


OLLSCOIL NA GAILLIMHE
UNIVERSITY OF GALWAY

# Competency Framework for Academic Roles at University of Galway

# A Guide to using Competencies at University of Galway

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# Foreword

It is the central tenet of the University of Galway recruitment policy that commitment to the merit principle will assist the continuing development of the University as a centre of excellence. This inherently guarantees equality of opportunity. Failure to provide equality of opportunity would deny the University access to the full range of applicants and by definition preclude meritorious candidates. It is essential, therefore, that the University provides equal access to employment opportunities according to a person's ability to do the job and free from any arbitrary or irrelevant considerations. The University has developed a competency framework to assist achieving this aim, providing a systematic and objective method of assessing and selecting people. It is the duty of those involved in the recruitment and selection of candidates to ensure that the appropriate competencies are applied and that the University's commitment to selection on merit is seen to be clear and unambiguous. Following these principles should ensure that this commitment is translated into action.

# Why and how to use this Guide

This guide has been developed as a resource to help you to understand and effectively use the Competency Frameworks for Academic posts in University of Galway.

This guide gives you a brief introduction to competencies and the Competency Framework for academic roles within the University. It provides an overview and details the structure of the Competency Frameworks for the academic roles within the University. The guide then outlines how best to incorporate the frameworks and the relevant competencies into the recruitment and selection process.

This guide is to compliment University of Galway’s existing policies and working practices in relation to conducting recruitment interviews. Please refer to University of Galway’s specific documentation and processes.

# Introduction to Competencies

## Background to the development of Competencies in University of Galway

Considerable time and effort has been invested in the research and development of University of Galway's Competency Framework for Academic roles. The University appointed an Internal Steering Group who charged the Human Resources Office to design and develop a Competency Framework for Academic roles within the University. The Human Resources Office worked in close partnership with the Public Appointments Service (PAS) to complete the Competency Framework project.

The primary objective of the project was to describe in detail all of the key qualities, attributes and behaviours necessary for effective performance in these roles.

The Human Resources Office and PAS conducted a number of job analysis interviews and focus groups with a representative sample of stakeholders and staff at Professor, Senior Lectureship and Lectureship roles from across the Colleges.

Subsequent validation and review meetings were conducted.

All information gathered was collated and incorporated into a Competency Framework for the individual academic roles within the University before being presented to the internal Steering Group and approved by the University.

## What are Competencies?

There are many definitions of what a competence is. In general a **competence** represents the skills, knowledge and behaviours required to perform effectively in a given job, role or situation.

**Skills** may be defined as the aptitude or ability that people need to do their job well.

**Knowledge** may be defined as what a person knows about a specific topic or area.

In addition to the knowledge and skills outlined above, behaviours and attributes are inherently important to effective working and the successful accomplishment of a job. These are referred to as **behavioural competencies**.

Competencies are usually understood to be a description of performance excellence. They help define **what** an individual should be doing and **how** they should go about doing it to meet the needs of their role within the University.

A competency is therefore defined as an attempt to create a common language for describing the critical behaviours associated with success in any given role within the organisation. It depicts the underlying knowledge, skills, abilities, and characteristics associated with superior performance, and it is defined in terms of specific, observable, and measurable behaviours.

The Competency Framework for Academic roles within University of Galway aims to support this by defining the knowledge, skills and attributes required of an individual to perform each role effectively.

## The role of Competencies – what are they for?

Competencies focus on factors that contribute to an individuals' success in a given job, role or situation.

The specific competencies outlined in the Competency Framework for Lectureship roles in University of Galway provide a set of statements that can be used to highlight the required behaviours which are necessary to perform effectively in these roles.

Competencies form a vital part of many Human Resource processes. Defining which competencies are necessary for success in particular roles, helps the University perform better in the following important areas.

- **Recruitment and Selection** – by providing fair and unbiased criteria in selecting who to employ, and making sure all candidates are assessed against a consistent framework. This helps recruit and select staff more effectively.
- **Performance Management (PMDS)** – by providing fair and unbiased statements in order to evaluate performance more effectively.
- **Learning and Development** – by helping the University and individuals identify areas to prioritise their learning and development needs
- **Career Development (Progression)** – by providing clear expectations of what skills, knowledge and behaviours are needed at each level and by showing individuals how they can develop their career by building on their current skillset.

## The Benefits of using Competencies

The Competency Framework for Academic roles in University of Galway provides a useful tool for everyone. It provides the individual (interviewee) and members of the Board of Assessors, with a map of the behaviours, as well as the skills that are required, valued and recognised by the University for each of the academic roles within the University.

**Benefits for the Individual** (Interview Candidate)

- Makes recruitment systems fairer and more open – helps avoid bias by ensuring the requirements are transparent and linked to the needs of the job
- Know what is expected of them in their role
- Are recognised for the skills, knowledge and behaviours that are vital to their role
- Can identify and adapt their skills and behaviours to progress their career

**Benefits for board members on selection/interview panels**

- Provide support through clarifying the required competencies necessary for job descriptions for particular Academic roles
- Have clear, fair and unbiased statements to use when recruiting/selecting individuals for Academic roles within the University
- Can be confident that they will be recruiting, developing and promoting the candidates who possess the appropriate core skills and qualities to perform the role effectively

**Benefits for the University**

- Assists the University to take stock of staff capability and the Universities ability to deliver on its goals
- Describes what attributes staff need to develop to meet present and future challenges
- Clarifies expectations in a consistent and objective way
- Creates a shared language about what is expected from staff
- Supports a feedback and development culture using measurable evidence

# The Competency Framework

The Competency Framework for Academic Roles in University of Galway describes the critical behaviours associated with success in academic roles. It depicts the underlying knowledge, skills, abilities, and characteristics associated with good performance, and it is defined in terms of specific, observable, and measurable behaviours.

## An Overview

The Competency Framework for Academic Roles in University of Galway identifies six generic and individual competencies associated with effective performance across the academic roles within the University – Lecturer/Assistant Professor, Senior Lecturer/Associate Professor, Professor in and Established Professor. The six competencies are;

- Research Excellence
- Teaching Excellence
- Personal Effectiveness
- Leading others
- Strategy & Vision
- Collegiate and Community Contribution

The six competencies are divided into three main Dimensions or **'Clusters'.** These clusters link the individual competencies by theme as follows;

- **Academic Excellence**
  - Research Excellence
  - Teaching Excellence

- **Leadership Excellence**
  - Personal Effectiveness
  - Leading others

- **Organisational Excellence**
  - Strategy & Vision
  - Collegiate and Community Contribution

Academic roles are differentiated by different levels of competencies. The three levels of competencies are;

- **Core competencies** – are required to perform the job to the required standard.
- **Developing competencies** - will enhance the performance of the particular role, but are not currently core to the effective performance of the role.
- **Capacity to Develop** - are not required for a particular role, but it would be necessary for the candidate to demonstrate these in order to progress their careers to the next level.

