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The exploration of Faculty Members' Competencies in High-quality Teaching

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Abstract

Background & Objective: The most technical and basic function of higher education is teaching and education, and providing high-quality teaching requires a certain level of competencies observed in the main custodian of teaching in universities- i.e. the faculty members. This study aimed to evaluate the faculty members' competencies in high-quality teaching.

Materials and Methods: This was a qualitative research performed on 12 academic education experts selected by purposeful, theoretical sampling method. Data were collected using semi-structured interviews with the participants, and data analysis was performed applying the thematic analysis technique. The validity of the research was confirmed based on the opinions of interviewees and the results of data source multidimensional method. In addition, reliability of the coding process was approved applying the retest method and intra-subject agreement (the agreement between two coders). The implementation of interviews' content and their primary analysis was associated with the identification of initial codes or concepts and classification of similar codes in specific categories to achieve the main categories. Ultimately, a name was chosen for each category based on the general concept of the codes.

Results: In this study, we determined the competencies required for faculty members to provide high-quality teaching. According to academic education experts, the competencies of professional, specialized, social-communicative, ethical, interestedness in teaching, and personality traits are required to achieve high-quality teaching.

Conclusion: According to the results of the study, choosing the right person to take on the serious task of teaching requires care and consideration of professional, specialized, social-communicative, ethical, and interestedness in teaching.

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Introduction

Higher education institutions and universities have always had various duties and roles as the most important centers of thought and science production and their role have become more complicated, sophisticated and modified over time (1). Over the past 25 years, there have been radical changes in the functional and structural conditions of educational institutions. In this regard, elite-breeding systems have been replaced by inclusive systems and extreme changes have occurred in teaching-learning environments. Moreover, information and communication technologies have been introduced to the area and higher education have dealt with various challenging issues both at the levels of organizational structure and operational processes (2). On the other hand, the higher education system has faced many problems, including the multiplicity of educational institutions, increased number of students, the high number of unemployed graduates (3), dissatisfaction of students and graduates with the low quality of teaching and assessment processes, failure to establish independent learning, lack of students' participation in the learning process (4), reduced financial resources and pressure from the society to be accountable (5), and the ineffectiveness of academic education. All of these have led to considering issues such as efficiency, professionalism, and quality control by universities (1). Without a doubt, such issues lead to a lack of meeting the performance expectations, especially in the field of quality, and the criticism of the low quality of universities is increasing every day. While advancements have been made in the field due to the research conducted on its quality, no consensus has reached over how to manage the quality of the higher education system. This might be due to the fact that quality is a multidimensional and complicated concept (6). Robert Born Bom believes that quality is a multi-value concept (7), whereas Harvey, L. & Green propose that quality is a beneficiary-oriented, non-unitary, deceiving, unstable, and multidimensional concept. On the other hand, Doherty suggests that quality has

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contradictory meanings; in other words, it is both a strategic and operational concept; both a practical and an inspirational idea; both a relative and absolute concept (8).

On the other hand, various factors are involved in realizing the missions of the higher education system and its high-quality performance. However, the most important factor is the teacher (faculty members), which is sometimes considered as the heart of the university of the higher education institution. In fact, a university or school is considered effective or inefficient based on its type of faculty members. Therefore, the nature and quality of a university or higher education institution depend on the scientific power and quality of its faculty members due to their impact on the performance and position of other positions. As such, it is necessary to focus on the performance quality of faculty members, especially in the area of education where the main responsibilities are on the shoulders of faculty members, in order to be successful in performance areas (9). Therefore, the quality of faculty members' activities, especially their educational activities, has become a challenging issue for managers of academic centers (10). Despite the various mechanisms available for review and guidance, there is no consensus over these mechanisms, and the measures taken are simplistic and scattered. Given the fact that all higher education activities are affected by the teaching processes and associated interactions, education must be provided skillfully and by competent professors (11). There is great controversy about the features of a good professor. Some researchers focus on individual characteristics in teaching, whereas some other researchers have considered a suitable learning environment as the main characteristic of an effective professor (12). Some have emphasized receiving feedback, proper evaluation, creating learning opportunities, having an interactive relationship, motivating learning, and so on as indicators of a good teacher. Evaluation of studies conducted in the area of a good professor (12-14), an effective professor (15, 16), a top professor (17), an excellent professor (18), effective teaching (15, 19-22), and ethical teaching (23, 24) revealed a lack of a comprehensive model for selecting a perfect teacher. It seems that the analysis of the set of competencies required by faculty members in quality teaching is the issue that strengthens the comprehensiveness of an effective teacher in the field of education more than other factors.

