faculty member, it is important to highlight their individual contributions. Nominees must explain how their teaching and course design differ from the course lead or original creator. The selection committee will assess how the applicant has contributed to course design by adding specific readings and resources or using varied pedagogical and assessment strategies to promote attainment of learning outcomes of the course.

3.4 Faculty and Fellows are eligible to receive the Teaching Excellence Award every two years, which implies that if an instructor has won an award in a given year, they will wait two years before applying again in any award category for the Teaching Excellence Award.

3.5 If a faculty and fellow has received an award for a course in a calendar year, they can only apply for the same course after two years if it has been significantly redesigned and approved by the BoF.

3.6 The selection committee will consult the Canvas course sites for all relevant materials about the courses (lecture slides, assessments, feedback, rubrics etc.); you can still submit course files separately if you wish to do so.

4. Selection Criteria

4.1 The awards recognize faculty and fellows for outstanding contributions to the designing and teaching of a specific course in a given year. The contributions will be assessed based on how their course excelled in content, pedagogy, assessment, and intellectual community-building (CPAC) using a student-centered approach, highlighting the impact on students'

learning experiences and the instructor's actions as demonstrated through their self-reflection and other materials in the dossier. The Teaching Excellence Award dossier includes the instructor's cover letter, letters of support from students who have taken the course, syllabus, Canvas site, and course evaluations. Faculty and fellows are also encouraged to share examples outside the nominated course to provide a holistic picture of their teaching practice during the calendar year. Please refer to the **Evaluation Rubric in Appendix B** to understand the key elements of CPAC.

5. Nomination Process

5.1 Nomination for an award may be initiated by any HU faculty, fellows, or student. Self-nominations are also encouraged. Faculty and fellows can use the nomination form to nominate either themselves or a colleague. When a nomination has been suggested by another faculty, fellow or a student, the Center for Pedagogical Excellence will contact the nominee(s) to get their consent and willingness to be considered and request them to submit the supporting documents.

5.2 The nominated faculty or fellow may choose their preferred course for the final application/cover letter.

5.3 The nominee(s) will only need to submit a cover letter on CPAC and faculty/fellow's critical self-reflection. The cover letter should demonstrate not only how the course design and teaching was exemplary but also a critical engagement and reflection with what can be improved upon in terms of the instructor's teaching and the design of the course. Guidelines for creating an effective nomination cover letter are attached in **Appendix A**.

5.4 In the application form, the applicant would be requested to recommend three to five students who would have taken their course to write individual support letters. The support letters should not be included in the nomination package.

5.5 CPE will coordinate with the recommended students for a separate submission. Priority will be given to letters received from students who participated in the course in the nominated year. If more than three letters are submitted, the first three letters received will be included in the dossier and the remaining ones in the supporting materials.

5.6 To complete the nomination package, CPE will create a dossier including all documents (including application form, cover letter, student letters, peer-reviews, course evaluations). Please refer to Appendix C to see the schema of the process.

6. Selection Procedure

6.1 The Teaching Awards winners are determined by an adjudication process by a Selection Committee chaired by the Vice President, Academic Affairs.

6.2 The Selection Committee will invite selected Senior Leadership (Assistant Deans and above) and past award recipients each year to ensure broad representation and diverse perspectives. The selection committee for each award is as follows:

Liberal Core Award	AHSS Award	DSSE Award
VPAA (Chair)	VPAA (Chair)	VPAA (Chair)
Associate Dean, T&L	Associate Dean, T&L	Associate Dean, T&L
Associate Dean, UGEA & ex-officio Chair of HLC-BoS	Associate Dean, UGEA	Associate Dean, UGEA
	Associate Dean, AO	Associate Dean, AO
Associate Dean, AO	Assistant Dean, AHSS	Assistant Dean, DSSE
Past winners of this award category from last two cycles.	Past winners of this award category from last two cycles.	Past winners of this award category from last two cycles.
If they do not consent to participate, the ex-officio Chair of HLC-BoS will nominate two ladder faculty members who are not applying for any awards this year.	If they do not consent to participate, the Assistant Dean of AHSS will nominate two ladder faculty members who are not applying for any awards this year.	If they do not consent to participate, the Assistant Dean of DSSE will nominate two ladder faculty members who are not applying for any awards this year.