An overview of the Competency Framework for Academic roles is illustrated below.

| Dimension | Lecturer/Asst Prof | Snr Lecturer/Asso Prof | Professor in | Established Professor | Dimension |
|---|---|---|---|---|---|
| **Academic Excellence** | (Core)<br>• **Excellence in Research** | (Core)<br>• **Excellence in Research** | (Core)<br>• **Excellence in Research** | (Core)<br>• **Excellence in Research** | **Academic Excellence** |
| | (Core)<br>• **Excellence in Teaching** | (Core)<br>• **Excellence in Teaching** | (Core)<br>• **Excellence in Teaching** | (Core)<br>• **Excellence in Teaching**<br>• | |
| **Leadership Excellence** | (Core)<br>• **Personal Effectiveness** | (Core)<br>• **Personal Effectiveness** | (Core)<br>• **Personal Effectiveness** | (Core)<br>• **Personal Effectiveness** | **Leadership Excellence** |
| | (Capacity to develop)<br>• **Leading Others** | (Developing)<br>• **Leading Others** | (Core)<br>• **Leading Others** | (Core)<br>• **Leading Others** | |
| **Organisational Excellence** | (Capacity to develop)<br>• **Strategy & Vision** | (Developing)<br>• **Strategy & Vision** | (Core)<br>• **Strategy & Vision** | (Core)<br>• **Strategy & Vision** | **Organisational Excellence** |
| | (Developing)<br>• **Collegiate & Community Contribution** | (Core)<br>• **Collegiate & Community Contribution** | (Core)<br>• **Collegiate & Community Contribution** | (Core)<br>• **Collegiate & Community Contribution** | |

## The Structure

The Academic roles within the University have their own individual competency documents which outline the various competencies and behavior indicators associated with the role.

Each framework document consists of seven pages. The first page provides a summary table of the three main Dimensions/Clusters and the associated competencies linked to each.

The next six pages of the framework document provide a detailed breakdown of the individual competencies, with each competence fitting on an A4 page.

The specific Competencies are described in the following format:

- a **TITLE** is provided for each competence – e.g. 'Excellence in Research'
- a **SUMMARY STATEMENT** or definition is outlined – this consists of a number of phrases that capture what is meant by the competency.
- a set of **BEHAVIOURAL INDICATORS** are outlined – these are guidelines as to what the competency looks like in practice at this level. They describe what would be observed of someone demonstrating the competency.

Each competency is also identified as being;

- **CORE**
- **DEVELOPING**
- **CAPACITY TO DEVELOP**

A lot of information is contained within the framework document and the following diagrams show the main features.

[Note: the following diagrams/examples are taken from the Competency Framework for Lectureship roles in the University. The Competency Frameworks for Senior Lecturer/Associate Professor Roles and Professorship roles have the same structure.]

Three **Competency Clusters**/Dimensions

Two competencies are contained in each Cluster

Each Competence has a **TITLE** and a **SUMMARY STATEMENT** detailing the associated behaviour

| | Academic Excellence | | Leadership Excellence | | Organisational Excellence |
|---|---|---|---|---|---|
| CORE | • **Excellence in Research**<br>*The Lecturer furthers their discipline and contributes to the body of knowledge in their area through planning, carrying out and publishing/ disseminating their own high quality research, building and leading research groups and providing supervision and support for postgraduate students to enable them to produce quality research. They keep up to date with relevant developments in their field and network and collaborate with others, both internally and externally, to optimise the value and relevance of the research being produced and to maximise the School's/Discipline's ability to attract research funding.* | CORE | • **Personal Effectiveness**<br>*The Lecturer is enthusiastic about their discipline and is committed to making their best personal contribution through employing excellent planning and organising, communication and decision making skills to achieve their goals and through working hard and being flexible in order to meet the multiple and changing demands of the Lecturer/Senior Lecturer role.* | CAPACITY TO DEVELOP | • **Strategy & Vision**<br>*The Lecturer should contribute to the strategic development of the discipline by developing a strong awareness of the wider environment, how the discipline is developing and how the School/Discipline can develop in the long term to optimise its contribution. He /She must have the ability to make a strong case for the development of new programmes or engaging in joint programmes or collaborations that they feel will add long term value to the School/Discipline.* |
| CORE | • **Excellence in Teaching**<br>*The Lecturer develops and delivers quality teaching programmes which engage and inspire students at all levels and maximises their learning. They are confident in using a range of teaching techniques, are open to innovations in teaching and are focused on continually developing their own teaching skills.* | CAPACITY TO DEVELOP | • **Leading Others**<br>*The Lecturer must work well with others, providing leadership and direction to students, colleagues and support staff in relation to projects or areas of work that they are leading on. They effectively encourage, support and manage the contributions of others to deliver results for the discipline and to ensure that high standards are met.* | DEVELOPING | • **Collegiate & Community Contribution**<br>*The Lecturer values and engages in a collegiate approach to working with others, within their own discipline, school and university and also within the wider external community. S/he actively seeks to build effective networks and is willing to contribute their time and expertise to a range of broader university wide or community projects.* |

The different levels of academic post will require some competencies to be **Core** i.e. developed, **Developing** or show that they have the **Capacity to Develop** the competence.

1st **Competency Cluster**/Dimension

Each Competence has a **TITLE** and a **SUMMARY STATEMENT** outlining the behaviour associated with it

**ACADEMIC EXCELLENCE**

**Competency 1 : Excellence in Research**

*The Lecturer/Assistant Professor furthers their discipline and contributes to the body of knowledge in their area through planning, carrying out and publishing/ disseminating their own high quality research, building and leading research groups and providing supervision and support for postgraduate students to enable them to produce quality research. They keep up to date with relevant developments in their field and network and collaborate with others, both internally and externally, to optimise the value and relevance of the research being produced and to maximise the School's/Discipline's ability to attract research funding.*

**BEHAVIOURAL INDICATORS** – each competence contains specific statements about the type of behaviour that needs to be shown by the post holder

- Conducts high quality research that furthers the School / Discipline
- Publishes research frequently in high quality, peer-reviewed journals and presents research at high profile conferences
- Builds up collaborative links and networks with other organisations and keeps up to date with research in own area and what is happening in the international research community
- Goes to relevant conferences, and works with industry and other relevant external bodies to keep research relevant
- Writes strong research and grant proposals which sells the value and potential benefits of a piece of research
- Effectively plans research and can estimate the time and resources required to complete it, and delivers on schedule
- Provides quality supervision and guidance in relation to the research of undergraduate and postgraduate students, motivating and encouraging them to help them overcome problems

The full Competency Frameworks for each Academic role within the University are included at Appendix A1, A2, A3 and A4.