Competency includes a set of basic characteristics, personality traits, attitudes, values, beliefs, knowledge, skills, behaviors, and patterns of behavior that develop over time. In addition, it is in line with an organization's productivity and is related to the person's job. Furthermore, competency is inseparable and can be improved through education. Various aspects have been proposed for faculty members' teaching competencies and different studies have been conducted in this area. For instance, Richardson and Arundell pointed out the mastery of professors in the classroom, respecting students, engaging students in class discussions, and using different teaching methods as factors for competencies (25). Malikow reported providing a suitable learning environment and proper classroom management (26), whereas Huntly referred to professional commitment, performance, and knowledge (26). Wong & Fitzsimmons marked communications, curriculum presentation management, cultural competencies, supervision, and guaranteeing the teaching quality and feedback quality (27) while Khandelwal mentioned a friendly relationship with students, preparation for a proper curriculum presentation, and justice (28). On the other hand, Nowell et al. referred to the organization, tendency to respond to students' questions, accessibility, and helping students (29), whereas Rezaei pointed out dynamism and interestedness, strengthening students' motivation, human relations, assessment, and adherence to ethical issues and educational order (30). Moreover, Pakseresht mentioned specialized, behavior, mood, and social features (31) while Ehtesabi referred to educational and professional competencies (31). Pazandeh et al. reported the interpersonal relations and education and assessment skills (43), whereas Moezi et al. mentioned the ability to manage and guide the educational environment and the power to build mutual respect (25). On the other hand, Ghorbani

et al. pointed out eloquence, how to organize and regulate lessons, and interest in teaching (32) while Asgari et al. (2010) reported scholarship (28). Meanwhile, Vakili et al. indicated a good mood, self-confidence, and attempts to clear up the topic as signs of competencies (25). Bonakdari (2012) mentioned the cognitive, emotional, and behavioral aspects of a professor (31), whereas Zarbakhsh pointed out the individual competencies, ability to design lessons, and assessment skills (34). Soleimani reported professional participation and teaching process (33), while Omarzehi mentioned teaching skills, excellence in education, project guidance, respect for education, and student upbringing (29). Finally, Fetrat et al. pointed out the dynamism and interestedness in adherence to educational regulations (34). According to the results of the mentioned studies, while a generality of factors affecting the teaching competencies of faculty members has been presented in various studies in the form of efficient components, little attention has been paid to the competencies required for high-quality teaching or all the competencies needed in this field have not been covered. With this background in mind, this study aimed to evaluate the teaching competencies of faculty members in universities to provide high-quality teaching.

Materials and Methods

This was a qualitative research considering the researcher's goal to identify and discover the teaching competencies of faculty members through interviews with academic education quality experts. In this regard, semi-structured interviews were carried out, during which the main focus was on faculty members' competencies required for high-quality teaching in universities. In addition to the ability to exchange views, semi-structured interviews were applied to guide the interviews' topic and discussion in a way that the research goals could be achieved. The research included all academic education quality experts. However, non-probability and targeted sampling method was used to select those with a higher knowledge of the research topic. The interviews were carried out in 2019 and inclusion criteria were the specialty of being a faculty member, having responsibilities in the field of education quality, teaching the courses of teaching methods, assessing teaching quality, publishing articles related to the research topic, and being an advisor for PhD dissertations and MSc theses of students. Saturation achieved after interviews with 12 academic education experts, the characteristics of whom are presented in Table 1.

