

# THE IMPACT OF GENERATION ON TEACHING TODAY'S STUDENT

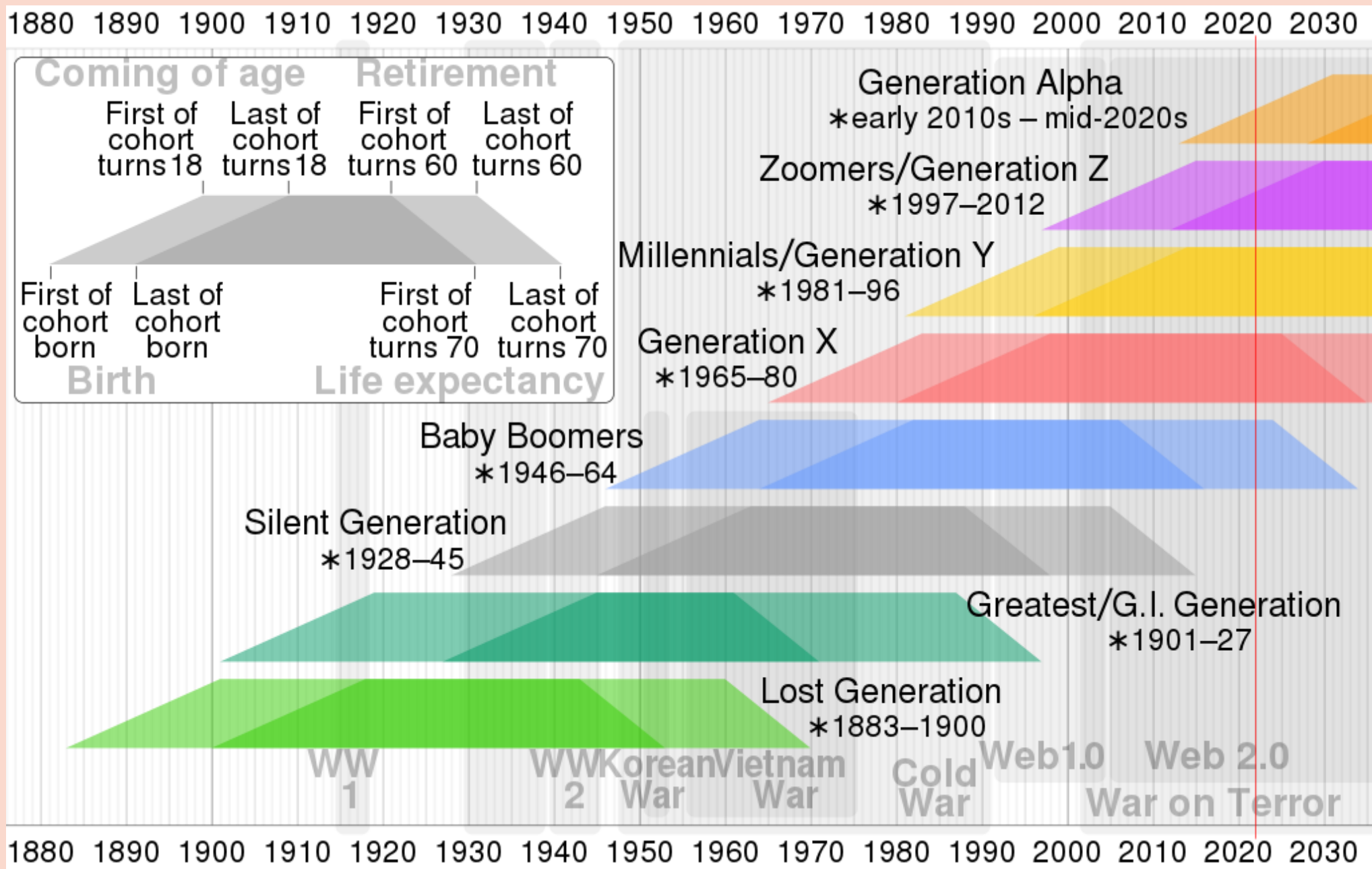
Jason Parcover (he/him) - AVP Student Wellbeing,  
Director Counseling Center, Affiliate Faculty

**“I SEE NO HOPE FOR THE FUTURE OF OUR  
PEOPLE IF THEY ARE DEPENDENT ON THE  
FRIVOLOUS YOUTH OF TODAY”**



Hesiod (8<sup>th</sup> century BC)





# BE A CROSS-CULTURAL COMMUNICATOR!

Individuals are unique,  
but ...