## How the Competency Framework is used

**The Competency Framework can be used in the following ways:**

| |
|---|
| **Recruitment**<br><br>• Provides detail on the competencies needed to successfully carry out the role<br>• Job descriptions need to reflect the competence needed for the role and outline the specific statements, along with any professional or specialists skills which are needed<br>• Candidates need to provide evidence of competence at the relevant level |
| **Performance management**<br><br>• Competencies provide a starting point for performance management interviews<br>• Competencies are used throughout the year to track progress, identify learning and development needs and to assess annual performance |
| **Career development**<br><br>• Competencies and professional or specialist skills set out what is needed to progress into another role by making it clear what behaviours and skills are needed at each level |

# Using the Competency Framework

## A Competency Based Approach to Recruitment and Selection

Recruitment and selection decisions are among the most important decisions that the Boards of Assessors make on behalf of the University.

The competency-based selection process concentrates on the demonstration of evidence under the key competencies required for the individual roles.

This means that candidates must possess and provide evidence of each of the competencies as outlined in the Job Description and Competency Framework.

Each member of the Board of Assessors is charged with the personal responsibility of ensuring that candidates are selected on the basis of job-related requirements as set out in the Job Description and Competency Framework.

This section looks at how a competency based approach supports the selection of the right candidates. The areas covered are:

- Creating Job Descriptions that highlight the most important requirements of the role
- Application and shortlisting
- Interviewing
- Measurement and Assessment of Competencies by
    a. Capturing evidence through the right interview questions
    b. Knowing how to assess competencies during the interview

## Job Descriptions

A **Job Description** details the purpose, scope, objectives, duties, expected outputs and standards of the job, and the environment/circumstances in which these take place.

Selecting the best person for a job requires a solid understanding of what the job entails. As well as examining current elements, likely future evolutions of the job should also be considered. Once the job has been clearly described it is possible to identify the knowledge (including qualifications), experiences, and competencies required for a person to perform successfully in the job.

**Key principles in collecting information about a job**

- Consult a broad range of people. It is best to talk to people who know the job well, and know what is associated with being effective;
- Use a range of different methods – e.g. talking to people, issuing questionnaires about the job, "on the job" observation;
- Focus on the following areas:
    - What are the key objectives? What are the key activities?
    - What are the specific knowledge/experiences/qualifications required to perform the role?
    - What do you see as the most important skills, abilities, or characteristics?
- Use different sources of information
- Ensure samples are representative – be sensitive to diversity issues and factor in the views of males/females, younger/older people, people with a disability, experienced/less experienced people
- Take into account likely future requirements of the job

A job description provides information on the knowledge, skills, abilities and personal characteristics that a person needs to do the job effectively.

**Knowledge may include any of the following areas**

- Academic/ professional qualifications - This may include specific technical/professional/ theoretical knowledge the person needs in a particular subject area
- Job based theory and/or practice
- Knowledge of the University
- Knowledge of the wider University/Academic Sector

The principles of a job description still apply when using a competency-based approach. However, in a competency-based approach, it is necessary to break the job tasks, outputs, skills and experience into **competencies** and **behaviour indicators** to indicate what will be required of the successful applicant in order for them to perform effectively within the job.

The Competency Framework outlines;

1. What competencies are Core to the role and what competencies the individual needs to show they are Developing or have the Capacity to Develop in each role
2. What behaviours must be displayed by the individual for each competence at the appropriate level in order to effectively perform the role

Selection is based on a candidate's education, qualifications, previous work experience, and technical competencies, as well as examples of when and how the behaviours outlined in the Competency Framework were previously demonstrated.

As such the required competencies for each role and the associated behavioural descriptors should be included with the Job Description.

## Application and Short-listing

Short-listing involves an examination of the application form and/or curriculum vitae submitted by candidates to identify those most likely to attain the standard required at the interview stage.

In order to successfully do this, the Board of Assessors must break down the requirements of the job, from the job description and Competency Framework, into a list of competencies which are essential and/or desirable for the role. The Board of Assessors can then determine the candidates who most clearly meet the requirements of the job against each competency.

**Tasks for the Board of Assessors**

- Review the Job Description and Competency Framework
- Breakdown the requirements of the job into a list of competencies/criteria that are Essential and Desirable to the role
- Record these decisions (competencies and criteria) on the Shortlisting Form. [A copy of this form is included in the Shortlisting and Interview Guide booklet for each post.

Once a job's requirements/competencies have been determined and recorded on the shortlisting form by the Board of Assessors, and candidates have expressed interest in the job, the Board of Assessors need to determine who to shortlist.

The application form/CV should provide evidence of the candidate's acquired and adapting competencies (i.e. their knowledge, experience and how they have applied their talents to different circumstances or situations).

The shortlisting process should identify and compare the competencies of each candidate, against those already set out in the shortlisting form by the Board of Assessors. Those candidates who do not meet the essential criteria/competencies must not be shortlisted.

**Preparing a shortlist from the applications received must be a rigorous and highly disciplined process that ensures consistency of approach in rating candidates. The entire process should be documented carefully in the shortlisting form in order to defend decisions taken and provide feedback to candidates.**

**Typically the key steps in short-listing are as follows**

- Discuss Job Description and Competency Framework for the role and agree essential and desirable criteria/competencies. This should be recorded on the shortlisting form.
- Use the shortlisting form (with reference to the Competency Framework) to ensure you keep focus on the essential competencies that have been identified as needed to do the job successfully.
- Review/compare the application form or CV against the required and desirable criteria/competencies identified by the Board of Assessors in the shortlisting form.
- Check eligibility.
- Confirm appropriateness of educational qualifications.
- Examine career history focusing on:
    - the depth & breadth of experience
    - the practical nature of experience
    - personal contribution in relevant areas
    - the level of achievements
- Assess the competency/achievement area focusing on:
    - The level and significance of achievement

Significant being defined by the relevance of the achievement to the position on offer.

