Generations in Flux
How Gen Z Will Continue to Transform Higher Education Space

by Persis C. Rickes

The generational characteristics and traits of the rising Gen Z cohort will drive physical changes on college and university campuses.

AT THE TURN OF THE MILLENNIUM, a new type of student began to swell the ranks of higher education. Immediately tagged as "digital natives," these students were also described as consummate multitaskers, achievement oriented, and sheltered. These characteristics also set them squarely apart from their predecessors, the smaller and much-maligned Generation X cohort that followed on the heels of the Baby Boomers.

Initially referred to as Generation Y, the more descriptive and memorable term "Millennials" slowly took root. Coined by William Strauss and Neil Howe (1991), who identified a recurring cycle of generational typologies, the term applied to the generational cohort that launched with those children born in 1982. By sheer numbers alone, this generation easily surpassed the Baby Boom generation, fueled in part by a rising immigrant population. The Millennial influence has rippled throughout popular culture and into the workforce as the leading-edge members of this generation are now well into their thirties.

No generation holds permanent sway, and almost as soon as one cohort is defined and parsed another comes along to test its mettle. This new rising generation has been dubbed Generation Z or "Gen Z" by most—for now. The generation and its members are also variously referred to as Post-Millennials, Plurals, iGen, and the Sharing Generation, among other names.

There is no consensus on the transitional date between the Millennials and Gen Z (Williams 2015). Howe (2010) established the generational marker for Gen Z as 2005, somewhat later than other sources, but consistent with his generational cohort theory approach. Once a particular generation's zeitgeist becomes clear, frequently in response to the indelible stamp of a major societal event, then so do the dates bracketing that generation—and not until.

Alternatively, the Pew Research Center (2015) has yet to establish a definitive demarcation date for the Millennials. The center's determining factor is not generational characteristics, per se, but rather the birth crests and troughs associated with the demographic roller coaster. Still others have been looking at Millennials in the rearview mirror for the better part of two decades by assuming that the length of a generation is growing shorter. The literature that refers to college-going Gen Zers, then, is really reporting on the characteristics of trailing Millennials according to Strauss and Howe. These trailing Millennials are being perceived as a "new" generation precisely *because* they have begun to exhibit notably different characteristics, values, and attitudes, although they are not yet necessarily the norm.

Continuing with Strauss and Howe's dates, roughly half of Generation Z's members are already present and accounted for, with those on the leading edge in their "tweens." Once they enroll in higher education, will members of this

generation continue to have the transformative impact on campus planning and design that the Millennial Generation has had? Meanwhile, given that the lines are blurred between trailing and leading generational cohorts, what are we already beginning to observe in trailing Millennials?

GENERATIONS DECODED

Although it is easy and tempting to paint an entire generation with the same cultural brush, no single generation can be so readily and uniformly categorized. While it is evident that generational cohorts share values and traits given some of their common social and cultural experiences, the dividing dates between cohorts are not rigid and are more for referential convenience. Indeed, individuals on the generational cusps share traits with their neighboring generations, which is why "trailing Millennials" hint at the characteristics and affinities that will become increasingly associated with "rising Gen Zers."

To understand the characteristics that both unify and divide generations, it is instructive to examine the broader generational context. Including Generation Z, there are six extant generational cohorts represented in the current U.S. populace. The bracketing dates and associated generational characteristics identified below are substantially drawn from the work of Strauss and Howe (1991, 1997), who have examined some 18 U.S. generations and their defining markers. Observations are also offered here regarding how various generations have had an impact on higher education.

The **G.I. Generation** (1901–1924), also known as the "Greatest Generation," is both the oldest and most rapidly dwindling of the extant cohorts. Civic minded, optimistic, and team focused, this "straight arrow" achievement-oriented generation was responsible for suburbia and the moon landing.

As a result of the 1944 G.I. Bill, more than two million new students flooded college campuses over the subsequent

decade, igniting a major construction boom. Since speed was of the essence in reducing the pressure on overtaxed facilities, many of the collegiate buildings constructed in the 1950s and into the 1960s were basic in both design and materials—factors that continue to plague many colleges and universities, especially those in the public sector.

The **Silent Generation** (1925–1942) was shaped by the Great Depression and came of age after World War II. A smaller generation sometimes known as the "Lucky Few," it was sandwiched between the war heroes of the G.I. Generation and the flower children of the Boomer Generation and so lacked a distinct cause to rally around. Instead, members of the Silent Generation adopted a don't-rock-the-boat attitude, played by the rules, and were firmly committed not only to their career but also to their family and friends. Many members devoted their entire work life to a single company.

Members of the Silent Generation arrived on campus during the somber days of World War II and graduated before student activism took hold. Today, they are now the most senior faculty members on college and university campuses, many of them holding emeriti status.

The **Baby Boom Generation** (1943–1960) exploded on the scene, especially in contrast to the low-key nature of the Silent Generation. (For many—and especially for those who align themselves with the Baby Boom Generation—the years 1946–1964 have always bracketed the generation. These were the years corresponding directly with the demographic fertility bulge and widely reported in the media. Although the Howe and Strauss cohort dates are maintained here for sequential continuity, these alternative dates are acknowledged for those early and late Boomers who prefer to remain so.)

