

NAVIGATING THE ACADEMIC LANDSCAPE: A COMPREHENSIVE GUIDE TO BUILDING A SUCCESSFUL CAREER IN ACADEMIA

TUMIRAN, M. A.

*Academy of Contemporary Islamic Studies, Universiti Teknologi MARA (UITM), Selangor,
Malaysia.*

e-mail: amzari92[at]uitm.edu.my

(Received 07th August 2025; revised 01st November 2025; accepted 11th November 2025)

Abstract. In a broad sense, the work of academia includes teaching, carrying out research, and rendering service in a unit of higher learning, such as a college or a university. However, the strife to attain a prosperous career in academic circles is further exacerbated by systemic hurdles, such as a lack of resources, scarce mentorship, and the monumental pressure to publish and acquire funding. This review aimed to examine comprehensive guides to building a successful career in academia for navigating the academic landscape. This paper utilised a review analysis to examine the literature in the area of interest holistically. The review analysis revealed several comprehensive guides to building a successful career in academia for navigating the academic landscape, namely: (a) pursuing advanced education; (b) gaining teaching experience; (c) building a research portfolio; (d) networking within the academic community; and (e) communicating effectively. In conclusion, a career pursuing academic excellence is multidimensional in that it involves advanced education, experience in teaching, research, networking, and communication skills. Further studies should aim at identifying and investigating multidisciplinary methods that transgress the conventional silos of academic disciplines, for this could trigger new methods of ways to deal with multifaceted world problems.

Keywords: *academic career development, academic success stratagems, scholarly identity, research excellence, academic networking*

Introduction

In a broad sense, the work of academia includes teaching, carrying out research, and rendering service in a unit of higher learning, such as a college or a university. Scholars are expected to combine education, where students attend classes and do original work in their disciplines, as well as serve the academic community, including performing committee services and conducting outreach (Xiaoqing and Noordin, 2024). The process usually begins with advanced degrees, like a master's or a doctorate, which are then paired with postdoctoral placements or faculty positions. A career in academia is usually respectable, as it entails active participation in decision-making as well as research that can change the world, but it is not without difficulties, like obtaining research funding and publishing work done and being a teacher and administrator simultaneously (Kamal et al., 2024). Therefore, these challenges require an individual to articulate a clear strategy, plans, and actions on how to succeed in the learnt profession and what to contribute worthwhile things to society. However, the strife to attain a prosperous career in academic circles is further exacerbated by systemic hurdles, such as a lack of resources, scarce mentorship, and the monumental pressure to publish and acquire funding. These factors have a disproportionate impact on early-career researchers and those from underrepresented backgrounds (Thakar et al., 2024). Many researchers aspiring to become scholars have to deal with the pressures of a competitive environment where they make quantity the new quality of research outputs (Lambert et al., 2022). The practice of disregarding interdisciplinary collaboration and bearing

meaningful engagement gives birth to an innovation-hating culture. Such practices annihilate the very spirit of innovation; they promote inequalities in academic institutions, limiting the diversity of opinions within critical discussions (Wanelik et al., 2020). Effectively addressing these challenges presents hope in nurturing an inclusive and encouraging environment for people from different walks of life. It stands to encourage the pursuit of study and rejuvenate an entire academic community in the process.

This review aimed to examine comprehensive guides to building a successful career in academia for navigating the academic landscape. This review offers important information and methods to deal with the intricate, multifaceted, and competitive world of academia (Penna, 2021). These guides focus on the critical factors of effective approaches to teaching, writing grants, publishing, and networking, which greatly add to the academic stature of the person (Dunn et al., 2020). These guides will help scholars at the beginning of their careers to avoid the guesswork, put their careers on the right path, and take well-calculated risks. Additionally, these resources often include anecdotes from the author's personal and professional experiences. These stories teach academic scholars about the realities of life in academia and emphasise the importance of flexibility and tenacity (Harris, 2021). In the end, these distinct approaches allow these individuals to enjoy a more proactive stance during their academic, thus professional, careers at the tertiary level.

Review of past research

Recent studies have released newer guides that outline strategies for establishing successful academic careers. The studies deal with several matters in academic life, such as contract research, personal well-being, promotion, and educational design. In particular, contract researchers are given guidance on ways to manage their professions, like pricing or networking (Spina et al., 2020). Attention is drawn toward the need for well-being and the support networks, challenges, and motives that need to be addressed (Boynton, 2020). It has been noted that to be successful in their careers, it is critical to acquire know-why, know-how, and know-whom as skills and for them to formulate social capital and leverage these resources (Sherif et al., 2020). A more specialised account of career development and a strategy for teaching, research, and other leadership roles are given to design academics for this new and developing area (Blackler and Miller, 2021). These guides offer researchers stage-specific practical solutions to address the challenges of everyday life and career development in academia.

Concerning the pursuit of a career, educational qualifications represent the first step. In particular, individuals wishing to become faculty members at universities will, first and foremost, be required to obtain an advanced degree, with a PhD being the most favourable. Such education equips people with the requisite information and skills while also cultivating the analytical and research thinking required for academics (Shah and Modna, 2022). Moreover, the significance of metacognitive awareness in academic activities is underlined, and it has been proven that reflective learning strategies benefit students who use them (Abdelrahman, 2020). In this regard, future academicians need to centre their educational experiences around a deep understanding of their discipline so that they can carry out effective research. Investing time in academic conferences and working groups serves to enhance their education and professional contacts.

Raising one's awareness of the importance of research productivity can serve as another consideration for an academic career. The appropriate researchers carry out a study to publish in peer-reviewed journals, which is regarded as one of the paramount success indicators of a scholar within any given discipline. The idea of pursuing research that participants consider relevant and useful is beneficial to them in terms of reputation and credentialing as well as attracting funding (Graham et al., 2021). Moreover, students' learning can also be improved, as teachers who exhibit proper incorporation of research into their courses lead to heightened student engagement and motivation (Halpin et al., 2021). The interaction between research and teaching indicates that these two activities should be complementary, so scholars ought to pursue active engagement, in addition to nurturing future scholars. When a formulation of a personal research agenda that correlates with the expectations of the institution is made, it is beneficial to their rated achievement and power.