    - The range of achievements

Just because an individual demonstrated a high level of a competency (achievement) once, does not necessarily mean that they are at a point where they are ready to demonstrate that behaviour consistently. Therefore, you must consider how frequently the competency has been demonstrated relative to the requirements of the job etc.

Start with the highest level example of the competency shown by the candidate, then consider the strength of the example(s) the candidate provided. Also consider the relative frequency, that is, if there are significantly more examples at higher or lower level.

- Agree ratings and indicate suitability to be called forward to the next stage of the selection process. The candidates with the highest ratings should be called forward to the next stage.
- Agree summary comment and Complete short-listing report form.
- The different areas/questions highlighted in the shortlisting form can be brought forward as topics for discussion at interview.
- Following the above steps will ensure that the interviewer is well prepared for questioning at interview.

## Interviews

**The purpose of the interview is to identify candidates, having regard to all the evidence, who best meet the objective criteria and competencies required for the position and to place the candidates in order of merit on the basis of their perceived contribution to the University.**

**The interview process in University of Galway is highly structured and follows a competency-based format. This means that the interview is conducted by an Assessment Board, and a standardised and consistent process for all candidates is followed.**

**As part of the interview process, University of Galway has developed detailed guidelines for board members when interviewing candidates for the various academic roles within the University.**

**The primary aim of the selection interview, from the point of view of the interviewer, is to determine if the candidate is competent to do the job. Interviews should be used to assess how well the individual performs against the specific competencies.**

## Measurement and Assessment of Competencies at Interview

### 1. Capturing evidence through the right interview questions

Obtaining evidence of how often skills or behaviours are demonstrated, is vital in measuring competence. At interview it is important to ensure that evidence is collected about the competencies that have been identified as essential in the Competency Framework and Job Description.

It is the candidates responsibility to provide enough evidence to show competence against the individual competencies and behaviour indicators within these documents.

Each question within a competency based interview should target a specific skill or competency. Prior to the interview it should be decided which members of the panel will ask the questions on each competency area and all questions should be prepared in advance and agreed upon.

The **questions** should be **based on** the **competencies** outlined in the Job Description and the Competency Framework for the role, in addition to the requirements/topics set out in the shortlisting form. The development of the questions should be guided by the descriptions of each competency and the sample behaviours listed for each of the competencies. When developing questions for interviews, the interviewer should also take into account any items/questions that need to be discussed with the candidate as a consequence of the shortlisting form.

For each question there should be a predetermined answer or indicators which the interviewer will look for in order to be able to rate how well the questions were answered. Unless the interviewer knows what they are looking for, it is difficult to assess, or rate how well the candidate answered the question.

Some groundwork needs to be done before interview questions and the relevant answers/indicators can be developed. The information elicited at this step can be used, not only to develop the question, but also provide the interviewer with relevant information/indicators to rate the candidates' answers.

To do this, the interviewer should ask themselves the following questions about the individual competencies being assessed:

1. In what way are the competency traits demonstrated?
2. What level of competence is demonstrated by the individual?
3. In what situations is the competence demonstrated?
4. What is the impact of different courses of action? What makes a particular action or response effective? What makes it ineffective?

While some indicators may be easy to develop, it is worth putting in the time to assess a list of indicators in respect of each question asked.

In summary:

The aim of the questions is to elicit evidence from the candidates to prove the existence of the competence, qualification or relevant behaviour. It is therefore important to ensure that

the questions are clear, concise and pitched at the right level. This will also ensure consistency. The questions are mainly 'how', 'what', 'why' and 'when' questions.

For each competency, up to three questions should be asked. The exact number of questions asked will depend on the completeness of the answers given and whether sufficient evidence has been displayed.

In certain instances, there may be times where a candidate is not displaying evidence of the required behaviours (indicators). In these cases, the interviewer should give the candidate every opportunity to display the evidence required. However, if no evidence is forthcoming, the interviewer should move on.

## 2. Assessing competencies during the interview

Research indicates that the best predictor of future behaviour is past behaviour. To assess whether an individual is likely to operate at a particular level for a given competency, the best way is to elicit evidence of them having displayed that behaviour in the recent past.

There is often a discrepancy between what people say they would do and what they actually do. For this reason, the use of questions that begin with "tell me a time when you…" are best to elicit evidence of when an individual had demonstrated the competencies in practice.

Candidates should be asked to explain a situation where they demonstrated a competency or asked questions relating to their behaviour in specific circumstances, which they need to back up with concrete examples.

**Use the following probing questions to gather competency evidence:**

- What led to this situation?
- Who was involved?
- When did it take place?
- What did you do?
- Can you give me a specific example?
- Can you be more specific?
- What did you say?
- What were you thinking at the time?
- What was your thinking behind doing that/saying that?
- What was going through your mind?
- What was the outcome?
- How did you feel?

**The key steps in measuring and assessing competencies are as follows:**

- Focus the questions around the job goals and competencies required to perform the job (use the Job Description and Competency Framework to identify these).
- Identify how good performers behave in certain situations (see behavioural indicators for each competency) and prepare **questions and answers** that examine the candidates ability/potential to perform in such circumstances.
- Determine what action the candidate would be likely to take in a key situation i.e. identify what competencies they have and could use.
- The interviewer should probe and seek additional information in order to satisfy themselves that the appropriate level of competence has been displayed.
- The interviewer may wish to seek additional evidence.
- If after an appropriate number of questions have been asked and there is no evidence of the competency being displayed, the interviewer should move on to the next topic or question.

## Evaluation and Scoring

At the end of each interview, each Board Member rates the candidate on each competency area taking into account evidence from throughout the interview and the degree to which it meets what is associated with effective performance in each of the areas within the particular role being interviewed i.e. Lecturer/Assistant Professor, Senior Lecturer/Associate Professor

Candidates should be assessed on each competency using the scoring guide below.

| Score | | Description |
|---|---|---|
| **5 points** | **Excellent** | ***Would operate very effectively for the level/role***<br>i.e. Candidate fully demonstrated multiple examples of exemplary behaviours under this competency. |
| **4 points** | **Very Good** | ***Would operate effectively for the level/role***<br>i.e. Candidate more than adequately demonstrated most of the behaviours sought under this competency and may exceed requirements in some instances. |
| **3 points** | **Good** | ***Could operate effectively for the level/role***<br>i.e. Candidate adequately demonstrated most of the behaviours sought under this competency. However, some behaviours may not be demonstrated fully. |
| **2 points** | **Fair** | ***Not developed fully for the level/role***<br>i.e. Candidate partially demonstrated some of the behaviours under this competency, but many were absent or were outweighed by negative behaviour. Some behaviours not demonstrated at the requisite level under this competency. |
| **1 points** | **Poor** | ***Not developed adequately for the level/role***<br>i.e. Candidate did not demonstrate adequate evidence of the behaviours under this competency. |

Candidates must possess and provide evidence for each of the core Competencies as outlined in the Job Description and Competency Framework for the specific academic role.

