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Stephenson, Sude Peken, Nicolás Reznik, Maria João Manatos, and Robin Chen) -- Chapter 4. Early Career Academics and Internationalization (Alenka Flander, Pamela Guzmán, Carole Probst Schilter, Paula Tulppo, and Chang Da Wan) -- Chapter 5. International Staff and Diversity in Missions (Maarja Beerkens, Anna Panova, and Pekka Vasari) -- Chapter 6. Academics with International Educational and Research Experiences: Differences across countries? (Futao Huang, Liudvika Leisyte, Aliya Kuzhabekova, and Sara Diogo) -- Chapter 7. Internationalization Across Global Divides: Comparisons Between Core and Semi-Periphery Doctoral Holders in Chile, Malaysia, and Turkey (Sergio Celis, Fatma Nevra Seggie, and Norzaini Azman) -- Chapter 8. Internationalization of Research Across Disciplines in Practice: Global Similarities and Differences (Sebastian Kocar, Daniela Véliz, Lars Geschwind, and Pío Marshall) -- Chapter 9. International Research Collaboration Practices and Outcomes: A Comparative Analysis of Academics' International Research Activities (Olivier Bégin-Caouette, Timo Aarrevaara, Anna-Lena Rose, and Akira Arimoto) -- Chapter 10. The Comparative Study of Internationalization and the Academic Profession: Challenges and Possibilities (Yangson Kim, Glen A. Jones, and Alper Calikoglu) -- Index.

Sommario/riassunto

This book makes a major contribution to the scholarship on internationalization in higher education by focusing on the perceptions and experiences of the academic profession in a comparative perspective. Drawing from data collected by the Academic Professions in the Knowledge-based Society (APIKS) project, the contributors to this volume are uniquely positioned to explore the impact and implications of internationalization on those who play the central role in the teaching and research functions of higher education: the professoriate. The core chapters address issues such as the roles of gender, discipline, and career stage in the international activities of academics in different countries, national differences in the perceptions and behaviors of university faculty in the internationalization of teaching, and of research within higher education systems on the perceptions and behaviors of academics. Each of these chapters draw on the existing research literature in these thematic areas as a foundation for the systematic analysis of the international APIKS dataset to illuminate and discuss key findings. This book offers a highly original and unique contribution to the study of internationalization in higher education because its editors and contributors, as participants in the APIKS project, have been able to raise and address key research questions using comparative international empirical data on the academic profession that has never before been available. Given the tremendous importance of internationalization and the global dimension of higher education, this volume offers unique, distinctive insights on the implications of internationalization for the academic profession and the very different ways in which these transformations are understood by academics both within and between systems.
