First Annual Staff Retreat

Front Stretch (Professional Development seminar)

Student Development Theory and The Millennial Generation

May 8, 2006

Dr. David DiRamo

Getting Started...

A special thanks to:

Mr. John Schnorle
and his tech staff!

ars-technologies.com
Just for fun (Getting to know “Us”)... 

Favorite NASCAR team (or driver):

1. Roush Racing (Mark Martin, Biffle, Kenseth)
2. Hendrick Motorsports (Jeff Gordon, Kyle Busch, J. Johnson)
3. Penske (Kurt Busch, Ryan Newman)
4. Dale Earnhardt Inc. (Junior)
5. Petty Enterprises (Kyle Petty, Bobby Labonte)
6. Other

2006 Official Driver Standings
After: Crown Royal 400 at Richmond International Raceway, 5/6/06

1  Jimmie Johnson  1521 Leader $3,351,475 Hendrick
2  Tony Stewart   1466 -55 $2,328,662 Gibbs
3  Matt Kenseth   1422 -99 $2,197,170 Roush
4  Mark Martin    1345 -176 $1,350,160 Roush
5  Kevin Harvick  1313 -208 $1,691,335 Childress
6  Dale Jr.       1305 -216 $1,748,465 Earnhardt
7  Kasey Kahne    1274 -247 $1,985,450 Evernham
8  Kyle Busch     1237 -317 $1,257,260 Hendrick
9  Jeff Gordon    1216 -305 $1,639,130 Hendrick
10 Case Mears     1168 -353 $2,194,148 Ganassi
Just for fun (Getting to know “Us”)...

Where are you “from”?:

1. Alabama
2. The South (state other than Alabama)
3. Up North (yikes)
4. Midwest - West - Other

Just for fun (Getting to know “Us”)...

What’s your political affiliation?:

1. Democrat
2. Republican
3. Independent
4. Crimson Tide
**Just for fun (Getting to know "Us")...**

How long have you been working for the Office of the Dean of Students?

1. Less than one year
2. One to three years
3. Four to nine years
4. Ten or more years

**Just for fun (Getting to know "Us")...**

How often do you interact with students?

1. A lot... all day long and then some!
2. Some... everyday but have other tasks also
3. Not a whole lot... couple of times per week
4. None... really behind the scenes
Just for fun (Getting to know "Us")...

How do you enjoy your job?

1. Love it
2. Like it
3. It's a job

Student Development Theory

- Student life educators are full partners in the process of teaching and learning!
- Holistic approach to student development
- Promoting intellectual, moral, spiritual, and social development
- Identity Theory

- Lifelong learning [Click here]
**Student Development (cont’d)**

Things to consider…

- Assess learning in the context of accountability
- Reality of how today’s (and tomorrow’s) students “go to college”
- Our expectation that students come with aptitude and attitude to learn
- Others underestimation of the value of learning from life off campus
- Technology

**Student Development (cont’d)**

Transformational actions…

- Take charge by reshaping what truly matters
- Use data for decision making
- Campus folks get involved with K-12 reform
- Embrace technology as good, not evil
- Be a student of your current students … …and those students you seek to attract in the future
- Find more “guru’s”
Incoming freshman’s own expectations for intellectual and personal development

What percentage of incoming freshman WOMEN and MEN said "becoming a more cultured person was an important motivation for attending college?":

1. 75% women / 60% men
2. 50% women / 33% men
3. 33% women / 25% men
4. 25% women / 15% men

Incoming freshman’s own expectations for intellectual and personal development

Top reasons noted as very important in deciding to go to college

<table>
<thead>
<tr>
<th>Reason</th>
<th>All</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To learn more about things that interest me</td>
<td>78%</td>
<td>73%</td>
<td>81%</td>
</tr>
<tr>
<td>2. To be able to get a better job</td>
<td>72%</td>
<td>72%</td>
<td>72%</td>
</tr>
<tr>
<td>3. To be able to make more money</td>
<td>71%</td>
<td>74%</td>
<td>69%</td>
</tr>
<tr>
<td>4. To get training for a specific career</td>
<td>69%</td>
<td>65%</td>
<td>73%</td>
</tr>
<tr>
<td>5. To gain an education and appreciation of ideas</td>
<td>65%</td>
<td>58%</td>
<td>71%</td>
</tr>
<tr>
<td>6. To prepare myself for graduate or prof. school</td>
<td>58%</td>
<td>51%</td>
<td>64%</td>
</tr>
<tr>
<td>7. To find my purpose in life</td>
<td>52%</td>
<td>45%</td>
<td>57%</td>
</tr>
<tr>
<td>8. To become a more cultured person</td>
<td>42%</td>
<td>35%</td>
<td>48%</td>
</tr>
</tbody>
</table>

Source: Annual National Survey of Incoming Freshmen, Fall 2005 (Cooperative Institutional Research Project, Higher Education Research Institute at UCLA).
**Student Development & Engagement**

- "Engagement" is how involved students are with learning both in and out of the classroom.
- Rebekah Nathan’s book *My Freshman Year: What a Professor Learned by Becoming a Student*.
- Disconnect between institutional assumptions and policies… and the realities of contemporary student culture.
- (Somehow) Engage students:
  - …Use them as employees or volunteers
  - …Use on boards and committees

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**Student Development & Engagement**

*Encourage students to…*

- Discover their own capabilities
- Learn from mistakes
- Practice what is learned in the classroom
- Experience difference and conflict
- Learn to be leaders and citizens

*Learning and development occurs…*

- …in the union, student activities center, Greek life, other social and recreational infrastructure
- …with the guidance, support, teaching, and commitment of student-life professionals
**Student Development & Engagement:**

Which of the following “engagement factors” has the most correlation with the US News rankings of top colleges and universities?