In the clusters of Leadership Excellence and Organisational Excellence – candidates must be confirmed as having the necessary competence or the potential to develop same. However, distinction will be drawn between candidates by reference to the competence of Academic Excellence. For this reason, the competencies within the Academic Cluster – Excellence in Research and Excellence in Teaching can be given additional weighting to reflect the importance of these competencies.

**NOTE:** Members of the Board of Assessors should make sure that there is a review at the end of the interview stage of the process in order to ensure that there was an appropriate standard.

**Grading should only take place after the second candidate is interviewed. This is to establish a benchmark or standard by which applicants are assessed. Each subsequent interview can then be graded directly afterwards.**

# Appendices

**Appendix A1:** Competency Framework for Lecturer/Assistant Professor Roles at University of Galway

**Appendix A2:** Competency Framework for Senior Lecturer/Associate Professor Roles at University of Galway

**Appendix A3:** Competency Framework for Professor in at University of Galway

**Appendix A4:** Competency Framework for Established Professorship Roles at University of Galway

**NOTE:** Academic roles are differentiated by different levels of competencies. The three levels of competencies are;

- **Core competencies** – are required to perform the job to the required standard.
- **Developing competencies** - will enhance the performance of the particular role but are not currently core to the effective performance of the role.
- **Capacity to Develop** - are not required for a particular role, but it is necessary for the candidate to demonstrate these in order to progress their careers to the next level

## **Appendix A1:** Competency Framework for Lecturer/Assistant Professor Roles at University of Galway

| | Academic Excellence | | Leadership Excellence | | Organisational Excellence |
|---|---|---|---|---|---|
| **CORE** | • **Excellence in Research**<br><br>*The Lecturer/Assistant Professor furthers their discipline and contributes to the body of knowledge in their area through planning, carrying out and publishing/ disseminating their own high quality research, building and leading research groups and providing supervision and support for postgraduate students to enable them to produce quality research. They keep up to date with relevant developments in their field and network and collaborate with others, both internally and externally, to optimise the value and relevance of the research being produced and to maximise the School's/Discipline's ability to attract research funding.* | **CORE** | • **Personal Effectiveness**<br><br>*The Lecturer/Assistant Professor is enthusiastic about their discipline and is committed to making their best personal contribution through employing excellent planning and organising, communication and decision making skills to achieve their goals and through working hard and being flexible in order to meet the multiple and changing demands of the Lecturer role.* | **CAPACITY TO DEVELOP** | • **Strategy & Vision**<br><br>*The Lecturer/Assistant Professor should contribute to the strategic development of the discipline by developing a strong awareness of the wider environment, how the discipline is developing and how the School/Discipline can develop in the long term to optimise its contribution. He /She must have the ability to make a strong case for the development of new programmes or engaging in joint programmes or collaborations that they feel will add long term value to the School/Discipline.* |

| | | | | | |
|---|---|---|---|---|---|
| **CORE** | • **Excellence in Teaching**<br><br>*The Lecturer/Assistant Professor develops and delivers quality teaching programmes which engage and inspire students at all levels and maximises their learning. They are confident in using a range of teaching techniques, are open to innovations in teaching and are focused on continually developing their own teaching skills.* | **CAPACITY TO DEVELOP** | • **Leading Others**<br><br>*The Lecturer/Assistant Professor must work well with others, providing leadership and direction to students, colleagues and support staff in relation to projects or areas of work that they are leading on. They effectively encourage, support and manage the contributions of others to deliver results for the discipline and to ensure that high standards are met.* | **DEVELOPING** | • **Collegiate & Community Contribution**<br><br>*The Lecturer/Assistant Professor values and engages in a collegiate approach to working with others, within their own discipline, school and university and also within the wider external community. S/he actively seeks to build effective networks and is willing to contribute their time and expertise to a range of broader university wide or community projects.* |

## ACADEMIC EXCELLENCE

### Competency 1: Excellence in Research

*The Lecturer/Assistant Professor furthers their discipline and contributes to the body of knowledge in their area through planning, carrying out and publishing/ disseminating their own high quality research, building and leading research groups and providing supervision and support for postgraduate students to enable them to produce quality research. They keep up to date with relevant developments in their field and network and collaborate with others, both internally and externally, to optimise the value and relevance of the research being produced and to maximise the School's/Discipline's ability to attract research funding.*

- Conducts high quality research that furthers the School / Discipline
- Publishes research frequently in high quality, peer-reviewed journals and presents research at high profile conferences
- Builds up collaborative links and networks with other organisations and keeps up to date with research in own area and what is happening in the international research community
- Goes to relevant conferences, and works with industry and other relevant external bodies to keep research relevant
- Writes strong research and grant proposals which sells the value and potential benefits of a piece of research

- Effectively plans research and can estimate the time and resources required to complete it, and delivers on schedule
- Provides quality supervision and guidance in relation to the research of undergraduate and postgraduate students, motivating and encouraging them to help them overcome problems

**Competency 2: Excellence in Teaching**

*The Lecturer/Assistant Professor develops and delivers quality teaching programmes which engage and inspire students at all levels and maximises their learning. They are confident in using a range of teaching techniques, are open to innovations in teaching and are focused on continually developing their own teaching skills.*

- Provides a high standard of teaching to students across a range of programmes in their discipline
- Provides mentoring and supervision to PhD students / projects / programmes as required
- Leads on/contributes to the development and review of the curriculum and programmes delivered and encourages other staff to contribute
- Works to keep programmes 'fresh' while taking into account the skills of Lecturer/*Assistant Professor* in the area
- Confident teaching student groups of various sizes and at different levels
- Competent and consistent in setting and organising/co-ordinating the marking of examinations
- Demonstrates, through their teaching, strong enthusiasm for their subject area and a high level of up to date knowledge and expertise in their area
- Competent in a range of teaching methods and strategies and is willing to continually evaluate and develop their teaching methods and skills, looking for better ways of teaching
- Open to using technological innovation as part of their teaching and keeps up-to-date with developments in this area
- Organises and structures their teaching logically to help maximise learning and ensure a good student experience
- Keep students engaged by incorporating research and current topics into teaching and informing their teaching by what is going on in the wider environment and including external input
- Demonstrates a commitment to students and gives the time and effort to engage with, and be accessible to students
- Has the ability to give constructive and timely feedback and advice to students
- Balances a concern for students with a focus on being consistent and equitable in their treatment
- Benchmarks teaching programmes against those in other universities and aims to ensure they are of a high standard
- Works with students to prevent plagiarism, and puts systems in place to detect and manage plagiarism

