INDEX

Academia, 98 Academic career, 53–54 Academic career path, 32 Academic citizenship, 126 - 127Academic culture and freedom, 50-51 Academic journey, 82-83 Academic life, 59 Academic mobility, 53, 182 researcher on, 166–167 Academic profession, 64-65 Academic promotion, 90 - 91Academic standards, 55–57 Achieving Academic Promotion, 1-2 Administrative and teaching duties, 159 - 161AMOS, 68-69 ATLAS-ti, 68-69 Australia, 116-117 Australia, 169-170 Bahasa Melayu, 86-87 Barriers, 117-120

Barriers, opportunities, strategies, successes (BOSS), 2-3 future scene using BOSS framework, 6-9 Canadian experience, 64-65 lack of, 75-77 Career plan, 42-44 Challenges, 21 Chartered Professional Accountant (CPA), 73 China, 32, 34-35 Collaborations, 106–109 Comparative and International **Education Society** (CIES), 154 Contract renewal leading to lack of job security, 87 - 88Cultural hierarchies, 51 - 53Departmental WhatsApp groups, 50-51

Early career academics in Japan, 155-164 Early Career Researcher (ECR), 23, 64-65, 70-72, 131 Early-career academics, 178 Egos, 37-38 Empirical-based studies, 6 - 7English as a Foreign Language (EFL), 64 English Language Training (ELT), 77 Expression of Interest (EOI), 121 Family, 150–151 Gaokao, 34-35 Gender, 182 Global academia, 103-104 Global Higher Education Network (GHEN), 84 Gross Expenditure on Research & Development (GERD), 66 Head of Department (HoD), 53-54

Higher education, 37 Higher education institutions (HEIs), 3–4, 155–156 Hiragana, 151–152 Human relations, 39 Hurdles in academia, 77-79 Immigration regulations, 89-90 Institutional cultures, 101 - 103Intercultural competences, 41 International academic mobility, 182 conversation, 183-196 International academics, 2-4, 39, 102, 117, 166 challenges of being international academic in Malaysia from Africa, 85-91 contract renewal leading to lack of job security, 87-88 cultural and linguistic challenges, 86-87 current scene on, 5-6 immigration regulations, 89-90 in Malaysian universities, 83-85 promotion, 90-91 International Doctoral Education Network (IDERN), 51-53

International higher education (IHE), 182 International Journal of Students as Partners (IJSaP), 111 International researchers, 131 International Society for the Scholarship of Teaching and Learning (ISSOTL), 100 - 101Internationalisation, 98, 135 in higher education, 166 Ivory tower across borders, 98 Japan, 130, 132–133, 151-152 application process, 133 - 135early career academics in, 155–164 expectations and responsibilities, 137-140 outsider, 141-143 reflections, 133 Shannon, 132 tenure, 135-137 work-life balance, 140-141 Yusuke, 132–133 Japan Society for the Promotion of

Science (JSPS), 154, 158 Japan's higher education system, 130 Job hunting, 155-158 Journey, 127 K-12 education, 105–106 Key performance indicators (KPIs), 109 Leadership celebrate success, 27-29 labyrinth, 21-23 spotlighting opportunities and strategies, 23-27 Learning, 104–106 Lived experiences, 50 Malaysia, 50-51, 53, 82-83, 116 Malaysian international academic, 83–85 Malaysian Journal of Teaching and Learning (MJLI), 102 - 103Mathematics, 36–37 Mental self-assessments, 33 - 34Mentoring, 106-109 Mentorship, 161-164 Middle East and North Africa (MENA), 64 Mobile academic, 167-168 Mobility, 98, 130-131, 182 National Higher Education **Research Institute** (NAHERI), 82-83 New Zealand (NZ), 18-20, 53 - 54experience in, 62 university policies, 53 - 54Nigeria, 82 Occupation-Specific Language Training (OSLT), 77 Old Man and the Sea, The, 35 Ontario Certified English Language Teacher (OCELT), 73 Ontario Motor Vehicle Industry Council (OMVIC), 73 Opportunities, 19-20, 117, 120Overseas experience (OE), 18 - 19Placing-cart-in-front-ofhorse method, 36-37 Positionality, 99-101 Problem-based teaching, 5 Productivity, 69-72 Professional designations, 64-65 importance of, 73-74 Project Management Professional (PMP), 73 Project-based learning, 5

Prolific researcher/writer, 57 - 58Pursuit of freedom, 51-53 Putra Sarjana, 51–53 Queer, 182–183 Research, 125-126 culture, 65-69 experience, 158-159 institute, 83 Research and Innovation Centre (RIMC), 102 - 103**Research Universities** (RUs), 65–66 Sabbaticals, 168 Scenes, 1–2 current scene on international academics, 5-6 future scene using BOSS framework, 6-9 setting, 2-3 Scholarship of teaching and learning (SoTL), 105-106, 110-111 Science, 36 Science, Technology, Engineering and Maths (STEM), 19 Self-created opportunities, 120 - 122Sexuality, 189-190 Short-term international mobility, 169-170 preparing, 171–174 returning, 177-178

staying, 174–177 Short-term mobility, 4, 168 Shut up and write groups, 58 Slow academic, 58-59 SmartPLS, 68-69 Space for convergence, 104-111 institutional and global expectations, 109-111 research and supervision, 106 - 109teaching and learning, 104 - 106Sport Information Research Centre (SIRC), 28 Sport Management of Australia and New Zealand's Board (SMAANZ Board), 28 - 29Staff start-off package, 88 Strategies, 20, 122, 124 Students as Partners (SaP), 105 - 106Successes, 20, 124, 127

Teaching, 104, 106, 124 - 125Techniques, 122-124 Tenure, 135-137 Thailand, 182 The Research Council (TRC), 70-71 Tools, 122-124 Type 2B international academics, 83 United Kingdom (UK), 18 - 20Universiti Sains Malaysia (USM), 82-83 University's Teaching and Learning Centre (UTLC), 103 Vice chancellor (VC), 51 - 53Women, 182–183 Work-life balance, 60 World Education Services-Canada (WES-Canada), 73, 76