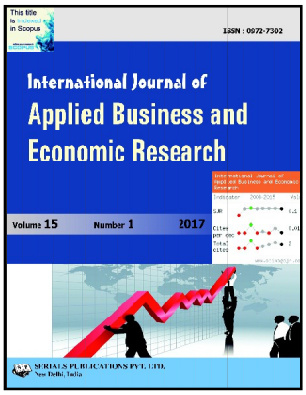

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Development of Competency Scale for Faculty Recruitment

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Abstract: *Purpose*: Several rubrics have been developed in order to assess faculty on competency parameters for training need analysis, growth analysis etc. but no such rubrics has been proposed for recruitment. This study has been conducted with a view to address this void, by developing scoring rubrics which may be used by institutions of higher education to evaluate the prospective faculty on the parameters that are relevant to faculty job role/ profile.

Methods: Two independent studies have been conducted with two different sample frames (N= 375, N= 44). Focus group interviews were used as tools for developingrubrics and to calculate the minimum score required for faculty recruitment at different cadres.

Results: The results of questionnaire showed 17 competencies which were subsequently clubbed into four major groups using factor Analysis.

Conclusion: Thefeedback received suggests that scoring rubrics has made the recruitment process more structured and time efficient. The questions asked have are extremely relevant to faculty job role and help in assessing the prospective applicants in an objective manner.

Keywords: Competency based recruitment, Higher Education institutions, Assessment, Scoring rubrics, Measurement, Evaluation

INTRODUCTION

Education system in India has witnessed a major paradigm shift, where the focus has shifted from passive to active learningenvironment. This learner centric approach has given rise to a need for a strong connect between faculty and learner thereby budding significant changes in the instructional methodology, student's attitude and the role of faculty. The learner centric approach demands a specific set of skills that faculty must possess in order to ensure that the desired learning outcome is achieved. Armstrong

(2012) stated that in contrast with the traditional instructor-centric learning system which focused on what instructors teach, learner centric education occurs when the focus is on student learning outcomes. The traditional system often resulted in passive learning in which the onus of learning does not lie with the learners. According to Binoy Barman (2013), the traditional model views learners as "passive receptacles of knowledge" in the educational process and faculty as active participants. According to him, the current learner centric educational system believes that teaching is a means to the end of achieving an overarching objective to produce educated learners. In view of this, teachers should place more emphasis on what learners bring to the educational encounter than what they know. Reich (2008) stated that faculty has a dominant role in developing an effective framework for content, objective and context. The faculty facilitates the learning process and is responsible for imparting extremely beneficial learning experiences. A faculty must understand the importance of student's participation and engagement in class and should provide the students sufficient space to try out new methods and allow them to apply the class room learning in the real life situations by translating the knowledge in logical and responsible actions in life. Dupin-Bryant (2004) stated that faculty shall have the instruction style which is collaborative, responsive, problem-centered, and democratic in which the collective decision on how, what, and when learning occurs should be taken by both faculty and students. The focus of ranking, benchmarking and accreditation bodies on the teaching, learning, research and assessment has also expanded the role of faculty from that of a knowledge-laden who professes factual information to that of being a facilitator or learning mediator. The role of faculty is not only confined to delivering the content but also demands involvement of faculty in teaching learning process as:

a) An architect of programme and course structure.

b) AFacilitator of learning process.

c) An Evaluator of Learning Outcomes.

d) A Mentor to help students in addressing the gaps in learning,

e) A Stimulatorof students' motivation,

f) Researcher engaged in scholarly activities.

From the literature review and discussion with the experts, figure 1 is constructed which illustrates the changing role of faculty with the change in education system from the traditional to the Outcome based.

The figure clearly shows the changing role of faculty and the involvement of student in the teaching learning process.

Faculty plays an important role in all the academic activities which are necessary to ensure the achievement of intended student learning and operational outcomes. To define, competencies are set of knowledge, skills or attitude that a person must exhibit in order to meet the requirementsof the specific job. Celik (2011) has emphasized the importance of explicitly setting the competencies and quality requirements for faculty by identifying the specific set of skills that contribute to the professional development of faculty. According to him, competency standards are the main parameters for the assessment of faculty's performance and professional development.