**LEADERSHIP EXCELLENCE**

**Competency 3: Personal Effectiveness**

*The Lecturer/Assistant Professor is enthusiastic about their discipline and is committed to making their best personal contribution through employing excellent planning and organising, communication and decision making skills to achieve their goals and through working hard and being flexible in order to meet the multiple and changing demands of the Lecturer//Assistant Professor and Senior Lecturer/Associate Professor role.*

**Personal Effectiveness**

- Demonstrates excellent planning, organisation and prioritisation skills, to effectively meet deadlines and to deliver to high standards across the areas of teaching, research and administration
- Has good time management skills to manage a heavy workload
- Demonstrates clear commitment and is willing to work hard for the success of their area
- Has a reflective approach to their own work and can consistently review it in order to ensure it is of the highest possible standard
- Active in reviewing systems and processes to maximise the time available for research and teaching
- Flexible and adaptable in managing competing demands while protecting core values
- Shows a strong commitment to keeping up to date and maintaining professional competence
- Is resilient and maintains a positive outlook and good humour in a challenging and pressurised environment
- Takes a mature and balanced approach to the demands of the role and is flexible with what the role encompasses
- Understands the importance of budget management and raising programme funds, and can assimilate financial information and report back on financial matters

**Competency 4: Leading Others**

*The Lecturer/Assistant Professor must demonstrate a capacity to develop skills and competence to work well with others, providing leadership and direction to students, colleagues and support staff in relation to projects or areas of work that they are leading on. They effectively encourage, support and manage the contributions of others to deliver results for the discipline and to ensure that high standards are met.*

- Works constructively within a collective collegiate structure
- Consistently works with others to ensure high standards in all aspects of the role
- Is able to get the most of out of people and to secure their support and cooperation in relation to work they are leading/managing
- Gives clear instructions in relation to the contribution expected from others
- Has the ability to manage and encourage others to deliver what is required
- Actively supports the career development of postgraduate students and newer colleagues
- Organises and delegates work in a way which is consistent and fair and makes best use of resources
- Understands the importance of, and can use a range of strategies to, motivate students and support staff and colleagues
- Takes the initiative to put good ideas into practice

**ORGANISATIONAL EXCELLENCE**

**Competency 5: Collegiate and Community Contribution**

*The Lecturer/Assistant Professor values and engages in a collegiate approach to working with others, within their own discipline, school and university and also within the wider external community. S/he actively seeks to build effective networks and is willing to contribute their time and expertise to a range of broader university wide or community projects.*

- Actively builds strong internal and external networks and collaborative links
- Participates in cross discipline working groups in addition to taking on roles in external institutions/agencies (with the necessary University approval in place)
- Takes time to build up positive working relationships with others and treats everyone fairly and with respect
- Assumes administrative/organisational roles and tasks to help ensure the smooth running of the School/Discipline

- Acts as chair on committees or acting or as representative at school/college/university level and works to develop the skills needed to perform these roles effectively
- Makes an effort to understand and take account of different people's views and perspectives
- Contributes outside the university to different committees, the local community, and voluntary organisations
- Encourages students to get involved in relevant external groups also, where appropriate
- Supports colleagues internally and with other universities in initiating collaborative enterprises/programmes
- Possess the negotiation skills required to diplomatically achieve a balance between the university's academic requirements with potentially competing requirements of external bodies

**Competency 6: Strategy and Vision**

*The Lecturer/Assistant Professor should demonstrate a capacity to develop skills and competence to contribute to the strategic development of the discipline by developing a strong awareness of the wider environment, how the discipline is developing and how the School/Discipline can develop in the long term to optimise its contribution. He /She must have the ability to make a strong case for the development of new programmes or engaging in joint programmes or collaborations that they feel will add long term value to the School/Discipline.*

- Has a clear overall vision for what the School/Discipline is trying to achieve and how their work fits in with the overall direction
- Understands how the discipline is developing and brings this to bear on their work
- Uses initiative to benchmark against other organisations and takes other opportunities to increase understanding of best practice across the system
- Knows what research is being done within their area and what type of research will attract funding from which sources
- Identifies opportunities for new modules and programmes by assessing what will be viable and of interest in the long term
- Uses judgement to build and sell a persuasive case for resources/new programmes on behalf of their area/college
- Creates, and takes advantage of, opportunities to market programmes to attract high quality postgraduate students
- Able to negotiate for an area while recognising the realities and the resource restrictions and is willing to change and adapt to meet future needs

## **Appendix A2:** Competency Framework for Senior Lecturer/Associate Professor Roles at University of Galway

| | Academic Excellence | | Leadership Excellence | | Organisational Excellence |
|---|---|---|---|---|---|
| **CORE** | • **Excellence in Research**<br><br>*The Senior Lecturer/Associate Professor furthers their discipline and contributes to the body of knowledge in their area through planning, carrying out and publishing/ disseminating their own high quality research, building and leading research groups and providing supervision and support for postgraduate students to enable them to produce quality research. They keep up to date with relevant developments in their field and network and collaborate with others, both internally and externally, to optimise the value and relevance of the research being produced and to maximise the School's/Discipline's ability to attract research funding.* | **CORE** | • **Personal Effectiveness**<br><br>*The Senior Lecturer/Associate Professor is enthusiastic about their discipline and is committed to making their best personal contribution through employing excellent planning and organising, communication and decision making skills to achieve their goals and through working hard and being flexible in order to meet the multiple and changing demands of the Senior Lecturer role.* | **DEVELOPING** | • **Strategy & Vision**<br><br>*The Senior lecturer/Associate Professor should contribute to the strategic development of the discipline by developing a strong awareness of the wider environment, how the discipline is developing and how the School/Discipline can develop in the long term to optimise its contribution. He /She must have the ability to make a strong case for the development of new programmes or engaging in joint programmes or collaborations that they feel will add long term value to the School/Discipline.* |

| | | | | | |
|---|---|---|---|---|---|
| **CORE** | • **Excellence in Teaching**<br><br>*The Senior Lecturer/Associate Professor develops and delivers quality teaching programmes which engage and inspire students at all levels and maximises their learning. They are confident in using a range of teaching techniques, are open to innovations in teaching and are focused on continually developing their own teaching skills.* | **DEVELOPING** | • **Leading Others**<br><br>*The Senior Lecturer/Associate Professor must work well with others, providing leadership and direction to students, colleagues and support staff in relation to projects or areas of work that they are leading on. They effectively encourage, support and manage the contributions of others to deliver results for the discipline and to ensure that high standards are met.* | **CORE** | • **Collegiate & Community Contribution**<br><br>*The Senior Lecturer/Associate Professor values and engages in a collegiate approach to working with others, within their own discipline, school and university and also within the wider external community. S/he actively seeks to build effective networks and is willing to contribute their time and expertise to a range of broader university wide or community projects.* |