Each generation is  
significantly influenced  
by the socio-historical  
environment they grew  
up in

Leading to shared  
attitudes, values, beliefs



# GENERATION Z (AKA ????)

- Post-911
- Terrorism is part of the landscape
- Economic turbulence
- The prevalence of social media
- The impact of climate change
- Threat of sexual harassment and assault
- Impact of racism, intersectionality, and social injustice
- **Uncertainty** defines their mindsets



## Millennials

I am nurtured

My first gadget was an iPod

I am awesome!

I grew up in a time of expansion

I am full of confidence

## Generation Z

I am savvy and cautious

My first gadget was an iPhone

I am pragmatic

I grew up in a time of recession

I am full of angst



# THE TIMES THEY ARE A CHANGIN'

- “Finsta” vs. “Rinsta”
- Snapchat vs. Facebook
- What is this slide about?



## GENERATION Z BORN: 2001 – 2020

GLOBAL | ENTREPRENEURIAL | PROGRESSIVE | LESS FOCUSED

**Shaped by:** Life after 9/11, the Great Recession, access to technology from a young age

**Motivated by:** Diversity, personalization, individuality, creativity

**Communication style:** IMs, texts, social media

**Worldview:** Self-identify as digital device addicts; value independence and individuality; prefer to work with Millennial managers, innovative coworkers, and new technologies

### Employers should:

Offer opportunities to work on multiple projects at the same time; provide work-life balance; allow them to be self-directed and independent



Gen Zers who want to interact with their boss daily or several times each day<sup>9</sup>



Gen Zers who expect their employer to provide formal training<sup>10</sup>



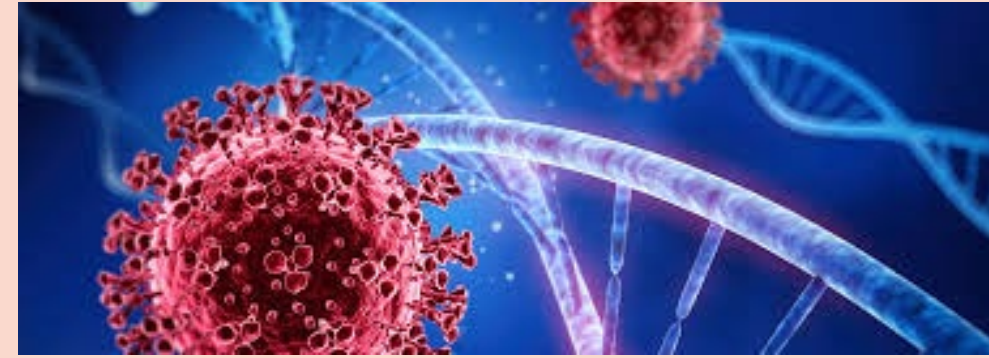
# GENERATION Z AT WORK

- Prioritizes authenticity and connectivity in relationships
- Prefer flexible work environments with clear direction and transparency
- Seeking job security
- Value workspaces that prioritize diversity and social responsibility





# LINGERING IMPACT OF COVID ON STUDENT WELLBEING



- Reported levels of anxiety and depression had been rising for about a decade pre-pandemic
- Nov 2020 – 42.6% of college age adults reported symptoms of anxiety or depression
- Today – 20.7%
- “There’s so many things affecting adolescents and young adults that are about uncertainty with their future and that hasn’t changed.”
- Research shows that the young pay more attention to social conditions - so they are both more exposed to the consequences and more aware of them.
- This wellbeing age gap will remain



# WHAT GRADUATE STUDENTS WANT US TO KNOW

## 1. Time Constraints

- **What they want faculty to know:** Flexibility in deadlines, understanding the complexities of their schedules, and recognizing that their time is often divided among competing responsibilities would be appreciated.

## 2. Financial Pressures

- **What they want faculty to know:** Awareness of the financial pressures they face and consideration for the impact that these pressures have on their academic performance and mental health is important. Any support, whether through funding opportunities, resources, or understanding the need for paid work, would be beneficial.

## 3. Mental Health Challenges

- **What they want faculty to know:** Faculty should be mindful of the mental health challenges that graduate students might be facing and be open to providing support, whether through referring students to mental health resources or creating a classroom environment that promotes well-being.

## 4. Family and Caregiving Responsibilities

- **What they want faculty to know:** Understanding and accommodating these responsibilities—such as through flexible scheduling or allowing remote participation—can make a significant difference in their ability to succeed.



## 5. Social and Academic Integration

- **What they want faculty to know:** Faculty can help by fostering an inclusive environment, encouraging peer support, and creating opportunities for social and academic engagement. Recognizing the diversity of backgrounds and experiences in the graduate student population is key.