6.2 Committee members will use the established evaluation rubric (see Appendix B) based on a scale of 1 to 4 for each major criterion defining the award including CPAC. The scores obtained through the assessment rubric will provide the initial ranking of each nomination package and inform the discussion among the Selection Committee members.

6.3 After individual evaluation, the jury will meet to discuss the scores and qualitative comments of all jury members. The names of the top two candidates are sent to the President of Habib University who makes the final decision for the recipient of the award.

6.4 The deliberations of the Selection Committee are confidential; however, general feedback may be requested by a nominee. By definition, it is expected that all nominations will be exemplary of excellence.

Please refer to Appendix D to see the schema of the process.

Inquiries regarding Habib University's Teaching Excellence Awards and nomination procedures should be directed to cpe@habib.edu.pk

7. Recognition of the Award Winners

7.1 Teaching Excellence Awards are the most prestigious awards to credentialize exemplary teaching at Habib University.

7.2 Each recipient is presented with a shield, a certificate, and a cash prize during the Awards Night, where graduating students and their parents/guardians are also present.

7.3 The winners will be requested to deliver a TEDx-style talk, which will be recorded and posted on Habib University's social channels, for community members. In addition, the winners are asked to conduct a session/workshop during the Pedagogical Development Week opening their process to the larger academic community at Habib. The winners are also requested to participate in the creation of a video that showcases excellence of their course design and teaching practices.

7.4 The winners of the award become part of the selection committee for the next award cycle.

8. Timeline for Habib University's Teaching Excellence Awards

04 th December 2024	Nomination submissions open
15 th January 2025	Due date for community and self-nominations
15 th February 2025	Due date for submitting student support letters (managed by CPE)
15 th February 2025	Due date for receiving the cover letter from the nominees / applicants
28 th February 2025	Compilation of Dossiers by CPE for Selection Committee
01 st March – 15 th April 2025	Selection committee meetings to review all applications and finalizing top candidates for Presidents' review
End of May 2025	Awards Night: Final teaching awards distribution
01 st week of August 2025	Faculty/fellow TEDx style talks
September – October 2025	Recording of Faculty/fellow Spotlight videos
November 2025	Launch of Spotlight Videos

APPENDIX A - Guidelines for an effective nomination cover letter

As mentioned above, the nominee is responsible for writing the nomination cover letter and consenting to share their course's Canvas course site/course files for award application. Other elements of the package such as student support letters, course evaluations and peer-reviews will be compiled by CPE. Please note that this is crucial for the evaluation team to understand the overall experience of your course.

The **nomination cover letter** should not exceed 1500 words and should highlight**:

- Inspiration for the course
- How the course content is intellectually rigorous for the students, and, if relevant, how the content is grounded in the local and global context.
- Examples of how content was inspiring and/or especially relevant to the student population, their social context and skill sets.
- Rationale behind the pedagogy and assessment design choice and their impact on student learning experience.
- How did the course help in creating a sense of community amongst the course participants and/or engaging with individuals/communities beyond the classroom?
 - Any evidence for student output through learning artifacts: e.g., student assessment - sample assignments or projects, student work, student evaluations, relevant Canvas pages / modules / elements.
- A personal reflection on faculty/fellow's learnings (how the course experience has contributed to your growth and its impact on their future teaching). Discuss what elements of the course can be improved upon including (but not limited to) course design, pedagogical approaches and strategies, assessment design, and community engagement.

***Refer to the evaluation rubric given below for more information.*

Note: For applicants teaching a course with multiple sections led by a course lead, or a pre-designed course created by another faculty member, it is important to highlight their individual contributions. Nominees must explain how their teaching and course design differ from the course lead or original creator.

The form would request the applicant to recommend three to five students to write a support letter. The support letters should not be included in the nomination package. CPE will coordinate with the recommended individuals for a separate submission. Priority will be given to letters received from students who participated in the nominated course. If more than three letters are submitted, the first three letters received will be included in the dossier and the remaining ones in the supporting materials.

