

Book Project

Title: Millennial faculty in global higher education: Exploring the professoriate in the era of COVID-19

Objective

The purpose of this book is to document the experience of millennial faculty in the United States and abroad, including their expertise and experiences in teaching, research, and academic transitions as young professoriate or scholars in tertiary institutions. The move from elite to mass higher education has witnessed the rise of millennials in the academic profession around the world. This book will investigate the support system and surroundings that help these young teacher-scholars and practitioners transition and integrate into academia. The sub-theme of this book will explore the typologies, characteristics and generation differences of faculty between Millennials and the previous generations (e.g., Gen X, Baby Boomers, and Silent Generation). The book will shed new light on understanding the contemporary global challenges and opportunities that arise with Millennial faculty members, as well as building research-based knowledge when mentoring and assisting these new professors for the academic profession in the era of COVID-19.

Rationale

We use various terms to describe the different generations, such as “Baby Boomer (born between early-to-mid 1940s to 1960),” “Generation X (born between early-to-mid 1960s to early 1980s),” and “Millennials (born between early 1980s to mid-1990s).” These terms are often the language used by society to discuss the current spectrum of population cohorts (Horovitz, 2012; Hunt, 2004; Robert, 1979; Strauss & Howe, 1991). Among the different generations, Millennials are referred to as those born between the 1980s to 1990s, and they typically reach young adulthood in the early 21st century (Mallard & Singleton, 2007; O’Brien, 2007). Studies noted that this population shows “a robust self-confidence, sky-high expectations, and an overwhelming need for praise and assurance” (Mallard & Singleton, 2007, p. 7). Additionally, stereotypes of Millennials described them as self-centered, unmotivated, disrespectful, impatient, and disloyal (Alsop et al., 2009; Hill, 2008). However, other studies argued that Millennials work well in teams, they are motivated and have an impact on their organizations, they favor open and frequent communication with their supervisors, they are more accepting of diversity than past generations and they are at ease with communication technologies (Gorman et al., 2004).

Millennials also own unique characteristics that differentiate them from the previous generations. For example, Millennials desire speed and efficiency. They usually have no tolerance for delays and expect almost constant feedback to know how they are progressing. They strongly prefer learning by doing and interacting. When in the workforce, Millennials also show several distinct features (Hewlett et al., 2009). They are ambitious and tech-savvy while most of them prefer challenges and new experiences from a professional perspective. Millennials desire to make some type of contribution to the world as a part of their work; they enjoy embracing diversity and inclusion expect to work with and work for individuals from different ethnicities and backgrounds; they show a readiness to accept a wide range of cultural differences (Brown & Dancy, 2010); and they also enjoy collaboration. One unique characteristic of Millennials is that

they are more technologically adept (Brown et al., 2012). They are often considered digital natives as most of them were raised in a digital, media-saturated world (Meyer, 2016). Additionally, this population has had immediate access to information and is used to communicating with friends and family using digital means (Perry, 2013).

Early in 2007, Kelly noted that institutions of higher education should consider future Millennial faculty (Kelly, 2007). Furthermore, O'Brien (2007) stated the first wave of Millennial faculty would appear in 2013. Therefore, it is assumed that the average age of a young starting college professor would be the early 30s, especially for those who go straight from undergraduate to graduate school and completed their PhDs by roughly age 30. Therefore, those who began their first job as college professors (age 30 to 35) in 2017 were born between 1982 to 1987, and those faculty members are identified as millennial faculty. As a result, based on this prediction, starting from 2017, many new enrolled faculty members would be Millennials, and these numbers would continue increasing as time goes by. Therefore, it is significant to understand this faculty generation and to provide them the best environment and resource that leverages their advantages. As a group of the millennials, these new growing professors have been considered differently from faculty members who belong to other generations, including work ethic, collaboration, involvement, communication, and the use of technology (Gardner, 2016; Mallard & Singleton, 2007).

Therefore, this book aims to share various trends and issues of millennial faculty in the United States and beyond. It is expected that this book will shed light on how this new wave of faculty differs from those who came before them and assist in setting policy and strategy surrounding the characteristics and leadership traits of faculty members worldwide.

Target Audience

Millennials are entering campuses as faculty members in massive numbers around the world, and they often bring to light several unique challenges and obstacles to campus leaders while also providing opportunities for making global learning more equitable and inclusive. This book will explore the changing academic profession in higher education during the COVID-19 global pandemic, with special attention to the Millennial faculty. Insights and perspectives resulting from this comparative research project can be used by scholars and administrators working in the area of faculty preparation and promotion and for senior faculty members seeking to mentor, empower and collaborate with Millennials colleagues. This project can also benefit advanced practitioners and graduate students who intend to work in colleges and universities, whether as Senior International Officers (SIO) or academic program directors. In the long run, the book will inform institutional policy and strategy by working towards more effective, inclusive, and equitable ways to support academic development and success among the Millennial generation. In the end, this book will serve as a tool for further discussion and reflection within faculty development programs, future faculty preparation workshops, and a foundational reference for future research and scholarship. It is foreseeable that this book will become a much-referenced text for teacher-scholars within the field of international and comparative education and to individuals who work in or with academic affairs related areas.