The massive numbers of the Boomer Generation also made it a dominant cultural force, and it retained its status as the largest generational cohort until recently being overtaken by

Millennials. As idealistic optimists, Boomers were confident in themselves and distrustful of authority, questioning the relevance of social structures—along with anyone over 30. As risk takers, they consistently pushed the envelope. Boomers attended higher education in the turbulent 1960s through the 1970s, leading to yet another campus building boom in which facilities were constructed quickly—and with little regard for energy consumption, an oversight that would suddenly become all too apparent. This construction spurt also happened to coincide with the Brutalist architecture movement, whose aging concrete is responsible for yet another set of deferred maintenance challenges.

Boomers represent perhaps 40 percent of higher education faculty and staff at present and more when faculty alone are considered. Although this percentage has begun to dwindle, there is some indication that it will be a slow decline given the strong preference expressed by Boomer faculty to delay retirement as well as the 1994 lifting of the compulsory retirement age for tenured professors. A *Chronicle of Higher Education* article noted that at least one-fourth of all tenured/tenure-track faculty are nearing 70 years of age, although this varies by institution (June 2012). In contrast, only eight percent of all faculty were over age 60 in 1978. College faculty are now among the oldest workers in the U.S. labor force (Campbell 2016).

Generation X (1961–1981) began emerging in the early 1960s. This is a generation that has been pegged by the media as cynical and disconnected. Gen Xers are also known as "latchkey kids" because it was likely that both parents worked so they were frequently left on their own. As adults, many now feel that the world is out to get them. In reality, they are the practical skeptics and entrepreneurial free agents who launched the dot com boom and have learned the value of trusting their own instincts.

Members of Generation X attended college in the 1980s and 1990s. Following in the wake of the Baby Boomers, the modest size of this generational cohort took higher education by surprise. This "birth dearth" or "baby bust" triggered a significant enrollment slump beginning in the late 1970s, curtailing the construction of new facilities on many campuses. The positive side effect was that institutions scrambled to fill empty seats by attracting traditionally underserved populations to campus, including women, veterans, and older students, forever transforming the demographic of the "typical" college student. By 1979, the number of women enrolled in higher education outnumbered men, a gap that has continued to widen ever since.

Generation X, although a smaller cohort initially, has been augmented by immigrants over time. Gen Xers likely comprise an estimated one-fourth of faculty and staff at colleges and universities given that they have been in the workforce longer (Fry 2015). Along with a growing number of Millennials, they are filling the employment void being left by reluctantly retiring Boomers.

The **Millennial Generation** (1982–2004) more than made up for the smaller numbers of the Gen X cohort that preceded it. Primarily the children of Baby Boomers, this generation was initially dubbed the "Echo Boom Generation" or Gen Y, but the name "Millennial" eventually stuck. Millennials make up the largest generational cohort in history at nearly 100 million strong, a figure that includes some 10 million immigrants. A milestone was reached in 1998 when the number of Millennial births peaked, exceeding the 1957 peak year of Boomer births (Howe and Strauss 2007). Millennials are currently the most racially and ethnically diverse generational cohort at 43 percent non-White (Cohn and Caumont 2016).

Millennials were wanted and nurtured children, born to Boomer and Gen X parents, whose overprotectiveness would later earn them the nickname of "helicopter parents"—and "Black Hawks" for the most aggressive. Millennials are the first true "natives" of the Information Age and have an almost instinctual relationship with technology. For this demographic cohort, personal computers have always been as

omnipresent as a toaster, and a cell phone is the third screen. Millennials are also realists, blending the unbridled optimism of the Boomers with a healthy dose of skepticism from the Gen Xers.

Seven dominant Millennial characteristics have been identified (Howe and Strauss 2007), all of which influenced higher education facilities over the past decade (Rickes 2009). The first characteristic is one of *specialness*, which has led to a sense of entitlement, due in no small part to the media (Zaslow 2007). Perhaps this could be dubbed the "Mister Rogers Effect," as children were awarded trophies simply for showing up.

Sheltered by overprotective Boomer parents, Millennials are strongly tied to parents, family, and friends. Many colleges and universities responded accordingly by adding staff, programs, and space to involve a student's family more directly. This ranged from carefully orchestrated events and activities to keep parents informed and engaged throughout a student's academic career to expanded admissions offices as prospective students showed up with an entourage of friends and family members, sometimes right down to the family dog.

Millennials are both *confident* and *team oriented*. Students study, socialize, and travel in groups, as that lowers the pressures placed on individuals and raises confidence levels. This is also likely one of the driving forces behind the pedagogical shift to active learning classrooms, which reflects a preference for team activities as well as a predilection toward seamlessly incorporating technology in all facets of daily life.

