



STRATEGICALLY PLANNING FOR THE MILLENNIAL GENERATION

IMPLICATIONS

How should we strategically plan for the Millennial Generation?

- ▶ Colleges and universities have a responsibility to meet students where they are, rather than wish for another kind of students. Institutions must respond to the kinds of students they are dealing with now, be aware of who they are, how they think, and how they feel. (Dehne, 1997, p. 1)
- ▶ Knowing more about the millennial generation is vital if we are going to provide relevant and appropriate student services.
- ▶ Acknowledging that Millennials have grown up on computers and the Internet where services and information are readily available day or night, it is a reasonably safe assumption that they will prefer—if not expect—this service delivery.
 - What does this mean to the services that we provide?



Implications

- ▶ Millennials are close to their parents who with counselors, physicians, lawyers, will form a “helicopter team” hovering over the student through the college years. Parents who once obsessed over their child’s soccer games will play an equally involved role when their children come to campus. Millennials will prefer nearby colleges to their families.
- ▶ We need to market a safe, protected environment and promote an environment safe from corrupting values and commercialism. Top quality health services and counseling services will be critical to this generation. They will use the latter proactively.
- ▶ ‘In loco parentis’ will supplant FERPA as the guiding principle. Finding means to engage parents will become critical. Institutions are already responding by creating offices of parental communications to handle the avalanche of e-mail from mom and dad.

- ▶ Class and gender differences will overtake race as the topic of debate. The line between the halves and the have-nots will be drawn over issues of who can afford college-selection counselors and private tutors. Recruitment and retention services will increasingly be focusing on men, who will be dropping out in record numbers.
- ▶ Millennials are a generation accustomed to following rules. They have ambitious schedules of homework and extracurricular activities. We should stress good outcomes. Emphasis on social norming and how many people are doing the 'right thing.' This generation will respond positively to expectations for success.



Implications

- ▶ Millennials aspire to teamwork in their careers and expect technology to constitute an important dimension of their work.
- ▶ They are more cognizant of the global dimension of their lives. They grew up with diversity. We need to promote our liberal studies curriculum and how this program relates to their lives.
- ▶ Millennials agree with parental values and expect high standards of behavior. We need to set high standards of expectations within in and out of the classroom experiences.



Implications

- ▶ Millennials want to have constant feedback and know how they are doing all the time.
- ▶ They also want life balance with an equilibrium between work and play.
- ▶ Millennials think it's cool to be smart and they are more likely to be better in science and math than verbal.
- ▶ They expect our institution to provide cutting-edge technology.
- ▶ How can we use what we know about our students to improve our efforts in helping them to become successful learners?



They're variously called the Internet Generation, Echo Boomers, the Boomlet, Nexters, Generation Y, the Nintendo Generation, the Digital Generation, and in Canada, the Sunshine Generation.

Millennials are arriving on our campus with higher expectations than any generation before them – and they're so well connected that, if we do not match those expectations, they can tell a few hundreds instant messaging peers with one click of the mouse.