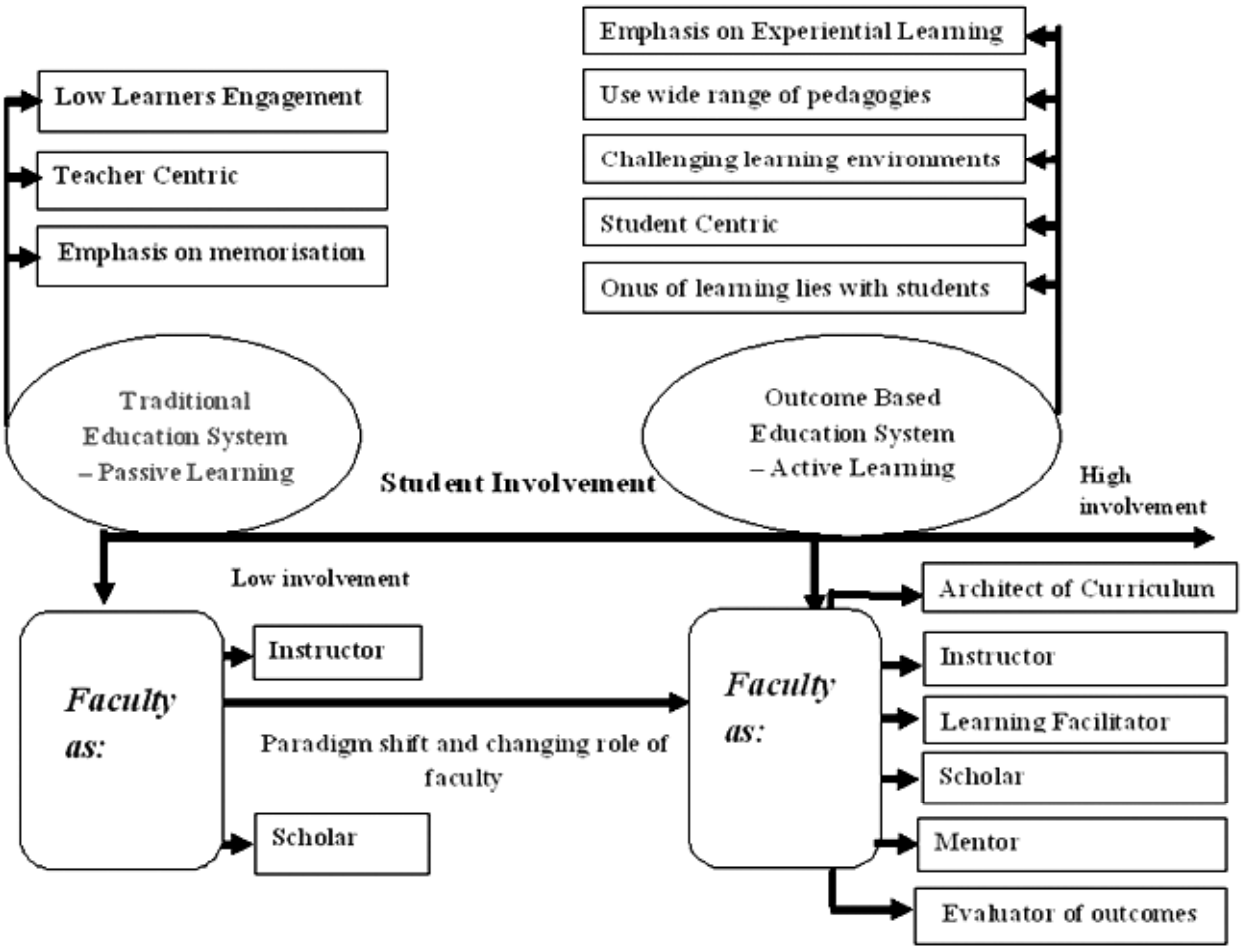

Figure 1: Paradigm shift from passive to active learning

A competent faculty must understand the pace of learners, their diversity and dynamism of learning environment in order to determine Teaching, Learning and Assessment strategies accordingly. This will enable them to create an environment conducive for student learning. The shortfall in achievement of student's learning outcomes and quality emanating there from reflect upon negligence of the faculty competence or illusive factor associated therewith.

As students' learning is directly related to the quality of teaching, it becomes necessary for faculty to develop strong teaching competencies. Therefore, an effective faculty with the desired competencies can be conceptualized as one who has an ability to achieve desired learning outcomes.

Now, the biggest challenge for the higher education institutions is to identify the right set of skills for a faculty and recruit the faculty who possess them. The issue may be addressed by developing a strategic recruitment system based on desired competencies. It involves preparing job description based on competencies rather than just job responsibilities and duties. Some of the competencies considered in the prospective candidate applying for teaching are knowledge ofsubject, presentation and communication, scholarly work done and ongoing if any, ICT Knowledge etc.

In the job description, the job requirement is clearly defined. By breaking the job requirements into a set of desired competencies, the selection panel may determine the most appropriate method of assessing an individual against each competency.

This paper proposes a strategic competency framework for recruitment of faculty in Higher Education Institutions (HEIs). A Scoring Rubrics have been developed as an evaluation tool to assess the faculty competencies during selection process. The scale points against each parameter are clearly defined and focus is on identifying the right candidates who can evidence the defined characteristics which underpin the desired performance.