While Boomers were radical and Gen Xers detached, Millennials are much more *conventional* and risk averse, feeling that "one of the best ways of getting along is to go along" (DeBard 2004, p. 37). In particular, they have been attracted to campuses with a strong sense of tradition and extensive community-building rituals (Lancaster and Stillman 2002); in effect, campuses that were full of

students much like themselves (Howe and Strauss 2007). This predilection could challenge the continued viability of a number of smaller, unconventional colleges that arose during the 1960s and 1970s in response to Boomer preferences if current and future students do not see their continued relevance.

Pressured and *achieving* Millennials are the consummate multitaskers, juggling a multitude of curricular and cocurricular activities. Since they consider achievement a badge of success, they have not been shy about seeking professional assistance and have therefore placed significant demands on both academic support and mental health counseling services. They are also the best-educated generation to date.

The first Millennials arrived on college campuses at the turn of the millennium—the term "Millennial" chosen to reflect when this generation began to enter adulthood. Not only did they arrive in much larger numbers, in contrast to the smaller Gen X cohort, but they wanted more and different collegiate spaces, a desire fueled in part by demanding Boomer parents. The result was an "amenities war," spawning lazy rivers and climbing walls, residence halls with queen-sized beds and concierge service, and custom everything during what Selingo (2013, p. xvii) termed "the Lost Decade." The construction frenzy continued unabated until being brought up short by the 2008 financial crisis, which halted or curtailed capital projects and prompted an increased emphasis on accountability.

The oldest Millennials, now into their thirties, are well established in the workforce; in fact, Millennials recently became the largest cohort in the U.S. labor force (Fry 2015). Given this, they likely represent one-fourth or more of faculty and staff on college and university campuses. Many of the same characteristics that branded them as youth and undergraduates are now suffused into the workforce. Thus, they will continue to make their mark on higher education as indelibly as will Generation Z, whose members will bring

their own unique attitudes and styles of interaction with them once they appear on the employment rolls of academe.

Figure 1 displays the six extant generational cohorts in the United States. Bracketed by the G.I. Generation on one end and Generation Z on the other, the presence of the Millennial Generation clearly dominates, representing almost one-third of the total population.

Figure 1 **U.S. Population (2014): Generational Cohorts by Birth Years, 1915 to 2014**
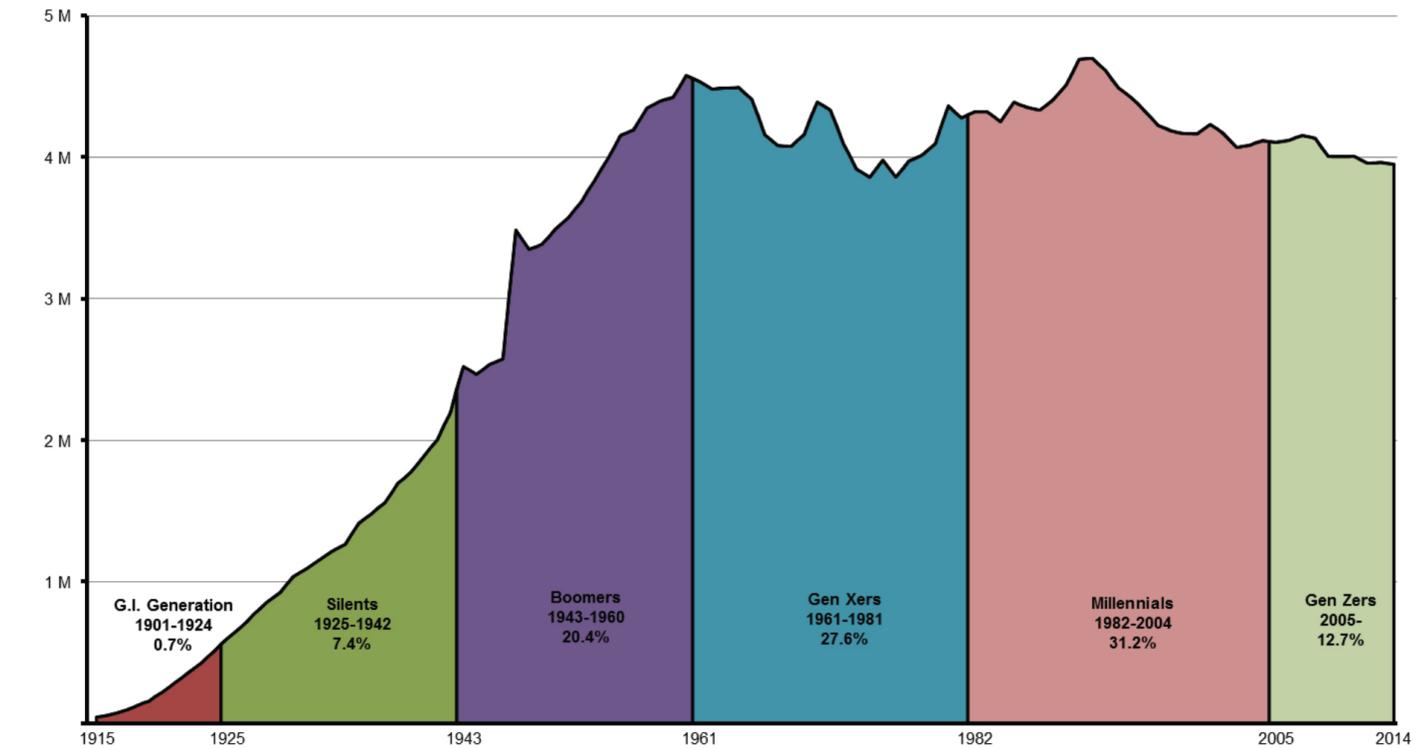
Generational Archetype	Civic	Adaptive	Idealist	Reactive	Civic	Adaptive
Population (2014)	2 M	24 M	65 M	88 M	100 M	40 M
Cohort at Peak	63 M	49 M	79 M	93 M	100 M	TBD