Table 1: Eneral specifications of the interviewed experts in the qualitative stage

Number	Gender	Place of service	Scientific rank	Specialization
1	man	Tarbiat Modares University	professor	management - educational responsibility
2	man	Research and Planning Institute of Higher Education	Associate professor	Curriculum
3	man	Tarbiat Modares University	professor	management - educational responsibility
4	man	Shahed University	Associate professor	Curriculum
5	man	Farhangian University	Assistant professor	educational management
6	man	Shahed University	Associate professor	Human Resource Management
7	man	Shahed University	Associate professor	Educational Sciences
8	man	Tehran University	Assistant professor	education evaluation
9	Women	Research and Planning Institute of Higher Education	Associate professor	Educational Planning - Educational Responsibility
10	man	Shahed University	Associate professor	Curriculum
11	man	Tarbiat Modares University	Assistant professor	educational quality
12	Women	Research and Planning Institute of Higher Education	Assistant professor	Educational Research

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The data collection process continued until realizing that repetitive results were obtained from the interviews.

The validity of the research was confirmed using the opinions of faculty members (interviewees) and the triangulation method (faculty members). In addition, coding reliability was confirmed at a favorable level (0.81) using intra-subject agreement (agreement between two coders) and Kendall's coefficient of concordance. Moreover, thematic analysis was exploited to analyze the data obtained from interviews. In general, thematic analysis is a technique to recognize, analyze, and report the patterns existing in the qualitative data (35). On the other hand, the quantitative data analysis was carried out in the following stages: 1) familiarization with the data, 2) creating primary codes, 3) searching for themes, 4) revising themes, 5) defining and naming themes, and 6) preparing a report.

In order to analyze the data obtained from the interviews, the researcher mastered all interviews by repetitively reviewing their texts and learned about the concepts and meanings hidden in interview texts. Afterwards, the primary codes were identified manually following the review of the interviews. The process included underlining words that were recognized as primary codes. This act was repeated in order to identify the codes overlooked in the preliminary stages. Afterwards, similar codes and concepts referring to a specific area or topic were classified into one category. At this point, the researcher categorized the codes that referred to a common theme in a back-and-forth manner and put them in one category. In the next stage, various categories were revised and named to be recognized as a theme based on the definition of the common nature of the codes included in the category. In fact, at this stage, the researcher defined a specific and comprehensive name for each category based on the common meanings that existed between the codes. Finally, the researcher drew the conceptual framework of the research according to the identified themes. Ethics has a special place in research, especially in qualitative studies where the exchange of basic and sometimes confidential information is more required and the type of relationship between the researcher and participants is of paramount importance. Therefore, attempts were made in the current research to adhere to ethical considerations. In this respect, the necessary information about the research was provided to the participants and the research method was explained. In addition, the subjects were ensured of voluntary participation in the study. Some of the participants required learning about the research results, which was provided at the end of the study. In addition, written informed consent was obtained prior to the study.

Results

In this study, the researcher used the intra-subject agreement technique to evaluate the teaching competencies of faculty members. Verbal statements, initial codes (concepts), and identified categories are listed in Table 2 considering the importance of recognizing the main factors affecting the faculty members' teaching competencies.

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Table 2: Coding the mechanisms for identifying the competencies of faculty members in quality teaching