LITERATURE REVIEW

According to Gold (2007), recruitment is a process of generating a pool of potential applicants for job. Ballantine (2009) and Scolarios, Lockyer & Johnson (2003) emphasized that the recruitment process begins from the review of manpower requirement and conducting analysis of job in order to develop clear job specifications.

Literature on manpower recruitment has majorly focused on the importance of conducting an effective process of needs analysis to establish any shortage or surplus (Noe, 2008). Under the process of Recruitment, the focus is on exhausting the internal avenues first depending on the manpower requirement. According to Mondy (2010), organizations look for external avenues to attract suitable candidates only when they don't have any internal candidate suitable for the job or job role demands specific skills.

To attract candidates for the jobs that require specific skill set, the most effective recruitment strategy that may be followed is the Competency based approach. Lawler (1994) stated that the competency oriented approach strongly emphasizes on the set of competencies that a worker must possess instead of focusing on position's task. According to Lawler (1994), the use of a competency-based approach will contribute effectively to new and more flexible approaches to HRM. Also, such organizations are able to gain competitive advantage.

As stated by Rodriguez (2002), while developing the competency model, a complete candidate's assessment with an emphasis on individual's capabilities and potential is taken into consideration. Competencies helps in assessing the potential candidate's during selection by matching the set of competencies required to do a job with individual's competencies (Heinsman, 2007).

Catanzaro, Moore, and Marshall (2010) noted that it is vital for the organizations to develop thorough understanding and insight into the parameters that affect the attraction phase of the ASA cycle (attraction-selection-attrition) with an objective to attract the number of candidates who are most qualified for the job. Marinkoviæ, (2010) has stressed upon the requirements placed before a faculty as one aspect and implications of the contemporary theories of teaching as the other aspect would direct to a necessity of considering the link between faculty's' competence.

Edgar and Lockwood (2011) stated that core competencies must be identified to make positive contributions to corporate competiveness. The competency-based approach helps the organizations to develop an edge by recruiting and training the most flexible workforce which exhibits the competencies required for performing successfully at workplace.

Organizations are developing job descriptions based on the required set of competencies to identify candidates' fit with the job and to shortlist candidates who have the desired skill set for the job position (Halim and Abhyankar; 2011).

Milner, Gusic and Thorndyke (2011) has argued that it important to capture the complete set of competencies vital for an academically sound faculty in order to support faculty and to design assessments that match new expectations.

According to Luft, Wong and Semken (2011), recruitment shall be thoughtfully conceived as parameters like qualification and experiences of faculty, orientation and professional development programmes instead of integrating with the academic process. Laine, (2011) argues that recruitment process should be integrated with the strategic approach for excellence.

Some researchers have highlighted the quality of faculty and the importance of selection and recruitment process in ensuring the same (Wong and Wong, 2010; Darling-Hammond, 2012). The quality and competency of faculty is a vital determinant of student learning outcomes but no agreement on the parameters of faculty quality has been established. It is also stated that the process of selection and recruitment with continual focus on professional development programmes is a key to ensure high quality of faculty.

Recruitment is considered as a gateway to professional practice (Luft, 2011). It is extremely critical to select the professionally sound faculty at the entry point itself.

Selection of potential candidates to become effective faculty must be ensured to support the integrity of the teaching profession (Casey and Childs, 2007). Recruitment of faculty is the entry point to the profession and should be meticulously planned to maintain the faculty quality leading to the success of education.

Laine (2011) argued that there is some passivity in terms of recruitment of faculty in the education system in United States. Describing the campaign in US for more high quality faculty, he stated that the programme called RESPECT (Tan, 2012) was developed and considered to be effective in attracting high quality faculty to the academic profession (Smithers, Robinson and Coughlan; 2012). The programme RESPECT indicates parameters of faculty quality as

1. R- Recognizing
2. ES - Educational Success
3. PE - Professional Excellence
4. CT - Collaborative Teaching.

Bhargava & Pathy (2011) considering teaching as a complex activity with vast areas of operations suggested that the quality is completely dependent on the well stated set of skills and competencies which the faculty ought to possess in order to contribute effectively in the academic field

Ko and Chiu (2011) through a Delphi technique investigated the teaching quality indicators of faculty and based on the results suggested the following as teaching quality indicators:

a) Education and professional competencies - which includes educational theories and relevant knowledge, teaching implementation, student counseling, course planning, classroom management, teaching assessment, feedback and professional growth;

b) Subject expertise, including educators' professional knowledge, skills and attitudes, innovation capacity, basic skills, management capability, and attitude performance;

c) Industry-university partnerships - which enable effective communication, thereby promoting means for continuing improvements in program quality; and

d) Professionalism and attitude of education in terms of the educators' teaching-related beliefs, attitudes, and ethics.