In addition, networking and collaboration are equally important for progressing in one's career in the academic field. Relationship building among peers, conference attendance, and membership in academic societies are some of the ways by which ideas can be exchanged and collaborative research activities can be developed (Jordan et al., 2021). Such interactions improve one's stature in the academic setting and also serve as a source of mentorship, which is crucial for academic careers. For instance, mentoring can be helpful for young scholars in institutional contexts to develop personalised research strategies and teaching goals that appeal to their target students (Chibsa et al., 2020). The function of academic counselling, as researched by many, is highly beneficial to students during their learning processes and can apply to faculty within mentoring relationships, too (Hart-Baldrige, 2020). Seeking and developing personal relationships or connections strategically and actively pursuing guidance, can foster development in an academic career.

Personal well-being and the work-life balance are critical yet frequently neglected aspects of an academic career that must be well managed and, along with the other aspects highlighted, managed well. Stress and burnout remain a very real threat in the world of academia, as recognised by Yang et al. (2022) as being able to shield oneself from productivity and job satisfaction. Regular physical activities have been shown to enhance overall wellness and increase cognitive capabilities that assist in academic work (Müller, 2023). In addition to these, reduced feelings of loneliness and stress experienced by academics can be achieved through improved work environments that support open communication and teamwork (Owusu-Agyeman, 2022). Understanding the reality of academia thus encourages institutions to value mental healthcare services and strategies to promote healthy well-being as part of academic life. Social interactions between the faculty can also help foster a conducive academic environment.

In addition, the ever-changing environment within the world of higher education calls for a willingness to change and develop. The use of technology in teaching and academic research has shifted traditional practices. This paradigm shift emphasises that scholars should pick up fresh tools and keep up with innovative approaches to solving problems (Hauschild et al., 2022). Project-based learning and other innovative teaching strategies increase students' enthusiasm for a topic and help them recognise the value of an educator (Ayton and Capraro, 2021). Furthermore, taken into account should be the effect of diversity and inclusion in academics to build a fair system allowing every student to flourish (Contreras et al., 2022). Academics ought to be vigorous in addressing inclusion issues and practices in their classrooms and research groups.

Lifelong learning enhances the academic experience and equips scholars with the necessary tools to navigate emerging issues in their disciplines.

Additionally, external factors like institutional regulations and the availability of funds are equally important. Academic institutions, for instance, set and determine the professional paths of their faculty members through policies on promotion, tenure, and resource allocation (Davis et al., 2020). These frameworks are necessary to understand why the academic community must be more involved in governance and the benefits of doing so. In addition to this, politicians and interest groups can help ensure that academic research is applied effectively in practice (Pappas et al., 2023). A change in policies towards more reasonable ones will enhance the working conditions of faculty and the studying conditions of students as well. In essence, it can effectively navigate some of the challenges of positioning itself in the academic business landscape by focusing on the aspects mentioned above. The interplay between career planning and development in this regard underscores the need for all-inclusive development, which is the essence of effective planning and ultimately enhances the life of an academic. What is certain is that adopting a rational and holistic mode of planning enables the academic to survive and positively contribute to his profession and the country's development.

Materials and Methods

This paper utilised a review analysis to examine the literature in the area of interest holistically. For this purpose, diverse keywords had to be selected, such as “academic career development,” “academic success stratagems,” “scholarly identity,” “research excellence,” and “academic networking.” This study accessed excellent peer-reviewed research from various credible academic databases, including PubMed, JSTOR, SpringerLink, ScienceDirect, and Wiley Online Library. The selection was based on the availability of a large spectrum of scholarly sources from many disciplines, therefore ensuring the credibility of the pertinent material presented. The inclusion criteria were particular to publications in English over the past 15 years, covering topics on academic career building, teaching, research, and professional development. This approach guaranteed that the research done is not only pertinent but also practical in the modern academic environment.

There were multiple phases to the review process: first, an initial search using the found keywords; then, titles and abstracts were screened to weed out duplicate or pointless studies. After that, full-text papers were examined to evaluate their quality and significance depending on their consistency with the methodological rigour and research goals. The selected articles were closely examined to find repeating patterns, gaps in the body of knowledge, and relationships between variables, including education, research, and networking. This cyclical method guaranteed a strong synthesis of results, thereby offering comprehensive knowledge of the academic scene and an analysis of tactics for a successful academic career. Furthermore, the systematic approach of the review made it possible to find underexplored areas, therefore stressing chances for next field-based research and invention. The flowchart below (*Figure 1*) simplifies the review analysis process.

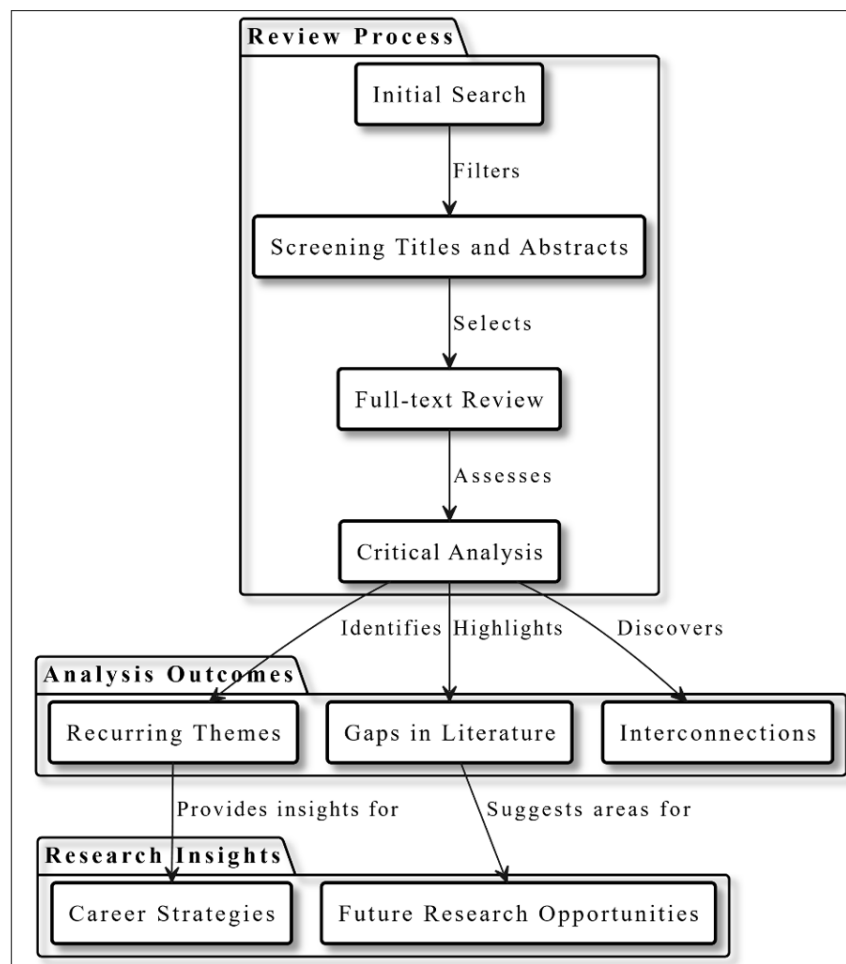


Figure 1. Process of the review analysis.