Source: United States Census Bureau 2014

GENERATIONAL CYCLES

The field of generational cohort studies indicates that cohort differences in attitudes and actions are influenced both by broad social forces and by when those forces are experienced in an individual's life cycle (Pew Research Center 2015). Others propose that generations evolve not linearly, but cyclically (Howe and Strauss 2007; Lancaster and Stillman 2002). Toynbee (1934–1961) proposed a challenge-and-response macro analysis of civilizations; generational cohort theory distills it to a micro scale.

Generational cohorts are first shaped by historical events as children and young adults and then, in turn, shape history when they enter midlife and old age (Strauss and Howe 1997). Or, as Mark Twain suggested, "History doesn't repeat itself, but it does rhyme." These countervailing influences are the source of history's "rhymes," where the same four generational archetypes—Idealist, Reactive, Civic, and Adaptive—constantly cycle, each encompassing roughly two decades. Changes in attitudes and behaviors that appear to be nonlinear and unpredictable as one generation dissolves into the next make sense when the cyclical nature of generational archetypes is understood: the heads-down Silent Generation (an Adaptive archetype) segued into passionate Boomers (an Idealist archetype). Boomers were followed by the cynical Gen Xers (a Reactive archetype), who in turn were followed by practical Millennials (a Civic archetype). Emerging now are the get-it-done Gen Zers, another Adaptive archetype and the analogue to the Silent Generation.

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Simplistically stated, this fourfold generational cycle occurs because each youth generation "breaks" with the previous generation to set itself apart and establish its own persona while it also "corrects" for the excesses of the adult generation in power by adopting only the most positive cultural elements. Finally, the rising generation ultimately "replaces" the archetype of the oldest generation as it passes away and leaves behind a societal void to be filled, thereby completing the cycle. This void is so compelling that even some vintage baby names make a reappearance after a century, as they sound fresh and new again.

In the case of Generation Z, an "Adaptive" generation, members have begun to break with Millennial-defined culture in an effort to forge their own path, including more conscientious use of social media. They will then mirror the most desirable characteristics of Gen Xers, perhaps by converting the cynical outlook of Xers into a more realistic one. Ultimately, they will fill the void being left by the retreating Silent Generation, the last Adaptive generation.

Gen Z will also be another "sandwich" generation, as the Silent Generation was, filling the gap between the very vocal and visible Millennials and an as-yet-unnamed free-spirited future generation that will be the analogue of the Boomers. When members of Gen Z eventually enter the workforce, they will provide a much-needed economic engine. They will also serve as cooperative Millennial "helpmates" as did members of the Silent Generation, who were the practical and detail-oriented technocrats that helped bring the vision of the G.I. Generation to fruition. Just as the Silent Generation was the heads-down workforce that shepherded the moon landing, perhaps members of Gen Z will oversee the colonization of Mars.

GENERATION Z INFLUENCES AND CHARACTERISTICS

While the historical analogue to the Millennial Generation is the G.I. Generation, four generations removed, the historical analogue to Generation Z is the Silent Generation, also four generations removed. Given the repetitive fourfold cycle of generations, how do the historical characteristics of the Silents translate into contemporary terms—and how might these characteristics then impact higher education?

Generational cohort theory suggests that members of Generation Z will experience a childhood that is "oversimple, overslowed, [and] overprotected" (Strauss and Howe 1997, p. 299). This is the consequence of latchkey Gen Xers and early multitasking Millennials—now the parents, teachers, and caregivers instilling values into Gen Z children—attempting to "correct" for their own childhood experiences, which included a sense of being disconnected as well as having almost all waking time scheduled. The outcome is an overbalancing more than a counterbalancing, resulting in a generation that will be more risk averse and conforming than prior generations. (There is also a subset of parents who have adopted a very hands-off style instead. These "natural growth" or "free-range" parents let their young children walk to school or play in the park unaccompanied, some being arrested for their perceived inattentiveness.)