Objectives of the study

a) To identify the competencies relevant to assess faculty of Higher Education Institutions during recruitment.

b) To develop a construct for competency based recruitment.

c) To find the minimum score to be attained for recruitment at various levels

RESEARCH METHODS

A survey was carried out through a pre validated questionnaire to gather the views of faculty on the set of competencies relevant to their job. The sample was drawn from the population of faculty belonging to various institutions of the geographical area of Delhi/NCR. A Likert scale of five points was used for the closed-ended questions to check the relevance of listed set of competencies.

In order to allow the respondents to suggest any competency which is also relevant other than those listed in the closed-ended questions, an open-ended question was included in the questionnaire.

The sample comprised of faculty of Higher Education Institutions of Delhi/NCR. The questionnaire was given personally or through emails to the sample of 650 respondents. The respondents who do not have the minimum experience of 2 years were removed from the study which resulted in a total of 500 respondents finally being used in the study for an overall response rate of 75%. Based on the data collected from 375 respondents, 17 competencies were identified that should be assessed during the recruitment of faculty of Higher Education Institution.

Results - Analysis of Close Ended Question

The original questionnaire consisted of 15 items and were assessed on 5 point scale.

The competencies were rated by the faculty respondents in terms of their importance in the process of recruitment where:

5- Most Important

4- Important

3- Least Important

2- Not Important

1- Not Assessable during recruitment

Data collected from respondents was analyzed using the descriptive statistics such as mean scores and standard deviations. Only those competencies having a mean value above 4 were included in the final set of competencies whereas competencies with the mean value below four were removed from the final set of competencies. Table 1 shows the means and standard deviation:

Table 1
Mean and standard deviation of various factors

#	*Variables*	*N*	*Mean*	*Std. Dev*	*Min*	*Max*
1	Academic credentials	375	4.9813	.13553	4.00	5.00
2	Subject Expertise	375	4.9760	.15325	4.00	5.00
3	Use of Effective assessment techniques	375	4.2427	.62676	2.00	5.00
4	Managing Diversities	375	4.0187	.83837	2.00	5.00
5	Use of Innovative Teaching Learning methodologies	375	4.4400	.55788	1.00	5.00
6	Ensuring appropriate use of ICT in the context of learning/ Assessment	375	4.1067	.60685	3.00	5.00
7	Knowledge and ability associated with scholarly work	375	4.3440	.59996	3.00	5.00
8	Ability to plan quality research	375	1.9893	1.04185	1.00	5.00
9	Ability to implement quality research projects	375	2.0373	1.03350	1.00	5.00
10	Publication of research in relevant and reputed journals	375	4.4133	.63946	2.00	5.00
11	Undertaking funded research/ consultancy	375	4.0613	.79367	1.00	5.00
12	Patent/ copyrights filing	375	4.3200	.74504	2.00	5.00
13	Working knowledge of the university	375	1.5627	.73905	1.00	5.00
14	Communication skills	375	4.3893	.63993	3.00	5.00
15	Leadership Skills	375	1.6507	.84530	1.00	5.00

Regarding the importance of various competencies in faculty recruitment, the respondents considered Academic Credentials and subject expertise as the most important factors to consider with a mean of 4.9813 and 4.9760 respectively. Use of Innovative Teaching Learning methodologies, Publication of research in relevant and reputed journals, Patent/ copyrights filing, Communication skills, Knowledge and ability associated with scholarly work are also considered important with a mean value more than 4.3. Undertaking funded research/ consultancy, Ensuring appropriate use of ICT in the context of learning/ Assessment, Managing Diversities and Use of Effective assessment techniques had a mean value more than 4 and considered to be important by the respondents.

Table 2 list the competencies which were removed from the list due to their mean value being less than 3 which indicates that either these competencies are least important or not important or can't be assessed during recruitment:

Results of Open ended Questions

An open ended question was also included in the questionnaire where faculty respondents were asked to mention any competence that they find important and assessable during recruitment. Eighteen separate competencies were received from the respondents. The competencies were summarized into common

Table 2
List of competencies with mean value less than 3

	Variables	*N*	*Missing Values*	*Mean*	*Mode*	*Std. Deviation*	*Min*	*Max*
1	Ability to plan quality research	375	0	1.9893	1.00	1.04185	1.00	5.00
2	Ability to implement quality research projects	375	0	2.0373	1.00	1.03350	1.00	5.00
3	Working knowledge of the university	375	0	1.5627	1.00	.73905	1.00	5.00
4	Leadership Skills	375	0	1.6507	1.00	.84530	1.00	5.00

themes after removing all the duplications and analyzing the content. The competencies indicated in more than 40% responses were:

(i) Relevant academic /Industry experience

(ii) Etiquettes and appearance

(iii) Time Management

(iv) Conduct, ethics and academic integrity

(v) Industry Orientation

(vi) A global and international perspective on the disciplines.