Codes (concepts identified)	Main category	Experts
Necessary knowledge in the field of pedagogy and teaching methods, class management, Familiarity with expression techniques, Being a teacher's ability and personality, The rhetoric, Teaching and presentation skills,The ability to apply different teaching strategies to teach in accordance with the terms of classes and objects And audience characteristics, Well explain, interpret and critique, Master's ability to take the test, Validity, accuracy and correct way of performing the test, Provide timely feedback, Evaluation of the teaching and learning of students, Attract quality teachers in terms of training, Necessary qualifications and competencies in the field of education, Having a teacher's qualification, A good teacher in terms of Teaching, Teacher competence, Familiarity with scientific methods and new teaching methods, Familiarity with active teaching methods and using them in teaching, Qualifications in the field of teaching art, Knowing how to evaluate, execute, correct test, etc., Accuracy in attracting professor, Attract a suitable person for a teacher, Teachers' qualifications in terms of teaching character, Having professional qualifications, Mastery and competence in education and training, Professional skills of faculty, Prioritize good teaching among professors, The teacher should look for pedagogical solutions to classroom issues, The teacher is sensitive to the process of teaching and learning, The teacher has mastered the usual principles of teaching and learning, Knowledge of evaluation, objectives, tools, action and purpose of assessment	Professional competency	
Pay attention to experience, field of study, degree, and up-to-dateness and Mastering the subject, Pay attention to the master's expertise, Specialized competence, Expertise and mastery of course content, Mechanism to attract quality teachers (science), Attract a good teacher professionally, Literacy and Specialized competence, Care should be taken to attract a professor who is scientifically good , Having the qualifications of professors in terms of knowledge and expertise of the subject, Mastering the content, Master's knowledge of changes in discipline or science, Identify and extract specialized tasks and expectations	Specialized competence	Interv1, Interv2, Interv3, Interv4, Interv5, Interv6, Interv7, Interv8,
Familiarity with how to communicate with students, The ability to attract contributions of students, Skills to communicate and maintain communication in teaching	Communication and social competence	Interv9, Interv10, Interv11, Interv12
The dimension of the moral character of the master, Being a pattern, responsibility, Criticism, flexible, Equity, Justice, Avoid discrimination, Avoid pressure, Avoid forced activities & Pay more attention to the guidance dimension, Pay more attention to the guidance dimension, Consideration of the moral character of the master, Attention to scientific ethics such as the toleration , criticism, Enlightenment, cooperation , Commitment & ..., Pay attention to ethical competence in attracting good professors, Pay attention to ethics in teaching ,Be careful in attracting a teacher who is morally suitable for the teacher, Having moral competencies, Identifying and extracting moral duties and expectations& Inform teachers of the moral mission	Moral competence	
Master's interest in the subject, The importance of teaching for the teacher, Awareness of the teacher's interest and attitude towards the teacher, Commitment to a teacher, Interest in understanding the complexity of training	Being interested to teaching	
Pay attention to personality traits such as Popularity, humility, attention to norms , principles, Patience, appearance and kindness, Personality characteristics; Intimate, Dare to accept the facts, Accountability, Criticism, Flexibility, Justice, Avoiding discrimination, refraining from stressful activities and paying more attention to the guidance dimension, Personality stability, self-confidence, discipline, optimism, acceptance, Assess personality competence in attracting good professors, Care in attracting a person who is suitable for a teacher in personality	Personality competence	

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Professional competency was one of the factors required for faculty members to provide high-quality teaching. In this respect, one of the interviewees asserted: “familiarity with pedagogy and teaching methods, classroom management through the management of relations, familiarization with expression techniques (teacher ability and personality), and familiarity with methods that ultimately facilitate learning and comprehension for students can lead to high-quality teaching by the professor”. Another interviewee marked: “teaching and learning skills are among the most important teaching skills of professors”. According to another subject, “teaching literacy and competency and familiarity with and using scientific methods and new teaching methods and active teaching methods will result in the satisfaction and better learning of students. In addition, handing a classroom and creating a positive, safe, and trustworthy atmosphere for learning is not merely a mechanical act and is, in fact, an art. High-quality teaching requires proper management of incidents in the classroom”.

Specialized competency was the second factor required for the provision of high-quality teaching by faculty members. According to one of the interviewees: “one of the indicators of high-quality teaching is the teacher's literacy and professional competence in their subject. In other words, a teacher must master his/her field of study, which requires constant monitoring of changes in the discipline and science, as well as continuous study, reading, and learning.” In this regard, one of the participants asserted: “in this area, we must focus on the field of study, level of education, up-to-dateness, and mastery of the professor over the subject”. Another interviewee expressed: “the knowledgeability of the professor or their professional competence should be considered in the quality of teaching”. According to another subject, “one of the indicators of the faculty members’ teaching quality is the expert discussion of the professor and their nobility in the field of specialization.”

