

Peer Review

Review of: "Strategic Career Planning for the Uninterrupted Growth of an Engineering Faculty Member Through “RAAT”"

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1. Introduction

The introduction provides a **clear and concise** overview of the **challenges faced by engineering faculty members** in their career growth. The author highlights the **lack of mentorship, coaching, and strategic career planning** in many institutions. The concept of **VUCA (volatility, uncertainty, complexity, and ambiguity)** is introduced as a major challenge.

Strengths:

- ✓ The introduction sets a **strong foundation** by addressing **real-world issues** that many faculty members face.
- ✓ The emphasis on **self-directed career planning** is **highly relevant** in modern academia.
- ✓ The introduction presents a **logical flow**, moving from challenges to the **need for a structured career planning approach**.

Areas for Improvement:

- ♦ The introduction **briefly touches** on the **RAAT model**, but a **clear definition of its core principles** (Research, Acquire, Adopt, Transform) **at this stage** would help set the context better.
- ♦ While VUCA is mentioned, a **brief example** of how it affects faculty members would strengthen the argument.

2. Literature Survey

This section reviews existing research on faculty development, lifelong learning, and leadership in academia. The author draws upon various sources, including Tucker (self-directed faculty development), Chakrabarti (lifelong learning), and Ployhart (human capital development).

Strengths:

- ✓ A broad range of literature is covered, addressing various aspects of faculty growth.
- ✓ The discussion integrates insights from engineering education, leadership, and faculty development.
- ✓ The references to MIT's leadership courses and international faculty development programs add global relevance.

Areas for Improvement:

- ♦ Some references are only briefly mentioned. A synthesis of key takeaways from these studies would strengthen the section.
- ♦ The connection between past research and the proposed RAAT model is not explicitly stated—a paragraph bridging this gap would be useful.

3. Statement of the Problem

The article clearly defines the challenges faced by engineering faculty members, especially those dealing with toxic leadership, limited opportunities, and resource constraints. The need for a self-directed and structured career growth model is well articulated.

Strengths:

- ✓ The author effectively outlines the core problem, focusing on institutional barriers and career stagnation.
- ✓ The discussion on toxic leadership and its negative impact on faculty careers is highly relevant.
- ✓ The section builds a strong case for why a new model (RAAT) is necessary.

Areas for Improvement:

- ♦ The connection between the problem and the RAAT model could be made more explicit.
- ♦ Including real-life examples or case studies of faculty members facing these challenges would enhance credibility.

4. The RAAT Model (Research–Acquire–Adopt–Transform)

This is the **core contribution** of the paper, presenting the RAAT model as a structured approach to **faculty career growth**. The model consists of:

1. **Research:** Identifying gaps in knowledge and career planning.
2. **Acquire:** Gaining skills and credentials through lifelong learning.
3. **Adopt:** Applying newly acquired knowledge to professional practice.
4. **Transform:** Achieving career milestones and contributing to institutional growth.

Strengths:

- ✓ The **step-by-step breakdown** of RAAT provides a **practical roadmap** for faculty members.
- ✓ The model aligns well with **modern academic challenges**, emphasizing **lifelong learning** and **leadership development**.
- ✓ The discussion on **SWOT analysis** is particularly useful for **self-assessment**.

Areas for Improvement:

- ♦ While the model is well explained, a **visual representation (flowchart or diagram)** could make it **more digestible**.
- ♦ Providing **case studies or testimonials** of faculty members who have successfully used the RAAT model would add **practical validation**.

5. SWOT Analysis for Faculty Development

The author conducts a **detailed SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis**, identifying key factors influencing faculty growth.

Strengths:

- ✓ The SWOT analysis is **thorough and well-structured**, covering **both internal and external factors**.
- ✓ The section highlights **specific career roadblocks**, such as **limited funding, competition for tenured positions, and increasing tuition fees**.
- ✓ The discussion of **institutional and global opportunities** provides **actionable insights**.