Please feel free to contact CPE for any assistance in this process at cpe@habib.edu.pk

Appendix B – Evaluation Rubrics

Habib University Teacher Excellence Awards - Nominee Evaluation Rubric

Elements of Selection	Exemplary (4)	Accomplished (3)	Developing (2)	Limited (1)	Score	Comments
Habib Liberal Core Ethos: The nominee demonstrates the true spirit of Habib Liberal Core by designing and/or delivering a course that includes the following: <ol style="list-style-type: none"> Content that is thoughtfully designed to cultivate the specific form of thought it represents and encourages. The content challenges the students or inculcates a critical lens to view the world. Knowledge generated through the course helps the students <i>understand, critique, and address</i> the present crisis through a reparative lens, including (but not limited to) the climate crisis, socio-political shifts, and the role of technology in these areas. Encourages students to analyze concepts from multiple perspectives or by using varied examples. Content that is designed with the vision and the purpose transcending the form(s) of thought it comprises of. 	The faculty/fellow show excellence in the first four listed criteria (and ideally the fifth one) with strong supporting evidence provided.	The faculty/fellow show excellence in most criteria with appropriate evidence.	The faculty/fellow have demonstrated excellence in some areas. However, not enough evidence is present for the other criteria.	The faculty/fellow have referred to the criteria in the letter but most of the evidence is missing.		
Content: The nominee demonstrates the creation and curation of content that are relevant and inspiring in the following ways:	The faculty/fellow show excellence in the first four listed criteria (and ideally	The faculty/fellow show excellence in most criteria with	The faculty/fellow have demonstrated excellence in some areas. However, not	The faculty/fellow have referred to the criteria in the letter		

<p>1. Content is designed keeping in view one or more of the following (based on relevance):</p> <ul style="list-style-type: none"> a. Use of examples or applications that relate to a topic or a problem rooted in local and/or global context. b. Content is current and up to date with the emerging research/discussions in the field of study. c. Challenges students' thinking and assumptions. <p>2. Content aligns with the course learning outcomes.</p> <p>3. Meaningful curation of content to augment the learning experience which can include any of the following but not limited to:</p> <ul style="list-style-type: none"> a. Infuses real-world experiences/examples and/or applications into instructional content (if possible) – such as case studies, simulations, oral history etc. b. Includes exemplary third-party resources to explain or illustrate ideas c. Included recorded or curated videos are concise and relevant (if applicable). <p>4. The course site and content are structured in a user-friendly and accessible manner for the students.</p> <p>5. The instructor shared additional resources with students that could prove beneficial for them for future, similar courses as well.</p>	<p>the fifth one) with strong supporting evidence provided.</p>	<p>appropriate evidence.</p>	<p>enough evidence is present for the other criteria.</p>	<p>but most of the evidence is missing.</p>		
---	---	------------------------------	---	---	--	--

<p>Pedagogy</p> <ol style="list-style-type: none"> The nominee demonstrates teaching approaches and strategies that have led to students directly in the learning process, encouraging participation, exploration, collaboration, and reflection, rather than passively receiving information. This could include any of the following: <ol style="list-style-type: none"> Inclusion of student-centered learning strategies (such as: collaborative learning, design thinking, case studies, field work, discussion, experiential learning). Use of innovative pedagogical approaches such as flipped learning, active learning, inquiry-based learning, and project-based learning etc. In theory-based courses, the lecture invites interactions, curiosity/ability to question in the class and beyond, and reflection. Pedagogy supports attainment of course learning outcomes. Opportunities for students to develop skill(s) important for lifelong learning. Skill may include one or more, such as: <ol style="list-style-type: none"> Data handling Critical thinking and questioning Communication and Presentation skills Independent learning skills Problem-solving skills 	<p>The faculty/fellow show excellence in the first four listed criteria (and ideally the fifth one) with strong supporting evidence provided.</p>	<p>The faculty/fellow show excellence in most criteria with appropriate evidence.</p>	<p>The faculty/fellow have demonstrated excellence in some areas. However, not enough evidence is present for the other criteria.</p>	<p>The faculty/fellow have referred to the criteria in the letter but most of the evidence is missing.</p>		
--	---	---	---	--	--	--