Emotional and social competency was another factor recognized based on the results of the study regarding the competencies required by faculty members to provide high-quality teaching. In this regard, one of the interviewees stated: “communication with students is key in a classroom. Professors are obligated to conduct effective interactions with students during teaching.” Another subject marked: “professors’ efforts would be futile if failed to properly interact with students. These efforts include encouraging students to learn and creating a positive atmosphere to start learning, the ability to motivate student participation, using nonverbal skills, creating a sense of need to learn, focusing on students’ interests, and paying attention to students’ individual differences”. Another competency required for high-quality teaching by faculty members is ethical competency. In this respect, one of the interviewees asserted: “in the field of education, professors must have a sense of duty, commitment and responsibility”. According to another subject, “ethical considerations and having scientific ethics, including openness to criticism, enlightenment, and cooperation are among the norms that must be observed during teaching and promoted among students”. Another interviewee affirmed: “professors must be reminded of their ethical missions. In addition to being updated in the specialized field of study, professors must obtain the necessary competencies in the field of ethics so that they would better perform their teaching duties using these competencies”.

Interest in teaching was another feature recognized to provide high-quality teaching by faculty members. In this respect, one of the interviewees stated: “in order to improve the teaching quality of professors, it is necessary to identify their personal interests and attitude toward teaching”. According to one of the participants, “teaching requires a sense of commitment and interest in understanding the difficulties of teaching”. One of the interviewees marked: “we must determine whether a professor is really interested in teaching or not, and whether they are committed to the norms and principles expected of them or not”.

According to the results, personality competency was another factor required for high-

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quality teaching by faculty members. Obviously, each job requires its own personality, and for the teaching job, we must attract people who are not only scientifically competent but also fit the job perfectly in terms of personality and behaviors. In this respect, one of the interviewees mentioned: "in teaching quality planning, we must focus on professors' personality traits, such as popularity, humbleness, and adherence to norms and principles". Another subject affirmed: "personality traits such as tolerance and patience, good appearance and a positive mood must be taken into account in determining a professor's teaching quality". According to one of the participants, "the personality competency required for a good professor must be accuracy and sensitivity and these traits must be confirmed in individuals".

Overall, the competencies of the faculty members for high-quality teaching are summarized in Figure 1 in the form of an image.

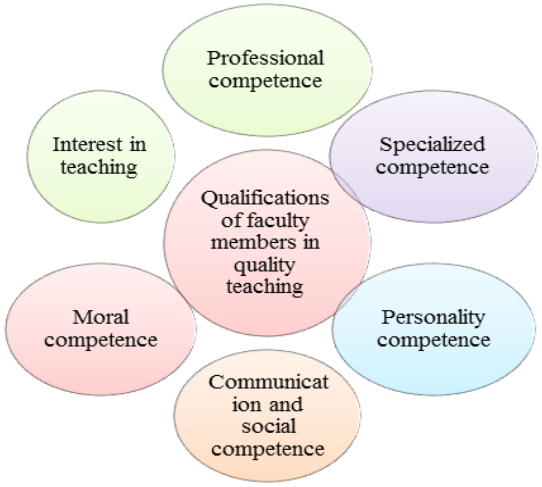


Figure 1: Qualifications of faculty members in quality teaching

Discussion

Teachers and professors are one of the most important teaching and learning components and are responsible for education and scientific/knowledge dissemination in universities and higher education institutions. In addition, human resources development and quality in a society depend on the effective teaching approach of these individuals to a great extent. As such, choosing the right person to take on this serious task requires the meticulous consideration of many components. Determining the factors involved in the teaching success of professors and the characteristics required to provide proper education, which is the most technical and principal aspects of higher education, has attracted the attention of many scientists and researchers in the teaching field since several decades ago. Therefore, attempts have been made to identify features that lead to the excellent performance of these individuals. The result has been studies related to competency in universities conducted on research centers.