Factor Analysis

The competency variables were examined using factor analysis and the reliability was tested for internal consistency of the grouping ofcompetencies.

With the help of SPSS Version 20, principal components analysis (PCA) was conducted on seventeen items of competencies. To check the suitability of data for factor analysis, Kaiser-Meyer-Oklin (KMO) and Bartlett test of sphericity was performed. The KMO value of 0.658 (Kaiser, 1970, 1974), and the Barlett's Test of Sphericity (Bartlett, 1954) attained statistical significance (χ^2 (136) = 3160.053 $p < .05$), supports the factorability of the correlation matrix.

A principle-components factor analysis of the 17 items, using varimax rotations was conducted. As can be inferred from the table below, a total of four factors have been extracted from all the 17 variables used for the "Competencies". Principal components analysis showed the presence of four components with eigenvalues exceeding 1, with the variance of 25.91 per cent, 18.95 per cent, 17.9 per cent and 11.33 per cent respectively.

The Varimax rotation was conducted to aid in the interpretation of these four components. The rotated solution revealed the presence of simple structure (Thurstone, 1947). All the four components showed a number of strong loadings. All items had primary loadings over .4. The results of factor analysis are given in Table 3

Based on the results of factor analysis, these 17 competencies were grouped under four factors. The four factors were named as:

1. Core Competencies
2. Pedagogical Competencies
3. Research Competencies
4. Leadership, Management & Behavioral Competencies.

Table 3
Results of factor analysis

	Rotated Component Matrix			
		Component		
Competencies	*Core*	*Pedagogical*	*Research*	*Leadership, Management & Behavioral*
Managing Diversities	0.968			
Use of Innovative Teaching Learning methodologies	0.945			
Ensuring appropriate use of ICT in the context of learning / Assessment	0.937			
Industry Orientation	0.816			
Time Management		0.928		
Etiquettes and appearance		0.923		
Conduct, Ethics and academic integrity		0.901		
Communication skills		0.872		
Academic credentials			0.855	
Subject Expertise			0.837	
Use of Effective assessment techniques			0.822	
A global and international perspective on the disciplines			0.804	
Relevant academic /Industry experience			0.456	
Patent/ copyrights filing				0.933
Undertaking funded research/ consultancy				0.907
Knowledge and ability associated with scholarly work				0.902
Publication of research in relevant and reputed journals				0.400

Extraction Method: Principal Component Analysis

Rotation Method: Varimax with Kaiser Normalisation'

a. Rotation coverged in 5 iteration

Table 4 shows the classification of competencies under four broad categories. The classification is based on factors.

DEVELOPMENT OF RUBRICS

A construct approach was adopted to develop Rubrics for the Assessment of these competencies for faculty recruitment. In order to develop the rubrics, focused group discussions were conducted. The details of sample are given in Table 5.

Table 4
Classification of competencies

Competencies & their sub domains	
Core Competencies	*Pedagogical Competencies*
1.1 Academic credentials	3.1 Managing Diversities
1.2 Subject Expertise	3.2 Use of Innovative Teaching Learning methods
1.3 Relevant academic /Industry experience	3.3 Ensuring appropriate use of ICT in the context of learning and assessment
1.4 Effective assessment techniques	
1.5 A global and international perspective on the disciplines.	3.4 Industry Orientation
Research Competencies	*Leadership, Management & Behavioral Competencies*
3.1 Knowledge associated with scholarly work	4.1 Conduct, Ethics and academic integrity
3.2 Publication of research in relevant and reputed journals	4.2 Communication skills
3.3 Undertaking funded research/ consultancy	4.3 Professional Conduct, Etiquettes and appearance
3.4 Patent/ copyrights filing	4.4 Time Management

Table 5
Sample details

1	Vice Chancellors	5
2	Head of Institutions	15
3	Professors	15
4	HR experts from academia	9
	Total	44

Based on the analysis of data collected from the sample**,** the scale points against each competency parameter was clearly defined and the minimum scores were calculated for each level (Assistant Professor I, II, III, Associate Professor and Professor) under each category which can be referred by the higher education institutions while recruiting the faculty at various levels.