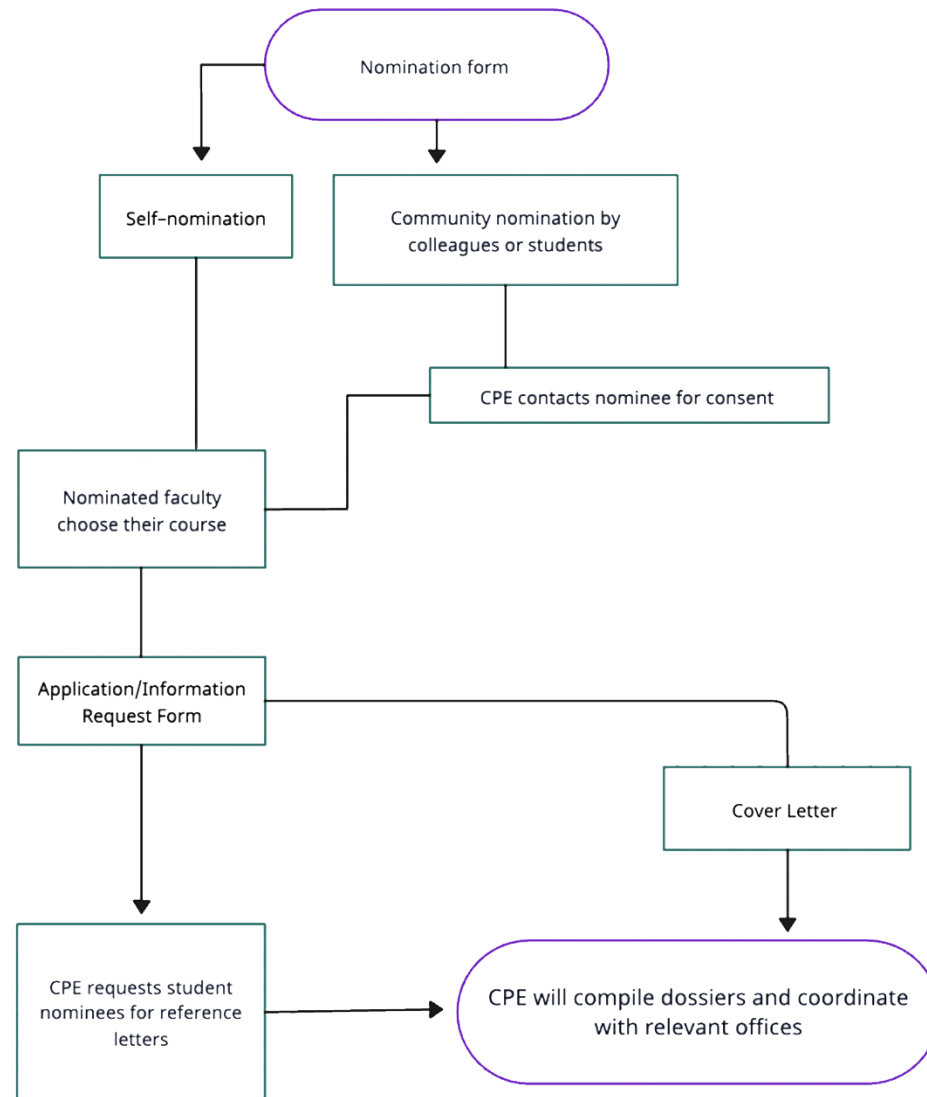
<p>f. Active listening and dialogue</p> <p>4. The pedagogy accounts for diverse backgrounds and experiences of students and integrates them into the learning environment to make teaching and learning more inclusive. This may include (but is not limited to) the following aspects of a student:</p> <ul style="list-style-type: none"> a. Learning needs b. Accommodations (medical and others – e.g., including for students who are working) c. Physical, Cognitive abilities and Neurodiversity d. Socio-economic background e. Gender f. Sexual Orientation g. Linguistic, ethnic, cultural, and religious diversity <p>5. Wherever possible the instructor upholds transparency by highlighting the purpose and expectations of a learning task, and if there is a change in pedagogical approach, it is inspired through student feedback.</p>						
<p>Assessment</p> <p>The nominee demonstrates assessment design skills to support learning needs of all students:</p> <p>1. Use of relevant/varied assessment methods for both assessing and extending student learning. This includes a balanced use of both formative</p>	<p>The faculty/fellow show excellence in all four listed criteria (and ideally the fifth one) with</p>	<p>The faculty/fellow show excellence in most criteria with appropriate evidence.</p>	<p>The faculty/fellow have demonstrated excellence in some areas. However, not enough evidence is</p>	<p>The faculty/fellow have referred to the criteria in the letter but most of the evidence is missing.</p>		

