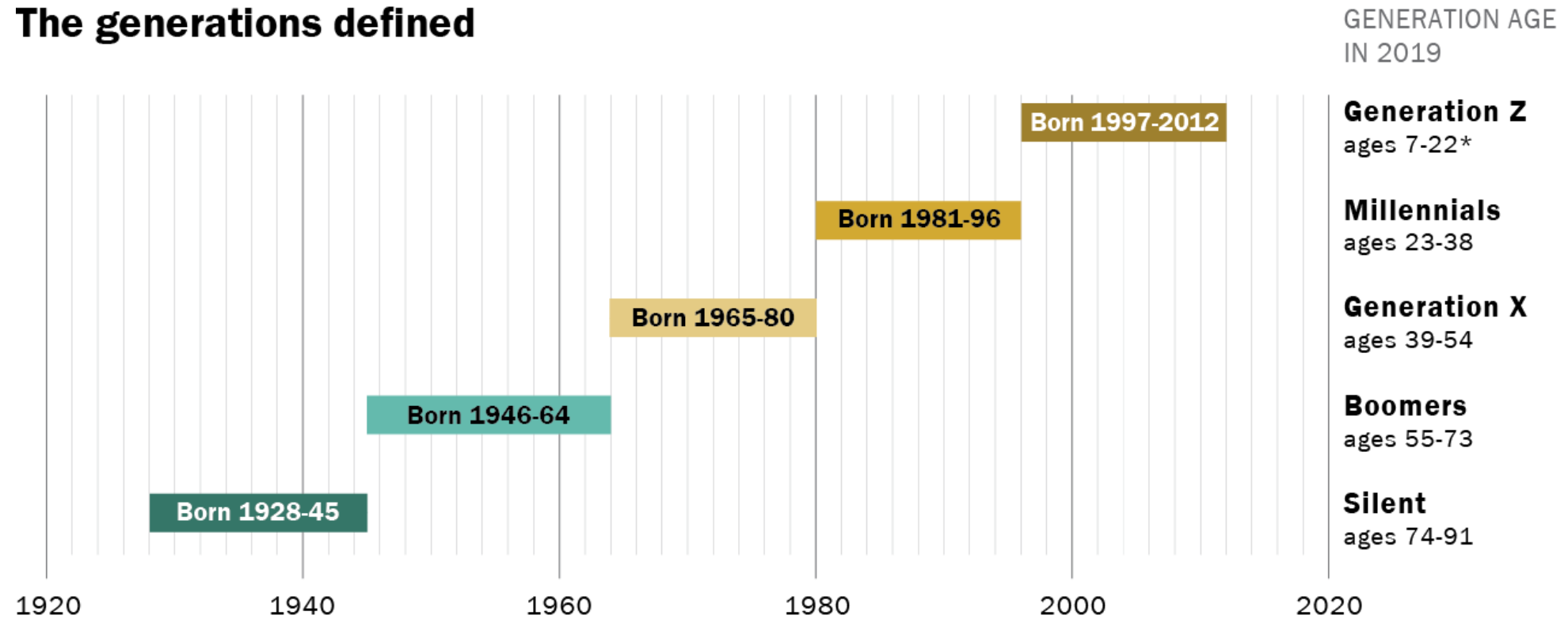


"Okay, Boomer." (or Gen X or Millennial): Working with Gen Z

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BYU G.E. ACADEMY - JUNE 2, 2023

The generations defined



*No chronological endpoint has been set for this group. For this analysis, Generation Z is defined as those ages 7 to 22 in 2019.

PEW RESEARCH CENTER



When Discussing Generations

Generations are somewhat arbitrarily defined. Yet every generation has a "span" often demarcated by politics, wars, economies, technology, social movements, events, etc.

It's perhaps more helpful to view generations as a lens through which we view behaviors/characteristics/attitudes rather than labels (which lead to overly broad generalizations and stereotypes)

"Kids these days"! But youth of every generation face an environment different from their parents because societies change.

| | | | | |
|--------------------------|------------------------------------------------------------------|-------------------------------------------------|----------------------------------------------|---------------------------------------------------|
| Highly Collaborative | Digital Natives | Tolerant | Activists | Values Diversity & inclusion |
| Values Flexibility | Social | Values authenticity | Values Non-Hierarchical Leadership | Values relevance |
| Want instant information | Self-reliant through technology | Values Support (expects support) | Values self-definition and unique identities | Snowflakes |
| Refuse to grow-up | Don't work (lazy) | Pragmatic | Values self-care | Distrust in Higher Ed (inside HE) |
| Project-based learning | Flexible spaces that allow for interaction (physical and online) | Values guidance on study skills, wellness, etc. | Stressed, anxious, depressed | What do you see in "the student in front of you"? |

So Let the Stereotyping Begin

(Roberta Katz & the Oxford iCorpus)



Discuss & Share

What have you done to change your approach (pedagogy, course development/format, communication, mentoring, expectations) with students recently?



Why did you change?



How has it worked out?



College Student Mental Health

- 2020-2021 school year, more than 60% of college students met the criteria for at least one mental health problem (Healthy Minds Study, published in the Journal of Affective Disorders, Vol. 306, 2022)

- Three quarters of students reported moderate or severe psychological distress (National College Health Assessment, published by the American College Health Association, 2021)

- 12-year trend – more come with dx & more severe pathology

- Suicide risk is the highest for ages 18-25 (CDC)

- Numbers increase for underrepresented and marginalized groups

- Most common concerns seen at CAPS

- ■ Anxiety/stress
- ■ Depression
- ■ Academic Distress
- ■ Relationship Concerns

How to Support Student Mental Health (adapted from the Jed Foundation)

Invite students to talk to you when they are struggling (general announcement and individually when you notice something)

Place resources in your syllabus and talk about them from time to time

Be informed about university resources (mental health, academic services, accessibility, support for BIPOC, First-Gen, Students not of our faith, LGBTQ)

Set morning or early afternoon deadlines for assignments—students push deadlines

Consider allowing some exceptions for mental health absences like we might for physical ones

Model self-care by talking about how you manage stress (talking, exercise, nature, hobbies)

Foster an atmosphere of respect and belonging in our classrooms





Watch for struggling students

- Missed assignments
 - Frequent absences
 - Change in performance (doing poorly after doing well)
 - Change in class participation (diminished, odd comments, inappropriate)
- Falling asleep regularly
- Poor hygiene
- Erratic or inappropriate behavior
- Content in assignments that might cause you to worry

(Adapted from the Jed Foundation)

Resources for Faculty

[Help.byu.edu](https://help.byu.edu) (faculty/staff and common concerns tab)

- Tips for talking to students about their struggles
- How to make a referral
- Distressed student protocol

[CAPS.byu.edu](https://caps.byu.edu)

- How CAPS can help
- More on how to help and talk to students
- What to do in a crisis



A red pushpin is stuck into a map, with its point resting on a yellow area. The map shows some street names like 'PALCO' and 'SQUARE'. The background is a blurred map with various colors and lines.

Bibliography

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