To ensure that the competency parameters are assessed by relevant groups, respondents were further asked to map the various competencies with the relevant assessment methods. Following methods of assessment were identified:

1. HR initial Screening
2. Panel Interview
3. Demo class & student feedback
4. Presentation
5. Any other, Please specify

The respondents were asked to map the competencies with assessment methods in the format given below:

Table 6
Mapping of competencies with assessment methods

#.	*Assessment methods Competence*	*Presentation*	*Expert Interview*	*HR initial Screening*	*Demo class & student feedback*	*Any other, Please specify*
1	Core Competencies - Academic Skills					
1.1	Academic credentials					
1.2	Relevant Industry/ academic experience					
1.3	Subject Expertise					
1.4	Use of Effective assessment techniques					
1.5	A global perspective on the disciplines.					
2	Functional Competencies – Instructional & Pedagogical skills					
2.1	Managing Diversities					
2.2	Use of Innovative Teaching Learning methods					
2.3	Ensuring appropriate use of ICT					
2.4	Industry Oriented					
3	Research Competencies – Investigative Skills					
3.1	Knowledge associated with scholarly work					
3.2	Publication of research in relevant and reputed journals					
3.3	Undertaking funded research					
3.4	Patent filing					
4	Behavioral Skills					
4.1	Conduct, Ethical awareness and academic integrity					
4.2	Communication skills					
4.3	Outlook and appearance					
4.4	Etiquettes and mannerism					
4.5	Time Management					

Four scoring rubrics were developed after mapping the competencies with the assessment techniques. The first rubrics contained the competencies which can be assessed by the HR department during the initial screening. The HR department may terminate the recruitment process if the faculty applicant does not qualify in the first rubrics by scoring minimum marks. The first rubrics for the competency assessment by HR during initial screening is given as table 7

The rubrics to be used by the panel experts during interview is given as table 8

The rubrics which can be filled based on the Demo class & student feedback is given as table 9

The Rubrics for the Assessment of faculty Competence through presentation is given as table 10

Table 7
Rubrics for the Assessment of faculty Competence by HR by providing relevant evidences

Level: _____ (AP-I, AP-II, AP-III/ Associate Professor/ Professor)

#.	*Competence*	*1 (Meet basic Requirements)*	*2 (Satisfactory)*	*3 (Proficient)*	*4 (Exemplary)*	*Score*
1	Academic credentials	NET qualified/ Master's with Ist Division	PhD qualified in relevant area of teaching	PhD qualified in relevant area of teaching from the reputed University and guiding PhD scholars	PhD qualified from reputed top ranked University and Passed with first division in PG and guiding at least 2 PhD scholars	
2	Relevant academic / Industry experience	No experience-fresher/ experience less than 3 years	Relevant industry / academia experience of at least 3 to 5 years	Relevant industry / academia experience for at least 8 years	Relevant industry / academia experience for more than 12 years	
3	Publication of research in relevant and reputed journals	Provide evidences of publication of research in journals/ articles/ conference proceedings/ chapters in books/ magazines etc.	Provide evidences of at least 2 publication of research in refereed and reputable journals/articles/ conference pro ceedings/ chapters in books/ magazines etc.	Provide evidences of at least 3 publications of research in Refereed and Indexed Journal with ISBN/ ISSN no./articles/ conference proceedings/ chapters in books/ magazines etc.	Provide evidences of at least 5 publications of research with impact factor in reputed, refereed Journal with ISBN/ ISSN No. /articles/ conference proceedings/ chapters in books/ magazines etc.	
4	Undertaking funded research/ consultancy	Funding applied for Project/ Consultancy/ Training	Acceptance from funding agency for Project/ Consultancy/ Training for less than 1 lacs	Acceptance from funding agency for Project/ Consultancy/ Training for more than 1 lacs	Overseas Assignment/ Consultancy/ Training funded by a public agency/ International Agency	
5	Patent/ copyrights filing	Patents/ copyrights Filed	Patent/copyrights Granted	Commercialization of patented research work	Patented Technology Transfer	
6	Etiquettes and appearance	Dressed professionally	Dressed professionally and fairly expressive	Dressed professionally, expressive; exhibits professional	Dynamic personality; exhibits high degree of	

(*contd...Table 7*)

Level: _____ (AP-I, AP-II, AP-III/ Associate Professor/ Professor)						
#.	*Competence*	*1 (Meet basic Requirements)*	*2 (Satisfactory)*	*3 (Proficient)*	*4 (Exemplary)*	*Score*
				etiquettes well in responding to queries	etiquettes; professionally dressed; Extrovert and spontaneous in expressing the view point	
Max Score 24						

Table 8
Rubrics for the Assessment of faculty by panel experts during recruitment interview