1. How academically challenging
2. Amount of "active learning" that takes place
3. Student-faculty interaction
4. How "enriching" the educational experiences are
5. Supportive campus environment

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**Student Development & Engagement**

Enriching educational experiences = Participation in community service, practicum, and internships.

Supportive campus environment = Colleges committed to student success and cultivating positive working and social relations among different groups on campus.

Source: 2005 National Survey of Student Engagement (NSSE), Indiana University.
Our students

What will be the most dominant feature of students for the next ten years?

1. Violent
2. Pessimistic
3. Under-prepared
4. Optimistic
5. Wimps
6. Brilliant

Our students... The Millennial Generation

This generation of students...
Millennial Generation (birth years 1982 to 2002)

- Full of self-esteem and "special"
- Education-minded and achieving
- Socially conscious
- Team-oriented
- Masters of technology
- Integrity is admirable
- Parental involvement / sheltered
- Pressured

Our students... The Millennial Generation

- Generational approach: Student life educators can better identify students' needs
- Perhaps oversimplified (but useful tool for understanding students)
- Each generation has its own “Story” and “Personality”
- Interactions with other generations

Personality of Millennials impacts delivery of services...

- Use of technology holds promise for efficiency
- Tap into Millennials themselves for larger roles in...
  …Discipline and student rules
  …Campus activities
  …Community service
- Revisit your organizational structure in light of the student body’s characteristics
- Get ready for Millennial employees in student life work
**Our students... The Millennial Generation**

Transformational actions…

- Make college “cool”
- Offer paths to “meaningful” careers
- Satisfy a craving for connections
- Create and recreate
- Connect early-on to their goals
- Prepare for “helicopter” parents

“By the end of this decade, Millennials may well transform the American campus as much as Boomers did in the sixties, but they will transform it in the opposite direction.”

Neil Howe & William Strauss

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**Concluding thoughts... Contemporary issues**

Will college students have more or less “rights” in the future?

1. More

2. Less
Student’s Rights

- Erosion of FERPA
- Movement to ban faculty political views from the classroom
- Attempts to limit types of activities funded by student fees
- A high level of misunderstanding of First Amendment guarantees

Sources include The Foundation for Individual Student Rights in Education, Center for Campus Free Speech, United States Student Association, DOE, OCR and ACLU

Student’s Rights

Transformational actions…
- Rights are not a nuisance
- Arm students with the knowledge
- Seize experiences to exercise these rights
- YOU be the one to evaluate your institutional practices and policies
- Create heroes not martyrs
- Prepare to be misunderstood
Concluding thoughts... Contemporary issues

Which foreign country will have the greatest impact on the future of our students?

1. Mexico
2. India
3. Russia
4. China

Looking to the Far East and Asia

• India and China are home to 40% of the world’s population
• China graduates twice as many B.A.’s and six times as many engineering majors as the U.S.
• U.S. exports to China have surged 60% in the past 2 years
• China’s economy has expanded at a sustained annual rate of 8%, India’s at 5.8% annually since 1980
• India produces a million more college graduates than U.S.

Looking to the Far East and Asia

*Transformational actions…*

- Direct students from Europe to Asia
- Create expectations in the curriculum, in students and in ourselves
- Adopt new perspectives on programs, practices, and skill development
- Seize the fact that Asia is a “work in progress”
- Reinvent yourself like Cadillac

Concluding thoughts… Contemporary issues

What is THE primary role of student life educators and the Office of the Dean of Students in the future?

1. To serve
2. To be visionary
3. To educate
4. To develop
5. To lead
Leadership

“Leadership is a process that is ultimately concerned with fostering change. In contrast to the notion of “management,” which suggests preservation or maintenance, “leadership” implies a process where there is movement – from wherever we are now to some future place or condition that is different. Leadership also implies intentionality, in the sense that the implied change is not random but is rather directed toward some future end or condition that is desired or valued.”

Alexander and Helen Astin
Principles of Transformative Leadership
January 2001 AAHE Bulletin

Leadership

Transformational actions…

• Student, not content-centered
• Comfortable with reshaping accountability
• Able to demystify
• Creators of tomorrow
• Superior partners, coalition-builders, and collaborators (especially with those with which we disagree)
• Values-based and purposeful
• Confident in our knowledge and rightful role
• Devoted to those we do not now know and may never meet