There are glimmerings of this shift to a slowed-down, simplified existence. For example, a "vinyl revival" is well underway, with a resurgence of sales in vinyl records. Although digital music downloads have effectively supplanted compact discs, there has been a consistent rise in the sale of vinyl records in recent years; one reason given is that the quality and depth of sound cannot be matched through other forms. Tabletop game sales are also on the rise, including board games and card games, and game clubs are being formed at all grade levels. While many of the old standards are popular once again, including Monopoly, new games are emerging. Settlers of Catan, anyone? Adults have even gotten into the act, driving up sales of coloring books that evoke a simpler, technology-free existence.

These are just a few simple examples out of many of "throwbacks" to an earlier time. And what do they have in common? All have a physicality to them, either in terms of the tangible nature of the items, which help showcase an individual's interests, or the ability to share the experience in person with like-minded individuals. There is a growing desire to replace screen time with real time. Interestingly, vinyl records, board games, and coloring books would be

instantly recognizable to members of the Silent Generation as being emblematic of their own childhood and teen years.

Meanwhile, the Airstream is celebrating its 85th anniversary this year and experiencing its own resurgence. Today, Gen X and Millennial parents have begun to purchase recreational vehicles in record numbers and are finding refuge with their families in the temporary communities that spring up in self-contained campgrounds. Once again, the emphasis is on cultivating face-to-face experiences.

So what is one of the most popular television shows today with teens and twenty-somethings? It is "Friends," which premiered in 1994, ran for a decade, and is now streamed regularly on every screen imaginable. The show is a major source of fascination for today's teens and young adults who express longing for the simple human contact that occurs in the show, unencumbered by technology. "It would be awesome to be alive back then…. It just seemed really fun" was one student's lament (Sternbergh 2016, p. 24).

Unlike the "everything out there" approach of midstream Millennials, trailing Millennials are more circumspect, perhaps experiencing a form of social media fatigue. More than one in four indicate that they have stopped using one or more of their social networks (American Press Institute 2015), so perhaps FOMO, or the dreaded Fear of Missing Out, is waning. For trailing Millennials and rising Gen Zers, the preferred social and entertainment media platform is Snapchat, where photos, videos, and text messages are automatically deleted just 10 seconds after they're viewed. They also communicate with each other in an arcane texting language laden with an ever-growing "vocabulary" of emojis and acronyms that mystify others. Meanwhile, the permanency of Facebook makes it the domain of the "olds"—apparently anyone aged 25 or older.

The Silent Generation—the same "Adaptive" generational archetype that will be infused in Gen Z—was responsible for more than its share of reformers who then fired the social

consciousness of the Boomers. Indeed, the Silent Generation produced every major figure in the civil rights movement but never produced a president (Strauss and Howe 1991). Another product of the Silent Generation was a surfeit of musicians and actors with staying power as well as "communicators" with superb interpersonal skills. One thought is that growing up with hardship fosters flexibility, which in turn feeds into enhanced creativity (Bronson and Merryman 2010). Gen Z may very well be the source of the next Martin Luther King, Jr., Johnny Carson, Shirley Temple, Andy Warhol, or Sandra Day O'Connor. Gen Z may also spawn the next Elvis, as current evidence aside, the Rolling Stones will not be touring forever.

Socially conscious members of the Silent Generation were also responsible for the 1960s rise in the helping professions, such as teaching, medicine, ministry, and government, and they excelled at personal communication in general (Strauss and Howe 1991). This suggests a strong likelihood that there will be an uptick in academic interest in these disciplines a decade or so from now. Meanwhile, Millennials have been more likely to study applied fields that align with employment opportunities, such as communications and criminal justice. The share of Millennials choosing to major in education, business, health, and STEM fields has actually been lower than the comparable share in prior generations—although the total numbers have been higher given the sheer size of the Millennial cohort.

A recent *Harvard Business Review* article (Johnson 2015), "Why Today's Teens Are More Entrepreneurial than Their Parents," called the rising generation a "generation of innovators" that is more money oriented—due in no small part to the 2008 financial crisis—and notably more entrepreneurial as compared to Millennials. Seventy percent of today's teens are "self-employed," identifying and following through on creative ways to generate income, whether online or door-to-door. This is in sharp contrast to members of the achievement-oriented Millennial generation, who had little

to no time left over for "work"—although to their credit, they have exhibited a high rate of volunteerism.

This is also strikingly similar to the strong work ethos exhibited by the older Silent Generation but with a contemporary, technology-fueled spin to it. While the Silents had the option of taking on secure, long-term positions with stable corporations, Gen Zers will be looking for alternative ways to create that same sense of stability and security within the latticework of a sharing or connected peer-to-peer economy.

Need a ride? There's Uber or Lyft. Need a vacation? Try Airbnb or HomeAway and find a place to stay in almost 200 countries. Need anything from an appliance to a zither? Check on eBay or Craigslist. Need clothes? There are online resale shops and rap songs exhorting the local thrift store. Need funding for your brilliant idea or social cause? There's crowdfunding through multiple sites. Need small jobs accomplished? There's TaskRabbit. Need a place to live? Try a micro apartment or tiny house, wheels optional.