Areas for Improvement:

- ♦ The **interpretation of the SWOT analysis** could be expanded with **more examples and recommendations**.
- ♦ A **comparative table showing the SWOT factors for different types of institutions (public vs. private universities, developed vs. developing countries)** would add depth.

6. Threats to Faculty Development (Including Toxic Leadership)

This section provides a **deep dive into workplace challenges**, particularly the role of **toxic leadership in hindering faculty growth**.

Strengths:

- ✓ The discussion on **how toxic leaders suppress high-performing faculty** is **insightful and well-supported by references**.
- ✓ The section includes **practical suggestions** for faculty members to **protect themselves from toxic leadership**.
- ✓ The **legal and institutional measures** discussed provide **valuable guidance**.

Areas for Improvement:

- ♦ The section focuses **heavily on the problem** but could include **more solutions**, such as **institutional policy reforms or mentorship networks**.
- ♦ A **comparison of toxic leadership with positive leadership models** would add balance.

7. Career Progression and Leadership Opportunities

This section outlines **how faculty members can progress from assistant professor to leadership roles (Dean, Director, Board Member, etc.)**.

Strengths:

- ✓ The career roadmap is well-structured and aligned with real-world academic progression.
- ✓ The section highlights leadership opportunities beyond teaching, such as consultancy, executive training, and institutional development.

Areas for Improvement:

- ♦ Some career pathways could be elaborated with success stories of faculty members who have navigated them.
- ♦ Challenges in achieving leadership roles (e.g., gender bias, lack of institutional support) could be further explored.

8. Lifelong Learning and Global Faculty Development Programs

The article emphasizes the importance of continuous education, including MOOCs, international fellowships, and faculty exchange programs.

Strengths:

- ✓ The section presents a comprehensive list of faculty development programs available globally.
- ✓ The emphasis on interdisciplinary research and international collaboration is commendable.

Areas for Improvement:

- ♦ More details on eligibility criteria and application processes for these programs would make the section more actionable.
- ♦ A discussion on digital learning platforms (Coursera, edX, LinkedIn Learning) could enhance the section's relevance.

9. Conclusion

The conclusion effectively summarizes the importance of strategic career planning and the impact of the RAAT model.

Strengths:

- ✓ The key takeaways are well-articulated, reinforcing the need for self-directed growth and institutional reforms.
- ✓ The discussion on distributed leadership as an alternative to toxic leadership is insightful.

Areas for Improvement:

- ♦ A brief discussion on future research directions would strengthen the conclusion.
- ♦ Mentioning policy recommendations for institutions could make the findings more impactful.

Overall Summary:

The article "Strategic Career Planning for the Uninterrupted Growth of an Engineering Faculty Member Through 'RAAT'" presents a structured framework (RAAT: Research, Acquire, Adopt, Transform) for faculty career development in engineering education. It effectively highlights challenges such as VUCA (Volatility, Uncertainty, Complexity, Ambiguity), toxic leadership, and limited institutional support, advocating for self-directed learning, strategic planning, and global engagement.

Strengths:

- ✓ **Comprehensive Framework** – The RAAT model provides a practical roadmap for career growth.
- ✓ **Well-Structured SWOT Analysis** – Identifies key strengths, weaknesses, opportunities, and threats.
- ✓ **Focus on Leadership & Lifelong Learning** – Encourages faculty members to pursue global opportunities and move beyond traditional academic roles.
- ✓ **Policy and Institutional Insights** – The discussion on toxic leadership and institutional barriers adds depth.

Areas for Improvement:

- ♦ **Empirical Validation** – More data or case studies would strengthen the findings.
- ♦ **Practical Application** – Examples of successful implementation of RAAT could enhance clarity.
- ♦ **Visual Representation** – A flowchart or diagram explaining RAAT would improve readability.

Overall Rating: 4.5/5 ★

✓ **Well-researched, insightful, and relevant** for faculty members in academia.

✓ **Strong conceptual framework** with actionable strategies.

♦ Some areas (empirical validation, case studies, visual aids) could be enhanced for broader applicability.

BEST WISHES FOR THE FUTURE

Declarations

Potential competing interests: No potential competing interests to declare.