Using a review analysis has several benefits, so it is a useful approach for synthesising current research and producing a thorough understanding. Combining results from several research studies offers comprehensive knowledge of a subject, highlighting repeating themes, trends, and literary gaps that might not be clear from one study. This method is perfect for investigating well-researched subjects or laying the groundwork for future investigations since it saves time and money by using current research instead of gathering primary data. It also makes it possible for academics to critically assess theories and approaches, therefore pointing up areas for development and best practices. Using methodical search strategies and inclusion criteria, a review analysis guarantees rigour, openness, and repeatability; therefore, it strengthens the validity of the results. In the end, this approach summarises current information, motivates fresh study paths, and offers a strong, evidence-based basis for the next academic projects.

Results and Discussion

The review analysis revealed several comprehensive guides to building a successful career in academia for navigating the academic landscape, namely (Figure 2): (a) pursuing advanced education; (b) gaining teaching experience; (c) building a research

portfolio; (d) networking within the academic community; and (e) communicating effectively. By understanding and implementing these multifaceted aspects, aspiring academics can effectively prepare for and navigate the rewarding yet challenging journey of building a successful career in academia. Each element—education, teaching, research, networking, and communication, plays a critical role in shaping a fulfilling and impactful academic career.

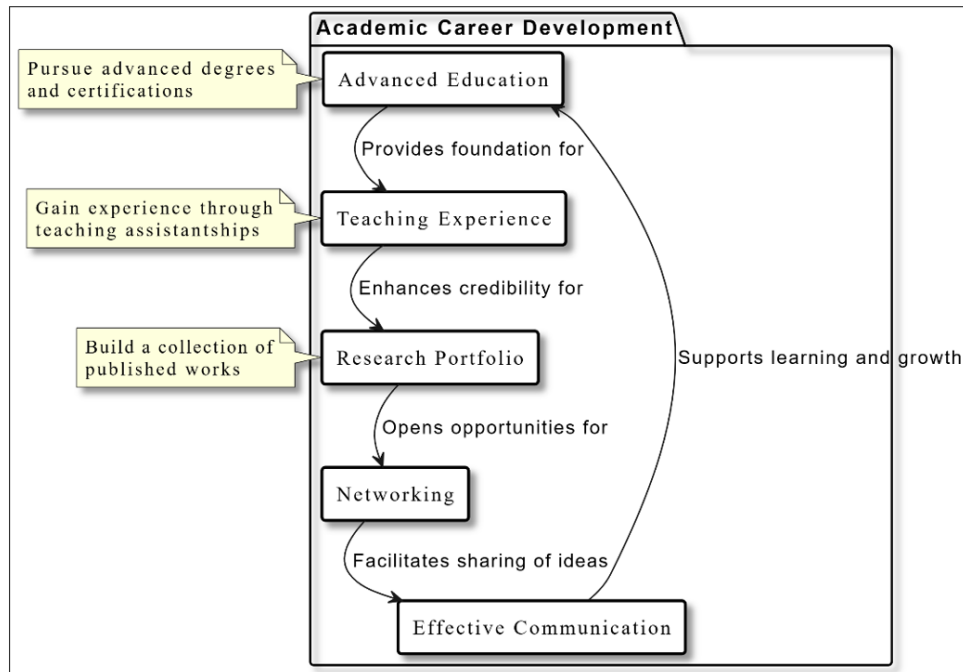


Figure 2. Comprehensive guides to building a successful career in academia for navigating the academic landscape.

Pursuing advanced education

Advanced education is the critical step for those looking to start a career in the academic world. It usually starts with one accruing a degree in an appealing discipline, as well as one where a robust academic population exists and there is excellent potential for employment opportunities (Akindele, 2024). While some argue that completing a master's degree can provide significant benefits, others assert that it serves as a stepping stone into the rigorous world of academia before pursuing a PhD. Either way, earning a PhD is never an easy undertaking, requiring vast amounts of dedication, rigorous coursework, comprehensive exams, and original research of high value to the field (Rodriguez et al., 2020). PhD seekers also need to be aware of what is happening around the world, which is why keeping up with current literature, attending relevant seminars, and participating in conversations about the developments in one's field is crucial (Sherman et al., 2021). This information helps scholars learn more about their field and identify areas that need attention.

In addition, taking steps towards higher academic qualifications requires understanding the different dimensions of mentorship: how to cope with the application procedure and comprehend the unique issues that underrepresented groups tend to face. From a broad perspective, mentorship is important as it greatly facilitates the career development of scholars in the early stages of their careers by increasing productivity,

career satisfaction, and mental health, all of which are necessary for survival within academia (Donald, 2023; Diggs-Andrews et al., 2021). Mentors serve a vital function by offering essential advice, recounting valuable experiences, and aiding the mentees in developing connections as part of the wide health professional community, which is important in combating the loneliness suffered in Eastern academia. Furthermore, strategies for applying to graduate school are crucial for many applicants, especially marginalised ones, because in most cases, the environment is not helpful and can be opaque (Estien et al., 2023). Empowering applicants through understanding the process can be a promising strategy for dealing with an overly complicated admission system. For these reasons, it is paramount that institutions focus their efforts on the development of resources and workshops that aim to simplify the application process, making it comprehensive for everyone interested.

In the academic career field, there are additional reasons for conquering careers, and the latest developments show that Lindsey et al. (2024) and Sidoti et al. (2023) are leaning towards alternatives outside of the academic ecosystem due to a lack of tenure-track positions. This trend highlights the importance of having a well-thought-out career plan beyond academia, as students increasingly seek opportunities in diverse fields (Mathur et al., 2023). Institutions can help students become more marketable by teaching them skills that cut across different sectors. Also, dealing with impostorism and developing a sense of belonging are equally vital, especially to low-income minorities and women within the academic setting, as these factors greatly determine the boundaries of their careers (Muradoglu et al., 2022; Njoku and Evans, 2022). In curbing these problems, institutions should embrace an open culture where every student is appreciated and helped, which does not, however, neglect fighting these social issues. In that sense, targeted mentoring to alleviate the problems among the underrepresented can help one overcome such barriers.