There are even some rumblings to bring back the boarding house, a cohousing concept familiar to the Silent Generation that then evaporated in the 1950s with the push to the suburbs and the American Dream of home ownership. In a boarding house, bedrooms are private but kitchens and living areas are shared with others in the building, keeping costs down and forging community. Such a concept would help make cities more affordable for Millennials, who have lower rates of home and vehicle ownership. The growth in multigenerational housing also suggests that there is a need for a variety of housing modalities as well as more accommodating zoning.

The "gig economy" is continuing to expand rapidly. Just as there is demand for here-and-now services, there must also be a veritable army of service providers to meet that demand. In a growing number of instances, these are individual contractors, freelancers, and digital entrepreneurs who thrive

in the digital marketplace as "giggers." Although full-time employment is not guaranteed, some "solopreneurs" have made it work, and work well. This includes Baby Boomers and Gen Xers, many of whom have been at it longer. Independent work provides flexibility, including the ability to create a desirable work/life balance, critical to Millennials. Whereas the unofficial motto of the Boomers was "live to work," the subsequent "Generation 1099s" work to live.

The gig economy is also not going away anytime soon. Currently, one-third of the total U.S. workforce consists of independent workers—that is, de facto members of the gig economy. Nine in ten, however, would still prefer a "traditional" job with predictable income and benefits. The reality is that such jobs don't exist right now, and so the gig economy rolls on. By 2020, it is estimated that 40 percent of the workforce will be made up of independent workers (Ambrosino 2016).

GEN Z AND HIGHER EDUCATION SPACE

What of this newfangled Gen Z? Although its members are not quite college age, given the generational cohort assumptions noted previously, a look at trailing Millennials begins to provide hints of what is to come. High school graduates will increasingly have a different set of life experiences, not to mention the expectations influenced by those experiences. The Beloit College (2015) Mindset List is an annually updated list of experiences that have shaped incoming college students. For example, according to the most recent list (2016, for the class of 2019): incoming college students have always used e-mail and view Wi-Fi as an entitlement, hybrid cars have always been mass produced, all their lives they have aspired to attend Hogwarts, Princess Diana and Mother Teresa have always been gone, "The Lion King" has been a Broadway staple, watching cartoons has meant a vocabulary lesson from "South Park," Google has always had all the answers (and been the primary source for their research papers, much to the dismay of their

teachers), and they drift off to sleep cradling their glowing smartphones. How might this list appear a decade from now, with Gen Z students comfortably ensconced in their residence halls?

The generational characteristics and traits of the rising Gen Z cohort will drive physical changes on college and university campuses, just like the generations that came before it. It is likely, however, that the increased emphasis on accountability and graduate employability, coupled with a heightened sensitivity around unchecked student debt, will slow new construction and curb campus sprawl as higher education conducts an overdue reality check. It is unclear, for example, whether the recent spate of college closings is a warning knell or business as usual (Jacobs 2015).

Instead, it appears that there is a growing emphasis on sustainability in the broadest sense of the word: the capacity to endure. Many institutions have begun to take these concerns to heart, issuing RFPs for master plans that explicitly call for a net-zero space increase. Rather, they are seeking to revamp and revitalize existing space, ensuring that its potential has been optimized and proving to their trustees and future students alike that they are prudent stewards of their resources.

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While construction in the collegiate sector bounced back in 2014–15, it is still below prerecession levels. In terms of building type, the 20th Annual College Construction Report (Abramson 2015b) noted that new "academic" buildings stood at the top of the list followed by science buildings and residential facilities. It is uncertain whether construction is back in a growth mode or is simply reflecting post-recession pent-up demand.

And more construction may not necessarily be the answer, because the question has changed. Boyers (2016) suggests that while facilities remain important, they are no longer the coin of the realm when it comes to recruiting students, engaging them in learning, and preparing them for life after college. The paradigm may be shifting to a focus on curriculum and delivery, technological skills, and continuous learning in support of an educated populace that will find meaningful careers. What has worked in the past will not necessarily work in the future. This is doubly true for a rising generation that will place its own demands and leave its own imprimatur on higher education.

Some of these repercussions are explored below. These observations are certainly not intended to be a comprehensive distillation of all the ways higher education space may be transformed by changing demographics, values, and expectations. Rather, the goal is to present how morphing generational characteristics and space are inextricably linked and why it is essential to pay heed now, while there is still time to adjust.

LEARNING SPACES

MIT's Technology Enabled Active Learning (TEAL) classroom, one of the earliest active learning higher education classrooms in the country, welcomed its first classes in fall 2000. Is it a coincidence that this timing corresponds with the leading edge of Millennials, who arrived on campus with a backpack full of tech and an attitudinal swagger to match?

Technology and pedagogy have continued to converge ever since. Millennials have substantively changed instructional space—as well as the very nature of instruction—through their comfort level with technology and their team-oriented behavior. Millennial students socialize, study, and collaborate in groups, resulting in the creation of expanded multipurpose spaces for group activities, small group rooms for study and practice, and blended social/academic spaces on campus.