**ACADEMIC EXCELLENCE**

**Competency 1: Excellence in Research**

*The Senior Lecturer/Associate Professor furthers their discipline and contributes to the body of knowledge in their area through planning, carrying out and publishing disseminating their own high quality research, building and leading research groups and providing supervision and support for postgraduate students to enable them to produce quality research. They keep up to date with relevant developments in their field and network and collaborate with others, both internally and externally, to optimise the value and relevance of the research being produced and to maximise the School's/Discipline's ability to attract research funding.*

- Active in conducting high quality research that furthers the School / Discipline
- Publishes research frequently in high quality, peer-reviewed journals and presents research at high profile conferences
- Builds up collaborative links and networks with other organisations and keeps up to date with research in own area and what is happening in the international research community
- Goes to relevant conferences, and works with industry and other relevant external bodies to keep research relevant

- Writes strong research and grant proposals which sells the value and potential benefits of a piece of research
- Effectively plans research and can estimate the time and resources required to complete it, and delivers on schedule
- Provides quality supervision and guidance in relation to the research of undergraduate and postgraduate students, motivating and encouraging them to help them overcome problems
- Leads Multidisciplinary groups across Disciplines, Schools and Colleges
- Works effectively with others on group research and is willing to provide advice/support to colleagues in relation to their research projects
- Has the ability to attract research funds, either for own research or in collaboration with other organisations/agencies and can demonstrate effective use of research funding
- Is aware of and conforms to guidelines for research applications and attracting funding and has a strong understanding of European and International research funding processes and procedures
- Shows research leadership through building and leading research groups

**Competency 2: Excellence in Teaching**

*The Senior Lecturer/Associate Professor develops and delivers quality teaching programmes which engage and inspire students at all levels and maximises their learning. They are confident in using a range of teaching techniques, are open to innovations in teaching and are focused on continually developing their own teaching skills.*

- Provides a high standard of teaching to students across a range of programmes in their discipline
- Provides leadership and supervision to PhD students / projects / programmes
- Leads on/contributes to the development and review of the curriculum and programmes delivered and encourages other staff to contribute
- Works to keep programmes 'fresh' while relevant and taking into account the skills of lecturers in the area
- Confident teaching student groups of various sizes and at different levels
- Competent and consistent in setting and organising/co-ordinating the marking of examinations
- Demonstrates, through their teaching, strong enthusiasm for their subject area and a high level of up to date knowledge and expertise in their area

- Competent in a range of teaching methods and strategies and is willing to continually evaluate and develop their teaching methods and skills, looking for better ways of teaching
- Open to using technological innovation as part of their teaching and keeps up-to-date with developments in this area
- Organises and structures their teaching logically to help maximise learning and ensure a good student experience
- Keep students engaged by incorporating research and current topics into teaching and informing their teaching by what is going on in the wider environment and including external input
- Demonstrates a commitment to students and gives the time and effort to engage with, and be accessible to students
- Has the ability to give constructive and timely feedback and advice to students
- Balances a concern for students with a focus on being consistent and equitable in their treatment
- Benchmarks teaching programmes against those in other universities and aims to ensure they are of a high standard
- Works with students to prevent plagiarism, and puts systems in place to detect and manage plagiarism

**LEADERSHIP EXCELLENCE**

**Competency 3: Personal Effectiveness**

*The Senior Lecturer/Associate Professor is enthusiastic about their discipline and is committed to making their best personal contribution through employing excellent planning and organising, communication and decision making skills to achieve their goals and through working hard and being flexible in order to meet the multiple and changing demands of the Senior Lecturer /Associate Professor role.*

**Personal Effectiveness**

- Demonstrates excellent planning, organisation and prioritisation skills, to effectively meet deadlines and to deliver to high standards across the areas of teaching, research and administration
- Has good time management skills to manage a heavy workload
- Demonstrates clear commitment and is willing to work hard for the success of their area
- Has a reflective approach to their own work and can consistently review it in order to ensure it is of the highest possible standard
- Active in reviewing systems and processes to maximise the time available for research and teaching

- Flexible and adaptable in managing competing demands while protecting core values
- Shows a strong commitment to keeping up to date and maintaining professional competence
- Is resilient and maintains a positive outlook and good humour in a challenging and pressurised environment
- Takes a mature and balanced approach to the demands of the role and is flexible with what the role encompasses
- Understands the importance of budget management and raising programme funds, and can assimilate financial information and report back on financial matters

**Competency 4: Leading Others**

*The Senior Lecturer/Associate Professor must work well with others, providing leadership and direction to students, colleagues and support staff in relation to projects or areas of work that they are leading on. They effectively encourage, support and manage the contributions of others to deliver results for the discipline and to ensure that high standards are met.*

- Works constructively within a collective collegiate structure
- Consistently works with others to ensure high standards in all aspects of the role
- Is able to get the most of out of people and to secure their support and cooperation in relation to work they are managing/leading
- Gives clear instructions in relation to the contribution expected from others
- Has the ability to manage and encourage others to deliver what is required
- Actively supports the career development of postgraduate students and newer colleagues
- Organises and delegates work in a way which is consistent and fair and makes best use of resources
- Manages performance in a constructive manner as appropriate
- Understands the importance of, and can use a range of strategies to, motivate students and support staff and colleagues
- Takes the initiative to put good ideas into practice
- Act as a Mentor to other colleagues

**ORGANISATIONAL EXCELLENCE**

**Competency 5: Collegiate and Community Contribution**

*The Senior Lecturer/Associate Professor values and engages in a collegiate approach to working with others, within their own discipline, school and university and also within the wider external community. S/he actively seeks to build effective networks and is willing to contribute their time and expertise to a range of broader university wide or community projects.*