Gaining teaching experience

Academic careers lack vigour without adequate teaching experience. Students who participated in graduate studies as teaching assistants did so for the primary purpose of aiding in course development, grading, and engaging with students, all of which provided practical hands-on experience (Freeman et al., 2020). Such experience contributes to the acquisition of core values and the ability to appreciate different levels of understanding in other individuals, both of which are crucial factors concerning higher education (Karoghlanian, 2024). Further, one's teaching philosophy is something that needs to be examined, as it determines a person's worldview towards teaching and the nature of teacher-student interactions in the classroom (Lemon and McDonough, 2020). Attending to one's values concerning teaching and learning has greater significance because it determines how choices will be made during teaching. Attending workshops in pedagogy and instructional design can further develop these strategies and provide new ways to address student learning issues (Smith and Walker, 2024). All in all, pedagogical experience along with a clearly defined teaching philosophy will enable candidates to be more successful in securing the academic positions they seek. Such preparedness not only improves the learning dimensions but also improves the effectiveness of the academic institution (Varela and Premeaux, 2023).

Additionally, accumulating teaching experience is fundamental for attaining a successful career in academia. Often, faculty construct educational designs around their journeys and specific teaching interventions that are likely to be more effective than

traditional teaching methods (Langseth et al., 2024). Nonetheless, several junior faculty, especially those transitioning directly from clinical roles, indicate that they do not have sufficient training in pedagogy, which is problematic in their careers (Radcliffe-Henry and Obisesan, 2023). This state of affairs can serve as justification for the need to allow teachers plenty of inadequate professional development activities. Besides, online teaching and learning that occurred during the COVID-19 pandemic pose different challenges for both the teacher and students and indicate the need to incorporate massive pedagogical training in this said (Lischer et al., 2022; Watermeyer et al., 2021). More experienced faculty serve as mentors to the new ones, preventing the latter from feeling lost in the new work environment and experiencing higher levels of job engagement and satisfaction as well (Reyes et al., 2021; Varnado et al., 2021). Such programs could encourage the adoption of practical solutions and the creation of an academic cooperation culture.

Moreover, caring for the academic setting and increasing mentorship as well as professional development opportunities are key to training successful teachers and educators who will perform an active role in the institution. Mentorship of established faculty has been demonstrated to make a difference in the teaching skills and job satisfaction of new faculty (Murray et al., 2024). With the development of comprehensive mentorship programmes, institutions could assist new faculty members in integrating into academic life and developing a feeling of affiliation with the academic community. In addition, the provision of continual professional development, like workshops or seminars, can enable faculty to use modern teaching practices and techniques (Luthra et al., 2023). Fostering a supportive working environment extends beyond providing individual benefits to educators; it also enhances the overall quality of education received by students (Sangeeta, 2024). Therefore, strategy development to create professional fostering is necessary.

Building a research portfolio

Crafting a robust research portfolio allows an individual to be visible in the academic realm. Having a strong portfolio helps with credibility and allows one to conduct original research and be able to contribute to the body of knowledge, which aids in career growth (Kashyap, 2020). At the same time, it is important to pinpoint what has already been published in the existing literature and to craft research that would fill those gaps (Chornoivan, 2022). It is also important to note that as researchers conduct their studies, striving for publication in journals that hold high regard in the academic sphere is equally essential, as this strengthens the reputation of the researcher and the understanding of the field of study in the community (Briviba and Frey, 2023). It is also important to present at academic conferences, as they give the researcher a platform to disseminate their findings. With conferences, the researchers not only get the assistance of peers to present their findings, but they also give them the chance to network, which can lead to collaboration, mentorships, and job offers (Merianos et al., 2022). Increasing attendance at conferences also tends to increase the probability of publishing in high-impact journals, as attending major academic meetings correlates with achieving greater publication rates (Gorodnichenko et al., 2021). Constructing a varied portfolio of research papers and presentations will greatly improve the profile of an academic and open up opportunities for future development (Kupesic, 2021).

Moreover, in academia, developing one's scholarly interests and professional development depends on working on a research portfolio. It is a body of work spanning

time that shows a mastery of knowledge and ability. Effective e-portfolios, according to research, can greatly raise student learning outcomes by means of methodical assessment of their development and success (Ulfa et al., 2023). Furthermore, e-portfolio integration of more active student involvement and reflective practices makes them more significant amid growing attention on digital education (Hanifa et al., 2024; Mudau and Modise, 2022; Mahasneh, 2020). Thus, e-portfolios not only add value to student learning but also provide educators with the means to evaluate student performance. These enhance the preparedness of students for challenges in future professions through the development of critical self-evaluation skills.

Additionally, when it comes to tenure evaluations, teaching portfolios are just as important as student portfolios because they promote self-reflection about one's teaching and offer evidence of the effectiveness of one's practice (Winberg, 2022). The development of an appropriate mix of research activities is equally important for universities to attain self-sufficiency and economise resources (Bohashko and Bohashko, 2024). A well-rounded research portfolio captures individual achievements but is also geared towards serving the institution. Thus, it becomes an asset for the individual in the academic world and aids in the advancement of the person and the organisation. To put it concisely, a comprehensive research portfolio is a reflection of an academic's commitment to their discipline and a tactical approach to fulfilling professional aspirations. While simultaneously clearing the path for future generations of scholars through active participation in research and exhaustive efforts in creating a portfolio, scholars can develop great ideas and prepare the ground for them.

Networking within the academic community

Academic performance and job development depend on professional networking in the classroom. Being a member of foreign organisations pertinent to one's field of research allows for a variety of choices, including access to employment prospects, conference attendance, and journal subscriptions (Paksi and Tardos, 2024). These groups also plan guest lectures, social gatherings, and networking events to let participants meet other scholars and professionals (Campo et al., 2024). Furthermore, helpful for meeting other academics, attending ongoing discussions, and showcasing one's work is social media, such as LinkedIn or Twitter (Capello et al., 2021). Another approach someone could position himself in academically is by participating in debates and publishing on forums. Another essential element of professional development is mentoring; they serve as guides and offer some quite helpful advice on how to handle obstacles in the academic environment (Bacsu et al., 2024). This relationship, whether formal or informal, is crucial for the success of one's career (Uwimana et al., 2024).