The present study aimed to identify the competencies required by faculty members to provide high-quality teaching in universities. According to the results, one of the competencies required by faculty members for high-quality teaching was professional competency, which has different dimensions and has been studied in various researches. For instance, Matlabifard et al. (12) recognized the features of a good professor as "the ability to manage the classroom" and "teaching skills". According to Naminiz, one of the factors affecting teaching quality is the "teaching design". Ra'dabadi et al. prioritized the factors affecting efficient teaching, reporting eloquence, and simple and clear transfer of course content as the most

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important factors in this regard. Among five components assessed, Sharifzadeh and Sharifi allocated 35 indicators to the component of the quality of the activity and the teaching method of professors. Sharifian et al. concluded that the categories of lesson design and editing, lesson presentation, classroom management, and student performance appraisal could be examined in the process of effective teaching. In the models proposed in the field of teaching and learning, the professional competence of the professor is also considered. For instance, the aspects of teaching style, teaching methods, and evaluation are examined in the teaching-learning torque model of academic teaching by Deez (36). The teaching-learning model by Groccia focuses on the teaching process, whereas the two-dimensional model by Loman emphasizes the clarity of the lesson. The ability to manage and guide the classroom is one of the important dimensions of professional competency. Overall, the dimension encompasses various components such as: 1) creating joy and motivation in the classroom, 2) facilitating learning, 3) managing time, and 4) managing differences (37). Another important aspect of professional competency is assessment skills, which were divided by Gheysi (37) into five indexes, namely: 1) comprehensiveness in evaluation, 2) the fit between the content and assessment, 3) justice in evaluation, 4) having a process view toward assessment, and 5) attention to the psychological states of students. Overall, professional competency was one of the most important competencies required by a good professor. This dimension of competency has been emphasized by different researchers, such as Mann, who classified the features of a good professor in the teaching dimension, as follows: 1) providing applicable content, 2) question/answer skill, 3) proper eloquence, 4) attracting students and creating interest, 5) presenting content in accordance with students' level of education, 6) accountability in education, 7) developing a lesson plan, and 8) using proper teaching methods (12).

Specialized competency was recognized as the second competency required in faculty members to provide high-quality teaching. In fact, specialized competency has been confirmed by different researchers as an effective teaching factor (12). In the research by Matlabifard et al. (12), "scientific competency" was introduced as one of the features of a good professor. In addition, Gheysi (37) classified this feature into the following categories: 1) scientific ability that included: A) professor's competency in their specialized field, B) their level of scientific institutionalization, and C) the ability to transfer the knowledge to students; 2) up-to-dateness and having a searching experience, 3) a proper understanding of the field and attempting to teach the field to others, 4) knowledge of tools and resources, and 5) contribution to students' growth and development.

Social and communication competency was another factor required in faculty members to provide high-quality teaching. According to Miron & Mavorach, social and communication competency is one of the three areas that a good and experienced teacher should have along with a proper teaching method and knowledge. Assessing effective teaching in higher education, Delaney, Jonson, Jonson & Treslan introduced "the ability to communicate with students" and "respecting students" as the features of an efficient professor. Furthermore, Matlabifard et al. (12) considered the factor of "attention to emotional dimensions" as another feature of a good professor. Nami also mentioned "interpersonal relations" as another factor affecting teaching quality. In the research by Nasr et al., human interactions in teaching was recognized as an extremely important factor (38).

Morganet declared that the teacher should consider the importance of their interactions with students and consider the actions and activities that are effective in improving the level of her interactions with students (39). According to Harris's view, one cannot hope to build an effective relationship that provides the right context for learning unless students feel a sense of friendship and confidence in the professor. The dimension of social and communication competency has been emphasized in models presented in the teaching area. For instance, Lowman's two-dimensional model points out the effect of interpersonal and social relations in the classroom and creating

communication skills that lead to learning motivation and joy in the classroom. Moreover, student-teacher (professor) interactions are examined in the Dunkin and Bidel's classroom teaching model (40). The dimensions of social and communication competency of faculty members included: 1) a good mood, 2) understanding students' situations and being compassionate, 3) intimacy with students, and 4) building trust (37).