## 6. Career Development Concerns

- **What they want faculty to know:** Guidance and mentorship in career development are crucial. Faculty can play a significant role by providing advice, offering networking opportunities, and supporting students' professional growth.

## 7. Expectations of Independence

- **What they want faculty to know:** Clear communication about expectations, regular check-ins, and constructive feedback can help graduate students navigate their academic journey more effectively.

## 8. The Need for Compassion and Empathy

Graduate students appreciate faculty who are compassionate and empathetic to their unique situations. Understanding that each student's experience is different and being willing to listen and adapt can create a more supportive academic environment.



# HOW TO CONNECT



**1. TRUST MUST BE  
EARNED.**



**2. CREDIBILITY MUST  
BE ESTABLISHED.**



**3. RELATIONSHIP  
MUST BE FORMED.**



**4. VALUE MUST BE  
CLEAR.**



# CAPITALIZE ON GEN Z TALENT

## Multitaskers

- Can handle a lot at once
- Set expectations
- Give real projects – show that you need them

## Take an interest in their success

- Achievement oriented

## Plan to be collaborative

- Team oriented- enjoy collaborating and building friendships with colleagues. Allow them to work in groups when possible.



Your students and employees are telling you exactly what they need from you. They need to be able to be themselves and they need to not have to hide themselves. But so many of our institutions were formed during a very different time and under much more narrow definitions of what success looked like. How do we adapt?

- Glenn Llopis



# “THE CARE NETWORK”

Student Life

Togetherall

ALANA Services

Student Health

Recreation and  
Wellness

Mental Health Task  
Force

Dean of Students

Public Health

Disability Support

Academic Advising

CARE Team

Faculty



# SUPPORTING STUDENTS IN EMOTIONAL DISTRESS: A GUIDE FOR CAMPUS LEADERS

Counseling vs. Comfort	Examples:	What to do:
Student with evidence of dangers to self or others	<ul style="list-style-type: none"> <li>• Aggressive, disruptive, or bizarre behavior</li> <li>• Suicidal thoughts or behavior</li> <li>• Evidence of plan to harm others</li> <li>• Homicidal thoughts or behaviors</li> <li>• Significant disconnection from reality</li> </ul>	<ul style="list-style-type: none"> <li>• If immediate safety of student/others is in danger contact Public Safety: 410-617-5911</li> <li>• For mental health emergencies, contact the CC: 410-617-2273 (M-F; 8:30 AM - 5PM) or 410-617-5530 (After 5PM and weekends)</li> <li>• Contact the Dean of Students (410-617-2621) if additional consultation is needed</li> <li>• Consult with your supervisor/department chair, and/or the Dean of Undergrad Studies (410-617-5547)</li> <li>• If after hours, contact Public Safety to be connected to campus resources</li> <li>• Fill out the <a href="#">Care Team Referral form</a> after emergent needs are addressed</li> </ul>
Student with intense & chronic, uncomfortable emotions	<ul style="list-style-type: none"> <li>• Frequent crying</li> <li>• Difficulty concentrating</li> <li>• Panic attacks</li> <li>• Behavioral outbursts</li> <li>• Social isolations</li> <li>• Non-lethal self-harm (e.g., cutting)</li> <li>• Recent traumatic experience</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Green response plus...</b></li> <li>• <b>Refer to Counseling Center and provide support in scheduling appointment if student is willing</b> <ul style="list-style-type: none"> <li>◦ Call 410-617-2273 or walk student to counseling center (HU 150)</li> <li>◦ Consult with CC counselor, who can recommend a crisis appointment or help student schedule appointment</li> <li>◦ After 5pm and weekends: call 410-617-5530</li> </ul> </li> <li>• <b>Refer to other campus support as appropriate</b></li> <li>• <b>Fill out <a href="#">Care Team Referral Form</a></b></li> <li>• <b>Inform/consult with supervisor/department chair</b></li> </ul>
Student with uncomfortable emotions	<ul style="list-style-type: none"> <li>• Sadness/crying</li> <li>• Stress/anxiety</li> <li>• Social withdrawal</li> <li>• Family difficulties</li> <li>• Academic concerns</li> <li>• Adjustment concerns</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Validate, Appreciate, Refer</b></li> <li>• <b>Facilitate connection with peers</b> <ul style="list-style-type: none"> <li>◦ Resident Assistants, Evergreens, Student Clubs, Group Fitness</li> </ul> </li> <li>• <b>Facilitate support from Loyola professionals</b> <ul style="list-style-type: none"> <li>◦ Student Life, Campus Ministry, DSS, Career Center, Student Engagement</li> </ul> </li> <li>• <b>Stay connected - check in with the student occasionally</b></li> </ul>





QUESTIONS?

**THANK YOU!!**