Likewise, interacting with the academic community helps greatly in professional growth, particularly by means of conference attendance. From the vantage point of Donlon (2021), Godskesen et al. (2022) and Zekri et al. (2022) conferences focus on the progress of knowledge and networking with other professionals and researchers. They let young researchers publish ideas and research outcomes to get recognition and engage with more seasoned colleagues who could raise their profile in the academic scene (Thatcher et al., 2023; Welsh and Griffin, 2022; Walters et al., 2020). Apart from that, conference attendance provides a route for mentoring, which helps the academic development of people (Howe et al., 2023; Becerra et al., 2020). One also builds relationships with significant persons in the field through other academic activities,

including cooperative research, mentoring, and career promotion (Ram et al., 2023; Hauss, 2020).

Because of the possibility for networking and teamwork, both personally and professionally, development depends on attending academic conferences. Every one of these activities is significant for developing an academic career since numerous opportunities result from focused networking. From a professional standpoint, these connections have the potential to be vital because they allow academics to stay informed about the current trends and best practices in their area of expertise. Furthermore, these connections facilitate collaborative research, resulting in innovative projects and publications that enhance an academic's reputation. There are numerous benefits arising from the establishment of business contacts, as they help improve one's career potential and entrepreneurship and enable professionals to make an impact within the academic community. Most importantly, a well-built network ensures a proper standing not only for the individual but also for the academic community. Raby and Madden (2021) and Rubinger et al. (2020), as well as colleagues, have noted that the use of hybrid and online conference formats has removed geographical and financial barriers to participation in networking opportunities.

Communicating effectively

The details set out above emphasise effective communication as the most important feature of success in any sphere. A public speaker must hone these skills for all scenarios where clarity combined with engagement is required. When making presentations or attending conferences, speaking research at all levels and all types of gatherings requires strong public speaking skills (Savellon et al., 2024). To develop these skills, join Toastmasters or enrol in presentation workshops. In the same vein, writing is equally crucial. The academic style of writing should capture intricate details, concepts, and ideas and tell them to a wider audience if need be (Shakhshina and Aubakirova, 2023). Moreover, consider sharing your research with non-academics through blog posts, articles, or commentaries. This kind of simplified expression is highly influential, expands the limitation of academic writing only, and encourages communication skills (Penrose, 2024). Also, more creative and informal types of writing, such as scripts, blogs, or even articles, increase the chances of being read and having a greater impact on a bigger audience. Finally, the use of videos, posters, and other creative types of presentations to convey research is more impactful and broadens the scope of catching more people's attention. Overall, communication is a fundamental tool for sharing research and promoting collaboration in academia.

Furthermore, international students should appreciate how effective communication impacts their careers in the academic context. The ability to communicate effectively contributes heavily to social and academic integration as well as success (Amano et al., 2023; Bianchi and Martini, 2023). Furthermore, enhanced academic emotional engagement support, which students need, is facilitated by synchronous personal relationships through video conferencing for academic advising (Wang and Houdyshell, 2021). Additionally, the interpersonal communication of students with their academic supervisors has direct implications on the students' motivation to study as well as their academic performance (Cartono and Novianty, 2021). This relationship matters because when students are mentored effectively, it translates to better education and development for the students.

Fostering strong relationships and communications among distinct academic groups, as noted by Arenas-Castro et al. (2024), should be a goal of all institutions. In this regard, there is a need to dismantle systematic obstacles, for instance, the English bias in academic publishing that Ramírez-Castañeda (2020) points out as unfavourable to non-native speakers. However, they often overlook internal barriers, which require change. By creating an inclusive culture as well as improving communication strategies, academia will have a better way of catering Meeting the needs of its members will ultimately enable greater participation in academic work. Moreover, capable institutions should also set up training sessions that focus on communication skill development for everyone, regardless of position, so that they can participate in the academic discourse. Most academics can achieve positive outcomes if they classify barriers to effective communication as orthodoxy, rather than accepting them as the norm. Generally speaking, the richness of communication is often an indicator of how enhanced scholarship is within these communities.

Conclusion

In conclusion, a career pursuing academic excellence is multidimensional in that it involves advanced education, experience in teaching, research, networking, and communication skills. Each of these variables functions independently as well as interdependently in shaping the professional identity of the academic. While aspiring scholars navigate this landscape, learning from successes and failures, students need to nurture their thinking and understanding in new and challenging environments. As a result, it enhances not only the professional experience of individuals but also contributes significantly to academic circles. Further studies should aim at identifying and investigating multidisciplinary methods that transgress the conventional silos of academic disciplines, for this could trigger new methods of ways to deal with multifaceted world problems. The effects of technology on education, in particular distance education and digital materials, need to be looked into to gain practical knowledge about teaching and learning processes. In addition, there is a need for more research on the issue of mental health and well-being in educational contexts, focusing on how the systems in place can be modified to enhance student and teacher resilience and coping capabilities. Understanding the interplay of diversity, equity, and inclusion in academic contexts is equally important because it can provide strategies that assist in the advancement of neglected groups.

Acknowledgement

The author thanks the Academy of Contemporary Islamic Studies, Universiti Teknologi MARA, for technical support.

Conflict of interest

The author confirms that there is no conflict of interest involved with any parties in this research study.