Level: _____ (AP-I, AP-II, AP-III/ Associate Professor/ Professor)						
#.	*Competence*	*1 (Meet basic Requirements)*	*2 (Satisfactory)*	*3 (Proficient)*	*4 (Exemplary)*	*Score*
1	Subject Expertise	Ability to demonstrate proficiency in certain concepts, principles, and practices of the subject	Ability to demonstrate basic knowledge of the subject with contemporary examples	Ability to demonstrate command over the subject with contemporary examples	Ability to demonstrate the relevance of subject in interdisciplinary areas and has full command over the subject	
2	Effective assessment techniques	Ability to demonstrate basic knowledge of summative assessment practices to determine student achievement	Ability to demonstrate basic knowledge of summative and formative assessment practices to determine student achievement of outcomes	Ability to develop and use a variety of valid and reliable assessment strategies with clear distinction between the assessment tools	Ability to modify assessments to meet the needs of students train/ develop peer group to effectively use assessment tools at various levels	
3	Use of Innovative Teaching Learning methods	Ability to demonstrate knowledge of Innovative Teaching Learning methods	Ability to demonstrate understanding and use of Innovative Teaching Learning methods	Ability to demonstrate and select best out of many; relevant to the student's stage of development	Ability to demonstrate evaluate and select purposeful, authentic, relevant innovative teaching learning methods that match learner characteristics	
4	Knowledge associated	Demonstrate	Demonstrate	Provides sufficient	Articulates and	

(*contd...Table 8*)

Level: _____ (AP-I, AP-II, AP-III/ Associate Professor/ Professor)						
#.	*Competence*	*1 (Meet basic Requirements)*	*2 (Satisfactory)*	*3 (Proficient)*	*4 (Exemplary)*	*Score*
	with scholarly work	understanding of scholarly work but does not provide sufficient evidences of scholarly activities performed	understanding of scholarly work and able to provide some evidences of activities performed under scholarship of teaching, discovery and integration	evidences of involvement in scholarly wok including scholarship of teaching, discovery and integration	imparts knowledge of research and provides evidences of scholarly wok with major focus on Scholarship of teaching, discovery, integration and application	
5	Conduct, Ethics and academic integrity	Demonstrate understanding of the importance of ethical and professional behavior	Understand and upholds integrity, Ethics and the Standards for Professional Conduct	Demonstrate ability to practice ethical behavior and Professional Conduct with students & colleagues	Demonstrates the ability to perform all professional responsibilities with integrity, fairness and encourages others to do the same	

Max score 20

Table 9
Rubrics for the Assessment of faculty through Demo class & student feedback

Level: _____ (AP-I, AP-II, AP-III/ Associate Professor/ Professor)						
#.	*Competence*	*1 (Meet basic Requirements)*	*2 (Satisfactory)*	*3 (Proficient)*	*4 (Exemplary)*	*Score*
1	Managing Diversities	Ability to demonstrate basic understanding of needs of diverse groups	Ability to demonstrate basic understanding of needs and respecting differences and diversity	Ability to demonstrate sensitivity towards diverse groups and develop objectives, performance indicators and materials for a diverse group of audiences	Ability to demonstrate sensitivity towards diverse groups and plan the instructional approach that meets the learning styles of the diverse groups	
2	Use of Innovative Teaching Learning methods	Ability to demonstrate knowledge of Innovative	Ability to demonstrate understanding and use	Ability to demonstrate and select best out of many;	Ability to demonstrate and evaluate and	

(*contd...Table 9*)

Level: _____ (AP-I, AP-II, AP-III/ Associate Professor/ Professor)

#.	*Competence*	*1 (Meet basic Requirements)*	*2 (Satisfactory)*	*3 (Proficient)*	*4 (Exemplary)*	*Score*
		Teaching Learning methods	of Innovative Teaching Learning methods	relevant to the student's stage of development	select purposeful, authentic, relevant innovative teaching learning methods that match learner characteristics, talents, interests, and knowledge	
3	Ensuring appropriate use of ICT in the context of learning and assessment	Ability to demonstrate awareness of various ICT tools useful for Teaching and Learning	Ability to demonstrate knowledge of various technologies useful for Teaching and Learning and discipline	Ability to demonstrate knowledge of integrating various technologies useful for Teaching and Learning with course curriculum	Ability to integrate various technologies useful for Teaching and Learning with course curriculum and capable to train/ develop the peer group for appropriate use of ICT	
4	Industry Orientation	Aware of the developments in the industry at national level and provide contemporary examples	Aware of the developments in industry at national and international level and provide contemporary examples	Aware of the latest developments in the industry at national and international level and able to apply the contemporary and relevant examples in context of subject	Able to explain the latest international developments in industry its integration with curriculum and apply the same in the discipline of expertise	

Max Score 16

Table 10
Rubrics for the Assessment of faculty through Presentation

4	*Competence*	*1 (Meet basic Requirements)*	*2 (Satisfactory)*	*3 (Proficient)*	*4 (Exemplary)*	*Score*
1	Communication skills	Makes minor grammatical errors and use	Ability to communicate clearly and appropriately	Communicates in a clear, effective, and timely manner.	Communicates in an engaging and dynamic manner.	