- Actively builds strong internal and external networks and collaborative links
- Participates in cross discipline working groups in addition to taking on roles in external institutions/agencies (with the necessary University approval in place)
- Takes time to build up positive working relationships with others and treats everyone fairly and with respect
- Assumes administrative/organisational roles and tasks to help ensure the smooth running of the School/Discipline
- Acts as chair on committees or as representative at school/college/university level and works to develop the skills needed to perform these roles effectively
- Makes an effort to understand and take account of different people's views and perspectives
- Contributes outside the university to different committees, the local community, and voluntary organisations
- Encourages students to get involved in relevant external groups also, where appropriate
- Supports colleagues internally and with other universities in initiating collaborative enterprises/programmes
- Possess the negotiation skills required to diplomatically achieve a balance between the university's academic requirements with potentially competing requirements of external bodies

**Competency 6: Strategy and Vision**

*The Senior Lecturer/Associate Professor should contribute to the strategic development of the discipline by developing a strong awareness of the wider environment, how the discipline is developing and how the School/Discipline can develop in the long term to optimise its contribution. He /She must have the ability to make a strong case for the development of new programmes or engaging in joint programmes or collaborations that they feel will add long term value to the School/Discipline.*

- Has a clear overall vision for what the School/Discipline is trying to achieve and how their work fits in with the overall direction
- Understands how the School /Discipline is developing and brings this to bear on their work
- Uses initiative to benchmark against other organisations and takes other opportunities to increase understanding of best practice across the system
- Knows what research is being done within their area and understands the optimum funding mechanisms
- Identifies opportunities for new modules and programmes by assessing what will be viable and of interest in the long term
- Uses judgement to build and sell a persuasive case for resources/new programmes on behalf of their Discipline/School/Collage
- Creates, and takes advantage of, opportunities to market programmes to attract high quality postgraduate students
- Able to negotiate for an area while recognising the realities and the resource restrictions and is willing to change and adapt to meet future need

## Appendix A3: Competency Framework for Professor in Role at University of Galway

| Academic Excellence | Leadership Excellence | Organisational Excellence |
|---|---|---|
| • **Excellence in Research**<br><br>*The Professor in is a leader in his / her field and makes a senior contribution to the direction and development of his / her discipline and body of knowledge through planning and leading sustained research of outstanding quality, with high quality publications in leading international journals and conferences and in peer-reviewed book chapters, books from leading publishers, as appropriate to discipline. They lead others to make the most effective contribution to their discipline and encourage cross-disciplinary research collaboration.* | • **Personal Effectiveness**<br><br>*The Professor in is passionate and enthusiastic about the discipline/school and is committed to making their best personal contribution through employing outstanding planning and organising, communication and decision making skills in order to achieve ambitious goals for their discipline/school and to meet the changing demands of the Professorship role.* | • **Thinking Strategically**<br><br>*The Professor in is responsible for developing and implementing a strategic approach to the development of the discipline/school. They are aware of the wider environment, have the ability to think strategically and to devise and implement changes in line with their strategy. They should show leadership and support to the implementation and ongoing strategic development within their discipline, school, college.* |
| • **Excellence in Teaching**<br><br>*The Professor in oversees the development of, and participates in, delivering teaching programmes which engage and inspire students at all levels and ensures a strong focus on quality teaching and on the continuous review and development of teaching skills and methodologies in the discipline. This would also include substantive and successful innovations in curriculum design and delivery, leadership roles in the initiation and completion of major course review.* | • **Leading and Managing Others**<br><br>*The Professor in is responsible for the delivery of the work programme by getting the best out of others. They ensure that outstanding administrative procedures are in place, that work is organised fairly, that there is a highly engaged work environment, and that time is given generously to developing staff. The Professor In should show outstanding commitment to recruitment, outreach activities through sustained commitment to leadership.* | • **Collegiate and Community Contribution**<br><br>*The Professor in values and works to instil a collegiate approach not only within their discipline / school and the University, but across the wider external community. They will show outstanding and sustained commitment to enhancing the University community, delivering significant progress towards the university's objectives and advancing best practice nationally.* |

**Academic Excellence**

Competency 1: Excellence in Research

Competency 2: Excellence in Teaching

**Leadership Excellence**

Competency 3: Personal Effectiveness

Competency 4: Leading and Managing Others

**Organisational Excellence**

Competency 5: Thinking Strategically

Competency 6: Collegiate and Community Contribution

## **Appendix A4:** Competency Framework for Established (full) Professor Roles at University of Galway

| **Academic Excellence** | **Leadership Excellence** | **Organisational Excellence** |
|---|---|---|
| • **Excellence in Research**<br><br>*The Established Professor is a leader in their field and makes a leading contribution to the direction and development of their discipline and body of knowledge through planning and leading sustained research of an exceptional quality, with publication in leading international journals and conferences and in peer-reviewed book chapters, books from leading publishers, as appropriate to discipline. They lead others to make the most effective contribution to their discipline and encourage cross-discipline research collaboration.* | • **Personal Effectiveness**<br><br>*The Established Professor is passionate and enthusiastic about the discipline/school and is committed to making their best personal contribution through employing exceptional planning and organising, communication and decision-making skills to achieve ambitious goals for their discipline/school and to meet the changing demands of the Professorship role.* | • **Thinking Strategically**<br><br>*The Established Professor is responsible for taking a leading role in developing and implementing a strategic approach to the development of the discipline/school. They are aware of the wider environment, has the ability to think strategically and to devise and implement changes in line with their strategy. They should show leadership and support to the implementation and ongoing strategic development within their discipline, school, college.* |

| • **Excellence in Teaching** | • **Leading and Managing Others** | • **Collegiate and Community Contribution** |
|---|---|---|
| *The Established Professor oversees the development of, and participates in, delivering teaching programmes which engage and inspire students at all levels and ensures a strong focus on quality teaching and on the continuous review and development of teaching skills and methodologies in the discipline. This would also include substantive and successful innovations in curriculum design and delivery, leadership roles in the initiation and completion of major teaching and learning innovations, with significant impact recognised internationally.* | *The Established Professor will show exceptional commitment for the delivery of the work programme by getting the best out of others. They ensure that exceptional administrative procedures are in place, that work is organised fairly, that there is a highly engaged work environment, and that time is given generously to developing staff. The Established Professor should show exceptional commitment to recruitment, outreach activities through sustained commitment to leadership, including transformational initiatives for students, as well as activities that advance international best practice.* | *The Established Professor will demonstrate exceptional and sustained achievement in enhancing the university community, delivering transformation results that advance international best practice and support the achievement of international recognition. They value and work to instil a collegiate approach not only within their discipline / school and the University, but across the wider external community. They will show exceptional and sustained commitment to enhancing the University community,* |

**ACADEMIC EXCELLENCE**