REFERENCES

- [1] Abdelrahman, R.M. (2020): Metacognitive awareness and academic motivation and their impact on academic achievement of Ajman University students. – *Heliyon* 6(9): 8p.
- [2] Akindele, O. (2024): Doctorate education: The connection between academic success, doctoral identity, and relationships. – *IRA International Journal of Education and Multidisciplinary Studies* 20(3): 207-211.
- [3] Amano, T., Ramírez-Castañeda, V., Berdejo-Espinola, V., Borokini, I., Chowdhury, S., Golivets, M., González-Trujillo, J.D., Montañó-Centellas, F., Paudel, K., White, R.L., Veríssimo, D. (2023): The manifold costs of being a non-native English speaker in science. – *PloS Biology* 21(7): 27p.
- [4] Arenas-Castro, H., Berdejo-Espinola, V., Chowdhury, S., Rodríguez-Contreras, A., James, A.R., Raja, N.B., Dunne, E.M., Bertolino, S., Emidio, N.B., Derez, C.M., Drobnia, S.M., Amano, T. (2024): Academic publishing requires linguistically inclusive policies. – *Proceedings of the Royal Society B* 291: 8p.
- [5] Ayton, K., Capraro, K. (2021): Students lead the charge! Using project-based learning with pre-service teachers to redesign a curriculum resource center. – *Education Libraries* 44: 19p.
- [6] Bacsu, J.D.R., Heyn, P.C., Kim, S., Rahemi, Z., Brown, M.J., Petrovsky, D.V., Sefcik, J.S., Southerland, J.L., Holloway, J., Couch, E., Malatyali, A., Smith, M.L. (2024): Reframing and advancing academic mentorship to support new and early career faculty members. – *Health Behavior Research* 7(4): 10p.
- [7] Becerra, L.A., Sellers, T.P., Contreras, B.P. (2020): Maximizing the conference experience: Tips to effectively navigate academic conferences early in professional careers. – *Behavior Analysis in Practice* 13(2): 479-491.
- [8] Bianchi, I., Martini, L. (2023): Academic and social integration of international students in higher education: A review of the literature and implications for practice. – *International Journal of Research Publication and Reviews* 4(5): 1502-1507.
- [9] Blackler, A., Miller, E. (Eds.) (2021): How to be a design academic: From learning to leading. – CRC Press 346p.
- [10] Bohashko, O., Bohashko, I. (2024): Portfolio of research projects as a prerogative of universities to ensure financial autonomy. – *Proceedings of the International Scientific Conference* 1: 72-81.
- [11] Boynton, P. (2020): Being well in academia: Ways to feel stronger, safer and more connected. – Routledge 278p.
- [12] Briviba, A., Frey, B.S. (2023): The role of the top five economics journals in Germany. – *Hochschulwesen* 24p.
- [13] Campo, M.S., Livas, S.M., Madamba, T.R., Ofili, E. (2024): Mentoring networks in academic medicine: A longitudinal exploration. – *The Chronicle of Mentoring & Coaching* 8(1): 72-81.
- [14] Capello, M., Howes, C., Sprunt, E. (2021): Capitalizing on mentoring, sponsoring and networking for your career success. – Paper presented at the SPE Annual Technical Conference and Exhibition 6p.
- [15] Cartono, C., Novianty, F. (2021): Challenges in building interpersonal communication skills between students and academic supervisor. – *Muharrir: Jurnal Dakwah dan Sosial* 4(02): 315-330.
- [16] Chibsa, B.A., Ayana, T.S., Hussein, A.M. (2020): An assessment of the practices and challenges of academic advising at Mada Walabu University. – *International Journal of Research -Granthaalayah* 7(10): 205-220.
- [17] Chornoivan, H. (2022): Mechanisms and features of academic career development in universities. – *International Scientific Journal of Universities and Leadership* (13): 130-140.
- [18] Contreras, G.S., González, A.H., Fernández, I.S., Cepa, C.M., Escobar, J.C.Z., Sanz, C.M.I. (2022): Cognitive diversity in the classroom: The role of attention and engagement

- in the teaching-learning process in the face of dropout rates in higher education. – *Contemporary Engineering Sciences* 15(1): 157-174.
- [19] Davis, F.M., Obi, A.T., Gallagher, K.A., Henke, P.K. (2020): Accessing the academic influence of vascular surgeons within the National Institutes of Health iCite database. – *Journal of Vascular Surgery* 71(5): 1741-1748.
 - [20] Diggs-Andrews, K.A., Mayer, D.G., Riggs, B. (2021): Introduction to effective mentorship for early-career research scientists. – *BMC Proceedings* 15(S2): 7p.
 - [21] Donald, W.E. (2023): Three key ways that mentorship can support early career scholars. – *GILE Journal of Skills Development* 3(2): 3-6.
 - [22] Donlon, E. (2021): Lost and found: The academic conference in pandemic and post-pandemic times. – *Irish Educational Studies* 40(2): 367-373.
 - [23] Dunn, L.B., Iglewicz, A., Zisook, S. (2020): How to build a national reputation for academic promotion. – In L.W. Roberts (Ed.), *Roberts Academic Medicine Handbook: A Guide to Achievement and Fulfillment for Academic Faculty*, Springer 9p.
 - [24] Estien, C.O., Chapman, M., Schell, C.J., Lowy, N., Gerson, J.R. (2023): Demystifying the graduate school application process. – *The Bulletin of the Ecological Society of America* 104(1): 12p.
 - [25] Freeman, E.A., Theodosiou, N.A., Anderson, W.J. (2020): From bench to board-side: Academic teaching careers. – *Developmental Biology* 459(1): 43-48.
 - [26] Godskesen, T., Eriksson, S., Oermann, M.H., Gabrielsson, S. (2022): Predatory conferences: A systematic scoping review. – *BMJ Open* 12(11): 10p.
 - [27] Gorodnichenko, Y., Pham, T., Talavera, O. (2021): Conference presentations and academic publishing. – *Economic Modelling* 95: 228-254.
 - [28] Graham, V., Auld, T., Beaumont, L., Bell, L., Dunford, S., Gallagher, R., Hancock, N., Leishman, M.R., Mitchell, P., Staas, L., Hughes, L. (2021): Embedding biodiversity research into climate adaptation policy and practice. – *Global Change Biology* 27(19): 4935-4945.
 - [29] Halpin, P.A., Johnson, J., Badoer, E. (2021): Students from a large Australian university use Twitter to identify difficult course concepts to review during face-to-face lectorial sessions. – *Advances in Physiology Education* 45(1): 10-17.
 - [30] Hanifa, E.S.D., Yusuf, F.N., Gunawan, M.H. (2024): Students' voices on e-portfolio-based English listening assessment using Google sites. – *Journal of Applied Linguistics and Literacy* 8(1): 30p.
 - [31] Harris, L.M. (2021): Building an academic career. – In C.W. Hicks, L.M. Harris (Eds.), *Vascular Disease in Women: An Overview of the Literature and Treatment Recommendations*, Elsevier 8p.
 - [32] Hart-Baldrige, E. (2020): Faculty advisor perspectives of academic advising. – *NACADA Journal* 40(1): 10-22.
 - [33] Hauschild, A.C., Martin, R., Holst, S.C., Wienbeck, J., Heider, D. (2022): Guideline for software life cycle in health informatics. – *iScience* 25(12): 9p.
 - [34] Hauss, K. (2021): What are the social and scientific benefits of participating at academic conferences? Insights from a survey among doctoral students and postdocs in Germany. – *Research Evaluation* 30(1): 1-12.
 - [35] Howe, A., Wan, Y.I., Gilleece, Y., Aebi-Popp, K., Dhairyawan, R., Bhagani, S., Paparini, S., Orkin, C. (2023): Gender and ethnicity intersect to reduce participation at a large European hybrid HIV conference. – *BMJ Leader* 8(3): 227-233.
 - [36] Jordan, A., Shim, R.S., Rodriguez, C.I., Bath, E., Alves-Bradford, J.M., Eyler, L., Trinh, N.H., Hansen, H., Mangurian, C. (2021): Psychiatry diversity leadership in academic medicine: Guidelines for success. – *American Journal of Psychiatry* 178(3): 224-228.
 - [37] Kamal, U., Razali, R., Arifin, M. (2024): Challenges in navigating the academic world: A perspective from early-career academics. – *International Journal of Modern Education* 6(21): 448-461.

