

Review of: "Developing and Supporting High-Performing Faculty Teams in Engineering Institutions"

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Thank you for the opportunity to review *Developing and Supporting High-Performing Faculty Teams in Engineering Institutions* (Qeios ID: 7ST7XT). The article explores an interesting topic related to the growth of high-performing faculty teams. However, I have several concerns about the paper and its contribution to the literature.

First, a "high-performing faculty team" is not defined. Supports proposed in the paper must be directed to enhancing specific performance metrics that are clearly outlined in the paper.

Second, the methodology section lacks a significant amount of detail as it relates to the acquisition of data and the analysis of data. For the data collection, the author simply states 128 senior faculty members were selected with no information provided as to whether a systematic strategy was used for collecting data. The author also does not provide any information as to number of faculty members drawn from each type of university. The author collected perceptions of "senior" faculty determined according to their time in the institution, rather than those of "high-performing" faculty. This section has major shortcomings.

Third, most items in the literature review relate to K-12 education rather than higher education. Reference to Minnesota's Code of Ethics for school teachers is not relevant to this study. I would recommend that the author reads Nathaniel Bray's "Follow the Code: Rules or Guidelines for Academic Deans' Behavior" and J. Christopher Fleming's "Towards a Code of Conduct for the Presidency."

Fourth, the paper does not include a discussion section that provides possible explanations for the survey findings.

Repeated over-generalizations and the absence of in-text citation diminishes the quality of this paper. Overall, I hope the author is able to address the above-mentioned shortcomings so that the paper contributes to the literature on faculty affairs.