Tentative Timeline

Proposal submission deadline: Feb. 1, 2022

Full chapter due: July 1, 2022

Reviewers assigned: July 15, 2022

Reviews due: August 15, 2022

Revised chapters back: Oct. 1, 2022

Chapter due to publishers: Dec. 1, 2022

Publisher

Contributing Authors

The editors will invite highly-respected scholars from colleges and universities around the world, as well as highly regarded practitioners of education abroad and emerging scholars who have published in this area to submit a chapter.

Individual chapters are to be written in the style of concise scholarly essays of up to 5,000 words in length. Chapters will follow STAR Scholars protocols and be original contributions that have not been published previously. All chapters will be peer-reviewed by experts in the international higher education field.

Types of Contributions and Length

The book welcomes both conceptual and empirical papers. Examples are:

- Case studies: In-depth reports of international faculty members' workforce experience in the US institutions
- Conceptual papers: Contributions synthesizing existing literature.
- Full research papers: Both qualitative and quantitative studies that study a particular aspect of international faculty members' workforce experience in the US institutions

Competing works

- Strawser, M. G. (2019). *Leading millennial faculty: Navigating the new professoriate*. Rowman & Littlefield.
- Strawser, M. G., Carpenter, R. (2019). *Engaging Millennial Faculty*. New Forums Press

Table of Contents/Possible/suggested Topics (this is a draft)

Section I: Multigenerational Diversity in the Academic Workplace during COVID-19

- Characteristics of Millennials and faculty roles
- Millennial faculty's culture and communication pedagogies
- Millennials as digital natives
- Millennials as transnational scholars

Section II: Millennial Generation Expectation Gap in Global Higher Education

- Millennial faculty's expectations of communication
- Millennial faculty's expectations of work ethic
- Collaboration and engagement among Millennial Faculty
- Community-engaged scholarship among Millennial Faculty
- Research performance and productivity among Millennial Faculty

Section III: Mentoring and Faculty Development of Millennial Faculty

- Campus support systems for Millennial faculty
- The reverse mentoring at workplace
- Recruitment and retainment of domestic and international Millennial faculty
- Academic freedom, global citizenship, and civic engagement among Millennial faculty

Section VI: COVID-19 Challenges and Opportunities of Millennial Faculty

- Fostering cross-generational learning and developing Millennial leaders
- Generational influences in academia
- Developing the next generation of faculty post-COVID-19
- Graduate employability of Millennials

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About the Editors

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Xi Lin is an Assistant Professor in the Department of Interdisciplinary Professions at East Carolina University, North Carolina. Her research focuses on international students and international faculty in the US higher education, instructional strategies for distance learning, and learning motivation of adult learners.

Recent Publications:

Glass, C. R., Bista, K., & **Lin, X.** (Eds.). (2021). *The Experiences of International Faculty in Institutions of Higher Education: Enhancing Recruitment, Retention, and Integration of International Talent*. Routledge.

Lin, X., Sun, Q., & Zhang, X. (2021). Using learners' self-generated quizzes in online courses. *Distance Education*, 42(3), 391-409. <https://doi.org/10.1080/01587919.2021.1956303>

Roy Y. Chan, Lee University, Tennessee

Roy Y. Chan is Assistant Professor of Education and Director of the Doctor of Education (EdD) program in Leadership and Professional Practice in the Helen DeVos College of Education at Lee University, Tennessee, USA. His research agenda broadly focuses on graduate and professional education, online and distance education, and international higher education.

Recent Publications:

Chan, R. Y., Bista, K., & Allen, R. Y. (Eds.). (2021). *Online Teaching and Learning in Higher Education during COVID-19: International Perspectives and Experiences*. Routledge.

Ammigan, R., **Chan, R. Y.**, & Bista, K. (Eds.). (2021). *COVID-19 and Higher Education in the Global Context: Exploring Contemporary Issues and Challenges*. STAR Scholars.

Chan, R. Y. (accepted). [Review of the book, *Trends and Issues in Doctoral Education: A Global Perspective*, by M. Yudkevich, P. G. Altbach, & H. de Wit]. *Global Studies Literature Review*, NAFSA.

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Krishna Bista is an Associate Professor in the Department of Advanced Studies, Leadership and Policy at Morgan State University, Maryland (USA). His research focuses on college student experiences related to classroom participation, perceptions of academic integrity, faculty-student relationships, role of advisors, and cross-cultural teaching and learning strategies in higher education. Previously, Dr. Bista served as the director of Global Education at the University of Louisiana at Monroe, where he was Chase Endowed Professor of Education in the School of Education. Dr. Bista is founding editor of the *Journal of International Students*, a quarterly

publication in international education. He is also the founding chair of the Study Abroad and International Students SIG at the Comparative and International Education Society.

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Glass, C. R., **Bista, K.**, & Lin, X. (Eds.). (2021). *The Experiences of International Faculty in Institutions of Higher Education: Enhancing Recruitment, Retention, and Integration of International Talent*. Routledge.

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