Given recent advances in cognitive science, learning is now more fully understood to be multidimensional, involving cognitive, social, and experiential factors. Students learn best when they work with course materials within the context of what is important in their lives. They build on their collective prior knowledge and teach each other, peer to peer, while collaborating in solving relevant problems. This kind of active learning experience is a powerful means of cementing new learning into the brain. And when there is an associated emotional component, such as when multiple senses are engaged, the brain actually forms more neural connections, furthering retention. This problem-based or active learning approach is learner centered and marks a significant change in curriculum design and delivery. It also stands in sharp contrast to the more passive teacher-centered lecture mode, which is still the most common teaching method. Prensky (2001, p. 1, Prensky's italics) notes that "*today's students are no longer the people our educational system was designed to teach.*"

In an active learning classroom, students may listen to the lecture component, watch a video, or complete assigned readings outside of the formal classroom environment at a time convenient to them. During class time, they then engage in active discussion and hands-on learning and problem solving while the faculty member(s) circulates throughout the room to address questions and offer support. Such a classroom may not have a "front" to it as any wall can be used as a teaching wall. Flexibility within instructional spaces will continue to be important, including the ability to reconfigure furniture to facilitate different learning activities.

It is anticipated that Gen Zers will continue to prefer practical and hands-on learning given their desire for meaningful experiences. They will also benefit from independent, problem-seeking work in advance of a discussion given that they like to "work independently yet collaborate, but on their own terms" (Seemiller and Grace 2016, p. 207). This predisposition will continue to raise the bar on active learning classrooms and pedagogy. A recent study of middle

and high school students (Barnes & Noble College, n.d.) noted that just over half preferred to "learn by doing" in contrast to the very modest 12 percent who indicated a preference for the classroom lecture approach.

Another element to consider is how members of Gen Z prefer to communicate. They may be more "pictorially inclined" in their learning preferences (Beltramini and Buckley 2014, "Technology," p. 5) as the brain can process images more quickly than text. The decrease in the average attention span, from twelve to just eight seconds, also poses a challenge. Indeed, Prensky (2001, p. 1, Prensky's italics) suggests that "today's students *think and process information fundamentally differently* from their predecessors," a result of being exposed to technology from birth.

Trailing Millennials and rising Gen Zers have "a sincere love of learning," which includes a preference for self-learning and a desire to be fully engaged (Barnes & Noble College, n.d., p. 3). Part of this predisposition is driven by a desire to get a good job; 89 percent of those currently in middle and high school saw a college education as valuable and a way to achieve this goal. In fact, the top three factors that will play into their college selection process are career preparation, interesting coursework, and caring professors. They are also motivated to prepare for college by taking classes for college credit while still in high school. Thus, "learning is one continuous, multi-faceted, completely integrated experience—connecting social, academic and professional interests" (Barnes & Noble College, n.d., p. 6).

Upwards of 70 percent of what a student learns is acquired *outside* of the formal instructional environment (Boyer 1987), so attention should be paid to wherever students gather. There should be opportunities for students to study independently when they want to as well as engage in group work outside of the classroom. The study of current middle and high school students referenced previously (Barnes & Noble College, n.d.) indicates that 80 percent of them like to study with friends and enjoy the spirited exchange of ideas.

Out-of-class spaces include the library and designated study areas as well as informal gathering areas, both large and small. Such spaces should be outfitted with comfortable furniture and have access to wireless and electrical connections; they may even contain a writing surface. There may also be a reemergence of the private carrel, either within the library or located in various study nodes throughout the campus, as students seek quiet space in which to review materials in advance of active participation in the classroom. It also appears that Gen Zers will relish opportunities for independent work more than Millennials.

And how do faculty embrace these new teaching modalities? They will need access to appropriate spaces and equipment to test-drive new teaching techniques privately and without interruption. Interest in alternative teaching modalities will escalate as older faculty continue to age out and Gen X and Millennial faculty move into the classroom. This will precipitate tensions on campuses where the instructional spaces are outmoded and in need of updates, as the space will not align with the pedagogy.

Wearable devices, such as virtual and augmented reality devices that provide an immersive environment for students, may well be the next frontier in technology (Carter 2016; Conlan 2016). This could help those institutions that don't have the space or capital to construct hands-on simulation labs or large "digitoriums" and is also extendable into the social sciences and humanities in the form of role-playing activities (Meotti 2016). However, the continued growth of this technology brings with it potential challenges to network security—especially when considered in tandem with the seven Internet-ready devices students are already bringing with them (Pearson Student Mobile Device Survey 2015). It also remains to be determined how the cost of such virtual reality devices will be borne. Gen Zers will likely readily embrace virtual reality as the next digital tool to be conquered (Mastroianni 2016). This will also give this risk-adverse generation an opportunity to safely test out behaviors and activities in a virtual realm.