<p>(assessment for learning) and summative assessments (assessment of learning). Assessment helps in identifying the gaps in student learning and addressing it.</p> <p>2. Every assessment has a defined rubric and/or instructions clearly mentioning the criteria for success.</p> <p>3. Quality feedback on student learning (e.g., instructor, self, and/or peer) is given in a timely manner (at most within 2 weeks of the assignment being submitted).</p> <p>4. Assessments are relevant to the CLOs and require deliverables that help students in showing the achievement of CLOs. This may include (but is not limited to) the following deliverables:</p> <ol style="list-style-type: none"> Research study Reflection/term papers Hardware / software design Prototypes for identified problems Artefacts Student Presentations <p>5. Integrates reflective components into assessments to encourage students to analyze their work and learning process. Evidence could include reflective questions on exams, project reflections, or self-assessment components in major assignments.</p>	strong supporting evidence provided.		present for the other criteria.			
<p>Community</p> <p>The nominee involves intellectual community-building strategies and initiatives in their course:</p>	The faculty/fellow show excellence in the first three listed	The faculty/fellow show excellence in most criteria with	The faculty/fellow have demonstrated excellence in some	The faculty/fellow have referred to the criteria in the letter		

<ol style="list-style-type: none"> 1. Providing opportunities in the course for student voice, agency, and autonomy that can include strategies and materials that create an accessible and inclusive/safe learning space. 2. Creating educational experiences that extend beyond the classroom that may include <u>any</u> of the following: <ol style="list-style-type: none"> a. Interaction with students or community outside the classroom and/or university b. Field-work projects c. Lab work or practical tasks outside the classroom d. Use of informal spaces to instill a sense of community amongst students e.g., use of courtyards to do classes, discussion-groups, study-circles 3. Including the spirit of collaboration through clear guidelines during learning tasks and/or assessments. 4. Provides motivation and opportunities to encourage such student-led projects, initiatives or events that contribute to intellectual growth and community-building within and beyond the course. 5. Collaboration with global leaders/experts/partner institutions, if applicable. These interactions/collaborations can be in-person or remotely. 	<p>criteria (and ideally the fourth and fifth one) with strong supporting evidence provided.</p>	<p>appropriate evidence.</p>	<p>areas. However, not enough evidence is present for the other criteria.</p>	<p>but most of the evidence is missing.</p>		
--	--	------------------------------	---	---	--	--

<p>Instructor's Personal Reflection on teaching/designing the course:</p> <p>Please include anecdotal evidence of the following:</p> <ul style="list-style-type: none"> - What was your self-reflection as an instructor on teaching the course? How teaching the course contributed to your growth as an instructor, including key lessons learned and their impact on your future teaching beyond this course? - What are the improvements you foresee in the future versions of this course? 	<p>The instructor offers a deep and insightful reflection on their teaching, critically evaluating successes and challenges with a focus on growth. They outline detailed, actionable plans for future improvements, backed by rich anecdotal evidence that clearly connects reflection to practice.</p>	<p>The instructor provides balanced reflection, discussing both successes and areas for growth in their teaching practice. Clear, actionable suggestions for improvement are included, supported by relevant anecdotal evidence that supports the reflection.</p>	<p>The instructor reflects on some aspects of their teaching but does so in a limited and surface-level way. Suggestions for improvement are vague, with minimal anecdotal evidence that may not clearly relate to the reflection or proposed changes.</p>	<p>The instructor offers little to no reflection on their teaching, lacking insight into strengths or areas for improvement. There are no clear plans for future course enhancements, and no anecdotal evidence is provided to support the reflection.</p>		
--	--	---	--	--	--	--

APPENDIX C – Schema for Nomination Process



APPENDIX D – Schema for Selection Process