Ethical competency was another feature required by faculty members to provide high-quality teaching. The topic of ethics has been emphasized in several studies. Experts such as Richard Pring and David Carr presented teaching as a profession that has an ethical nature in a way that morality is present in all its components. "Ethical consideration" was introduced by Matlabi et al. (12) as one of the features of a good professor. Today, it is common to address the principles of teaching ethics in the formats developed, and teachers, educators, and professors should be aware of the content of their field of study when entering educational institutions or environments and use them during their service (23). Matlabifard et al. (12) marked that after scientific ability, ethics is the most important feature of a good professor. According to results, professional ethics was considered as one of the general components related to the characteristics of professors, which is examined in the following four indicators of: 1) paying attention to scientific and moral norms, 2) having the courage to say I do not know, 3) commitment and 4) establishing professional and non-discriminatory relationships (37).

Another feature required in faculty members to provide high-quality teaching was being interested in teaching. Feldman reported 23 dimensions for the features of an excellent teacher in the following order: 1) the motivation and interest of the course teacher and the subject of the lesson and the teacher's enthusiasm and seriousness in teaching are ranked first and second, respectively. Personality competency was another feature required in faculty members to provide high-quality teaching. According to the studies in this area, personality features along with other factors are among the most effective components of teaching. According to the research by Gheysi (37), the competency of the majority of the faculty members of Shiraz University was related to personality dynamics. Matlabifard et al. (12) introduced "having an excellent personality" as an important feature of a good professor; these scholars classified the personality traits of professors in five main categories of: 1) appropriate appearance and discipline, 2) being a gentleman, 3) a high spirit, 4) openness to criticism and having an analytic power, and 5) patience (12).

Despite the fact that extended efforts were directed toward presenting a comprehensive and accurate framework, there were some limitations in the research. One of the major drawbacks of the present study was the analysis of qualitative data based on the interpretive paradigm, which might have led to the effectiveness of the researcher's mindset on the component extraction process. In qualitative research, the possibility of interfering with the presuppositions and researcher's prejudices may negatively affect the research results. However, the researcher tried to remain as unbiased as possible in the present research and focused on mindset control to prevent its effect on data analysis. Another limitation of the current research was the fact that the competencies reported were identified based on time and the available resources. In other words, there might be other important competencies not identified by the researcher in order to be assessed by the experts.

Conclusion

Competency is a set of basic characteristics, personality, attitudes, values, beliefs, knowledge, skills, methods, behavioral patterns formed in a person over time. This concept is used in line with a higher performance level and is related to the person's occupation. It is also inseparable and can be improved through education. A person's competence in the relevant job refers both to the inherent characteristics of the individual that are difficult to change and to the acquired characteristics that can be improved through appropriate training. Therefore, given the fact that most experts consider the existence and absence of competency to be associated with effective

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performance and poor and low-quality performance, respectively, and with regard to the effect of competencies on optimal performance, providing a platform to reinforce and improve competencies, especially in faculty members, can increase the quality of professors' performance, especially in terms of their teaching duties. In terms of professional competencies, the dimensions identified were: providing applicable content, question/answer skills, proper eloquence, attracting students and creating interest, skills in presenting content that fits students' level of education, accountability in teaching, a suitable lesson plan and applying appropriate teaching methods. Regarding specialized competencies, the dimensions were: A) scientific ability, B) the professor's competency in their specialized field, C) level of scientific internalization in the professor, D) the ability to properly transfer the knowledge to students, E) up-to-dateness and having a searching spirit, understanding the disciplines and making efforts to teach it to others, awareness of the tools and resources, and contribution to students' growth and development. The dimensions of social and communication competencies of faculty members included a good mood, understanding students' situations and being compassionate, intimacy with students, and building trust. In terms of ethical competencies of professors in education, the dimensions identified were attention to scientific and ethical norms, having the courage to say I do not know, commitment, and creating professional and non- discriminatory relationships. On the other hand, the dimensions of personality competencies of professors were having a proper appearance and discipline, being a gentleman, a high spirit, openness to criticism, and analytic power. The present study aimed to evaluate faculty members' competencies in high-quality teaching. According to the results, professional, specialized, social-communication, ethical, interest in teaching, and personality traits competencies had the highest importance in providing high-quality teaching.

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