Review of: "Art, Science, and Technology of Safeguarding the Outstanding Engineering Faculty Members From the Institutional Hazards, Planned Destructions, and Booby Traps"

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This paper delves into a critical issue faced by many educational institutions, focusing on the emergence and impact of toxic leaders on high-performing faculty teams. The study is rooted in the context of developing countries' rapidly growing education systems and the adverse influence of toxic leadership on academic culture and faculty members. It underscores the need for educational leaders with integrity, ethics, and a commitment to fostering knowledge and human capital.

The research, encompassing 489 senior and high-performing faculty members, examines the discriminatory practices employed by toxic leaders, identifies methods to protect faculty members, and proposes effective strategies to curtail the growth of toxic teams. Toxic leadership, which prioritizes personal advancement over faculty growth and accomplishment, is shown to be a pervasive issue in autonomous institutions. The paper notes that many unqualified leaders have been appointed to head these institutes, perpetuating discrimination against high-achieving faculty members.

The Education Policy of India, 2020, offers some solutions, but the paper asserts that there is a lack of effective methods to address these issues. It recommends a comprehensive approach to halt the growth of toxic leaders and safeguard academic excellence.

Through a detailed examination of toxic leaders in five higher education institutions, this study contributes essential insights. It highlights the need to develop the art and science of safeguarding high-performing faculty members. The paper offers a systematic approach to protect faculty members from toxic leadership, emphasizing the importance of selecting leaders based on their accomplishments and commitment to excellence. Additionally, the study advocates resisting political pressures and focusing on the vision and mission of the best-qualified candidates.

In summary, this research serves as a valuable exploration of a pressing issue in higher education. It provides a basis for understanding the impact of toxic leaders and offers practical recommendations to eliminate toxic leadership and enhance the contribution of high-performing faculty teams to knowledge and human capital.