(*contd...Table 10*)

Level: _____ (AP-I, AP-II, AP-III/ Associate Professor/ Professor)					
#. Competence	*1 (Meet basic Requirements)*	*2 (Satisfactory)*	*3 (Proficient)*	*4 (Exemplary)*	*Score*
	same communication style regardless of context and audience,	but offers limited evidence or rationale to support perspective.	Delivers compelling communications that clearly articulate point of view and rationale.	Recognizes communication styles unique to diverse groups and able to adjust his/her style accordingly.	
2 Time Management	Not much importance to time management and attitude to procrastinate is prominent	Demonstrate an ability to get things done by the deadlines but not much clarity on time allocation between academic and administrative responsibilities	Demonstrate ability to use time well in discharging academic and administrative responsibilities, but may procrastinate on one thing.	Demonstrate ability to use time well to ensure that all academic and administrative responsibilities are discharged on time.	
3 A global and international perspective on the disciplines.	Aware of the developments in the subject area at national level	Aware of the developments in the subject area at national and international level	Aware of the developments in the subject area and familiar with seminal work in the discipline	Aware and able to explain the international developments and seminal work in the subject area	

Max Score 12

MINIMUM QUALIFYING SCORE

Delphi method was used with the five Vice Chancellors from the same sample of 44 respondents to reach consensus on the minimum qualifying score for all the 4 categories for different levels. Respondents were

Table 11
Minimum Qualifying Marks

	Minimum Qualifying Score				
Level	*Core (20)*	*Pedagogical (16)*	*Research (16)*	*Behavioral Competencies (16)*	*Total (68)*
Professor	18	13	12	14	57
Associate Professor	14	12	11	13	49
Assistant Professor III	10	12	9	12	43
Assistant Professor II	8	7	7	10	32
Assistant Professor I	5	4	5	6	20

given the rubrics without scores. After each round, the data was collected and their remarks were further shared by each respondent anonymously. At the end of each round, a fresh rubric was given to the respondents. Based on consensus achieved after several rounds, a score sheet has been developed prescribing the minimum qualifying score for each category. Respondents were of the opinion that each applicant shall score minimum qualifying score in each category and minimum qualifying total score separately to qualify for the position. The minimum qualifying score cadre wise for each category is given in table 11

VALIDATION OF RUBRICS

In order to validate the rubric, the construct was used in the recruitment process of 15 applicants. The number of professors, Associate Professors and Assistant professors assessed through this rubric are as follows:

1. Number of interviews conducted for the post of Professor – 3
2. Number of interviews conducted for the post of Associate Professor – 4
3. Number of interviews conducted for the post of Assistant Professor III – 3
4. Number of interviews conducted for the post of Assistant Professor II – 3
5. Number of interviews conducted for the post of Assistant Professor I – 2

The details of score assigned to the applicants for the recruitment at various cadres is given in Table 12

Table 12
Scores given by the interview panel

Level	*Faculty applicant*	*Category wise total scores*					*Result*
		Core	*Pedagogy*	*Research*	*Behavior*	*Total*	
Professor	1	18	14	13	15	60	Selected
	2	15	10	15	8	48	Not Selected
	3	18	15	14	15	62	Selected
Associate Professor	1	16	14	12	13	55	Selected
	2	10	4	8	13	35	Not Selected
	3	16	8*	12	14	50*	Not Selected
	4	14	12	13	14	52	Selected
Assistant Professor III	1	10	10*	9	14	43*	Not Selected
	2	10	14	12	13	49	Selected
	3	13	12	11	12	48	Selected
Assistant Professor II	1	6	4	8	10	28	Not Selected
	2	10	7	8	12	37	Selected
	3	9	7	9	10	35	Selected
Assistant Professor I	1	4	4	4	7	19	Not Selected
	2	6	5	8	8	27	Selected

DISCUSSION

Out of 15 faculty applicants for various cadres, nine candidates were selected when assessed through the Scoring Rubrics.

In case of faculty applicant number 3 for the recruitment of Associate Professor and applicant number 1 for Assistant Professor III, the overall score of the candidate was more than the prescribed minimum qualifying marks; still the candidate is not selected. The reason for disqualifying the candidate was the scores in category II (Pedagogical Competencies) which is less than the minimum qualifying score in the particular category. The rationale behind having minimum qualifying marks for each category was to ensure that the perspective faculty is competent in all the areas and demonstrate effective core, pedagogical, research and leadership & behavioural skills.

CONCLUSION AND RECOMMENDATIONS

This study has highlighted the importance of competency assessment during faculty recruitment in order to ensure a pool of talented instructors who are responsible for enhancing the quality of students' learning

During the past several months, the scales of rubrics for recruitment have been reviewed intensively by the respondents for this research paper. The research findings led to the development of recruitment rubrics for the faculty of higher education institutions.The respondents believe that this tool offers an unparalleled range of competency parameters to examine the faculty applicants for recruitment.

For further studies, it is suggested to develop such rubrics separately for different faculty of studies focusing intensively on the skills extremely relevant to the area for which the faculty is recruited.

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