- [38] Karoghlanian, S. (2024): Why quality of the teacher matters? Teachers and teaching style. – *Scientific Artsakh* 2(21): 118-124.
- [39] Kashyap, N. (2020): Some crucial ideas associated with research publication. – *International Journal of Scientific and Research Publications* 10(12): 377-381.
- [40] Kupesic, S. (2021): Turning your clinical, administrative work, and education into scholarship. – *Donald School Journal of Ultrasound in Obstetrics and Gynecology* 15(4): 4p.
- [41] Lambert, W.M., Nana, N., Afonja, S., Saeed, A., Amado, A.C., Golightly, L.M. (2023): Addressing structural mentoring barriers in postdoctoral training: A qualitative study. – *Studies in Graduate and Postdoctoral Education* 16(1): 1-24.
- [42] Langseth, I.D., Jacobsen, D.Y., Haugsbakken, H. (2024): Institutional entrepreneurship in loosely coupled systems: The subject position of MOOC entrepreneurs and their interpretive struggles in a Norwegian context. – *Technology, Knowledge and Learning* 29(2): 617-654.
- [43] Lemon, N.S., McDonough, S. (2020): Building and sustaining a teaching career: Strategies for professional experience, wellbeing and mindful practice. – Cambridge University Press 200p.
- [44] Lindsey, M.L., Harris, B.J., Dahm, L.E., Woods, L. (2024): Establishing the short course in transferable skills training program. – *Journal of Cellular Physiology* 239(7): 6p.
- [45] Lischer, S., Safi, N., Dickson, C. (2022): Remote learning and students' mental health during the COVID-19 pandemic: A mixed-method enquiry. – *Prospects* 51(4): 589-599.
- [46] Luthra, A., Dixit, S., Arya, V. (2023): Evaluating the impact of faculty development on employee engagement practices in higher education: Analysing the mediating role of professional development. – *The Learning Organization* 31(4): 565-584.
- [47] Mahasneh, O.M.K. (2020): A proposed model for the university students' e-portfolio. – *Journal of Education and e-Learning Research* 7(1): 28-33.
- [48] Mathur, A., Hwalek, M., Straub, V., Chow, C.S. (2023): Increasing faculty support, respect, and ability to help doctoral students explore non-academic research career opportunities. – *Heliyon* 9(1): 11p.
- [49] Merianos, A.L., Smith, M.L., Goltz, H.H. (2022): Developing professional identity and networks at conferences. – *Health Behavior Research* 5(3): 10p.
- [50] Mudau, P.K., Modise, M.M. (2022): Using e-portfolios for active student engagement in the ODeL environment. – *Journal of Information Technology Education Research* 21: 425-438.
- [51] Müller, C. (2023): Personality traits and physical activity: Insights from German university students. – *European Journal of Investigation in Health Psychology and Education* 13(8): 1423-1440.
- [52] Muradoglu, M., Horne, Z., Hammond, M.D., Leslie, S.J., Cimpian, A. (2022): Women-particularly underrepresented minority women-and early-career academics feel like impostors in fields that value brilliance. – *Journal of Educational Psychology* 114(5): 1086-1100.
- [53] Murray, D.D., Williams, C.R., Gaddy, J.A., Rogers, C.D., Kirabo, A., Santisteban, M.M., Wanjalla, C.N., Williams, E.M., Sweetwyne, M.T., Damo, S.M., Murray, S.A., Hinton Jr, A. (2024): The power of junior faculty mentoring committees. – *Journal of Cellular Physiology* 239(7): 13p.
- [54] Njoku, A., Evans, M. (2022): Black women faculty and administrators navigating COVID-19, social unrest, and academia: Challenges and strategies. – *International Journal of Environmental Research and Public Health* 19(4): 14p.
- [55] Owusu-Agyeman, Y. (2022): Experiences and perceptions of academics about student engagement in higher education. – *Policy Futures in Education* 20(6): 661-680.
- [56] Paksi, V., Tardos, K. (2024): Professional networking in the field of social sciences. – *Belvedere Meridionale* 36(1): 43-54.

- [57] Pappas, I.O., Vassilakopoulou, P., Kruse, L.C., Purao, S. (2023): Practicing effective stakeholder engagement for impactful research. – *IEEE Transactions on Technology and Society* 4(3): 248-254.
- [58] Penna, D. (2021): Book review: Navigating an academic career. – *Frontiers in Education* 6: 2p.
- [59] Penrose, R.B. (2024): Increasing student self-efficacy: A case for assigning oral communication activities before written assignments. – *College Teaching* 72(2): 98-105.
- [60] Raby, C.L., Madden, J.R. (2021): Moving academic conferences online: Understanding patterns of delegate engagement. – *Ecology and Evolution* 11(8): 3607-3615.
- [61] Radcliffe-Henry, E., Obisesan, O. (2023): The role of mentoring in recruiting and retaining minority physician assistant faculty. – *The Journal of Physician Assistant Education* 34(2): 110-115.
- [62] Ram, S.S., Stricker, D., Pannetier, C., Tabin, N., Costello, R.W., Stolz, D., Eva, K.W., Huwendiek, S. (2023): Cliques within the crowd: Identifying medical conference attendee subgroups by their motivations for participation. – *Advances in Health Sciences Education* 28(5): 1485-1508.
- [63] Ramírez-Castañeda, V. (2020): Disadvantages in preparing and publishing scientific papers caused by the dominance of the English language in science: The case of Colombian researchers in biological sciences. – *PloS One* 15(9): 15p.
- [64] Reyes, J., Kupczynski, L., Gibson, A., Panesar-Aguilar, S. (2021): Clinical adjunct nursing faculty virtual mentoring experience: A qualitative study. – *International Journal of Social Science and Human Research* 4(3): 571-579.
- [65] Rodriguez, A., Smith, J., Barrett, D. (2020): What are the foundations of a good PhD? – *Evidence-Based Nursing* 23(4): 94-96.
- [66] Rubinger, L., Gazendam, A., Ekhtiari, S., Nucci, N., Payne, A., Johal, H., Khanduja, V., Bhandari, M. (2020): Maximizing virtual meetings and conferences: A review of best practices. – *International Orthopaedics* 44(8): 1461-1466.
- [67] Sangeeta, P. (2024): Impact of teacher professional development on student learning at secondary level. – *International Journal For Multidisciplinary Research* 6(2): 6p.
- [68] Savellon, K.I.S., Asiri, M.S., Chavez, J.V. (2024): Public speaking woes of academic leaders: Resources and alternative ways to improve speaking with audience. – *Environment and Social Psychology* 9(9): 15p.
- [69] Shah, D.K., Modna, Y. (2022): The impact of medical students' metacognitive awareness level on their academic performance. – *International Journal of Research in Medical Sciences* 10(11): 8p.
- [70] Shakhshina, A.K., Aubakirova, G.T. (2023): Features of academic writing in the public sector. – *Trends in Science and Education Development* 4p.
- [71] Sherif, K., Nan, N., Brice, J. (2020): Career success in academia. – *Career Development International* 25(6): 597-616.
- [72] Sherman, D.K., Ortosky, L., Leong, S., Kello, C., Hegarty, M. (2021): The changing landscape of doctoral education in science, technology, engineering, and mathematics: PhD students, faculty advisors, and preferences for varied career options. – *Frontiers in Psychology* 12: 22p.
- [73] Sidoti, B.J., Walsh, L.L., Parsley, K.M., Callis-Duehl, K., Hove, A.A., Liu, H., Uzcategui, M., Ospina, D., Bruce-Opris, H., Gonzalez, R., Baraloto, C., McCartney, M. (2023): Characterizing the landscape of plant science careers in the United States I: Government and private sector perspectives. – *Plants, People, Planet* 5(5): 776-795.
- [74] Smith, S., Walker, D. (2024): Scholarship and teaching-focused roles: An exploratory study of academics' experiences and perceptions of support. – *Innovations in Education and Teaching International* 61(1): 193-204.
- [75] Spina, N., Harris, J., Bailey, S., Goff, M. (2020): 'Making it' as a contract researcher: A pragmatic look at precarious work. – *Routledge* 216p

- [76] Thakar, M.S., Rubio, D.M., Murrell, A.J., Morone, N.E., Miland, C.M., White, G.E. (2024): The impact of inclusive mentoring and identity work on self-efficacy in career advancement and career commitment among underrepresented early-career faculty and post-doctoral fellows. – *Journal of Clinical and Translational Science* 8(1): 8p.
- [77] Thatcher, M.D., Wandzura, A.M., Smith, M.C. (2023): Scholarly opportunities for medical students and residents in Canadian medical professional organizations. – *Journal of Medical Education and Curricular Development* 10: 9p.
- [78] Ulfa, J., Aldilla, E., Mufit, F., Festiyed, F. (2023): The influence of implementing portfolio assessments in science learning on student learning outcomes: A systematic review. – *Edufisika: Jurnal Pendidikan Fisika* 8(3): 268-281.
- [79] Uwimana, K., Kanzayire, G., Dukundimana, S. (2024): The importance of mentorship for academic purposes. – *Journal of Modern Hospitality* 3(3): 14-23.
- [80] Varela, O., Premeaux, S. (2023): Teaching, research, and service as drivers of academic career success. – *Organization Management Journal* 20(5): 186-196.
- [81] Varnado, K.E., Bierwas, D.A., Alexander, J.L. (2021): Exploring factors related to job satisfaction among junior faculty in US physical therapist education programs. – *Journal of Physical Therapy Education* 35(4): 270-278.
- [82] Walters, T., Hassanli, N., Finkler, W. (2020): Who is seen to be doing business research, and does it really matter? Gender representation at academic conferences. – *Equality Diversity and Inclusion an International Journal* 40(3): 338-354.
- [83] Wanelik, K.M., Griffin, J.S., Head, M.L., Ingleby, F.C., Lewis, Z. (2020): Breaking barriers? Ethnicity and socioeconomic background impact on early career progression in the fields of ecology and evolution. – *Ecology and Evolution* 10(14): 6870-6880.
- [84] Wang, C.X., Houdyshell, M. (2021): Remote academic advising using synchronous technology: Knowledge, experiences, and perceptions from students. – *NACADA Journal* 41(2): 40-52.
- [85] Watermeyer, R., Crick, T., Knight, C., Goodall, J. (2021): COVID-19 and digital disruption in UK universities: Afflictions and affordances of emergency online migration. – *Higher Education* 81: 623-641.
- [86] Welsh, D.H., Griffin, J. (2022): Small Business Institute® (SBI) projects and awards: Career viewpoints of two entrepreneurs now in academia. – *Small Business Institute Journal* 18(1): 1-9.
- [87] Winberg, C. (2022): Reconceptualising teaching portfolios for professional development in engineering education. – *Southern Journal of Engineering Education* 1: 17-38.
- [88] Xiaoqing, Y., Noordin, Z.M. (2024): Career readiness in Chinese universities: Challenges and opportunities in career guidance education. – *Journal of Digitainability, Realism & Mastery* 3(05): 148-156.
- [89] Yang, M., Viladrich, C., Cruz, J. (2022): Examining the relationship between academic stress and motivation toward physical education within a semester: A two-wave study with Chinese secondary school students. – *Frontiers in Psychology* 13: 10p.
- [90] Zekri, J., Alshehri, A.S., Alfayea, T.M., Bahadur, Y. (2022): The perspective of the oncology health care professionals on educational conferences. – *Global Journal of Health Science* 14(2): 7p.