It would be shortsighted to focus solely on how the delivery of instruction may change within the classroom walls. Alternative delivery mechanisms in which instruction will no longer be place bound or measured by seat time are gaining currency. On one end of the instructional continuum will be the remaining lecture-based courses followed by hybrid course offerings that require a combination of class time and out-of-class work. The classrooms required to support this evolving approach to pedagogy will likely need to support larger capacities to encourage interactive group work, typically require more square footage per seat than a room with tablet armchairs, and be more technology dense. The trade-off is that these newly minted classrooms will then be scheduled for fewer hours, meaning that additional scheduling capacity exists; thus, while square footage needs are roughly doubled, utilization is halved, thereby opening up additional instructional capacity.

MAKERSPACES

Although makerspaces seem novel, they can also be viewed as one of the 21st-century incarnations of the craftshops that sprouted up on college and university campuses some 80 years ago. Given the lingering effects of the Great Depression, there was an emphasis on handmade items, making do, and do-it-yourself projects. These craftshops emerged just as members of the Silent Generation were attending higher education. So, in some sense, hands-on fabrication already has enjoyed a long history on college campuses.

Such craftshops may include—now as they did then—equipment, tools, and instruction in pottery and ceramics, jewelry making, glass lampworking, basket weaving, drawing, printing, and general crafting. Knitting and sewing, long-time staples, have already made a comeback on college campuses, not only for their practicality but also for their therapeutic value. Today's craftshops have expanded to incorporate technology and may include digital photography, laser cutting, and 3-D printing. A survey by the Association

of College Unions International indicated that one-third of reporting college unions supported a craftshop facility while an even higher number offered craft demonstrations (Magalski 2009). Such craftshops help students learn new hands-on skills, explore their artistic sides, and relieve stress as well as offer a venue for social interaction. And as 80 percent of Gen Zers consider being creative important (Mastroianni 2016), contemporary craftshops may well experience a resurgence of interest, either in and of themselves, or by morphing into makerspaces, depending on the campus.

While craftshops are cocurricular entities that help support the educational development of the whole student, makerspaces sometimes have a more direct curricular link. Makerspace is a learner-driven environment that revolves around hands-on experimentation with a variety of materials and tools to create technological or electronic innovations. Frequently described as a social movement with an artisan spirit, makerspace encourages individuals to work individually or collaboratively on projects, sharing resources and knowledge. They also help foster the development of skill sets that are transferable to the workplace.

The first makerspace emerged on the campus of MIT in 2001 right when Millennials began enrolling (and just a year after MIT's TEAL classroom was created)—although the term "makerspace" did not appear in the literature until 2005 (Cavalcanti 2013). Makerspaces and hackerspaces have been created at hundreds of colleges and universities nationwide, a number that continues to multiply rapidly. Such spaces will be particularly appealing to technically proficient and creative Gen Z students, who are fueled by an entrepreneurial streak and seek to bridge the gap between theory and practice.

Such spaces may also help reverse a decline in the national "creativity crisis" (Bronson and Merryman 2010), as defined by a continuing slide in a measurable individual creativity quotient. Creativity and ingenuity are seen as essential components of successful leadership—and economic growth.

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While some campuses tend to affiliate makerspaces with engineering and business, both in terms of location and design, students in all disciplines can benefit from access to such spaces and the tools and resources contained therein. Most notably, STEM to STEAM advocates have demonstrated the importance of the arts in driving innovation and creativity. This may point to a need for multiple makerspaces on campus, depending on the tools and equipment supplied. In terms of size, makerspaces run the gamut from a few hundred square feet to converted industrial buildings, so the size and design of a makerspace is limited only by an institution's imagination—and budget.

OFFICES AND MEETING SPACES

Offices and associated meeting and work areas typically occupy upwards of 20 percent of assignable square footage on a four-year campus. Fueled by a shift toward increasingly collaborative work styles and the pressure to optimize physical space for financial reasons, an eye has been turned toward shared office space. However, this is not necessarily the space-saving panacea some have hoped for given the need to provide essential and complementary support spaces—which some institutions tend to overlook in their haste to "de-office."

How might office and meeting space change once Millennial faculty and staff have more fully populated campuses? Although Boomer faculty will linger as noted previously (and many will lobby to retain their offices after they retire), there may be cracks emerging in the traditional office assignment

structure. While roughly half of all midstream Millennials indicate a preference for working in a private office, only one-fourth of trailing Millennials desire private office space (Schawbel 2014) as their pervasive connectedness permits them to accomplish work regardless of place. They also prefer a slower-paced work environment and the opportunity to interact face-to-face with managers. However, given that this attitude is prevalent only among trailing Millennials—or those in their teens and twenties now—it will be a while yet before the balance is tipped away from private office space.

One reason that mention of "shared" or "open" office space elicits shivers of distaste is that the term typically conjures up a number of dysfunctional models: rows of tightly packed desks and generic cubicles, marginalized space that has been repurposed for a function that it was never intended to accommodate, and Google-type offices with foosball tables and slides to travel between floors. Boomer Generation faculty and staff, in particular, see the private office as a badge of professional accomplishment. In the corporate sector, until recently, the size of the office and its contents were a direct correlate of attainment. This Boomer attitude continues to pervade higher education, so it is no surprise that a Google search of the phrase "shared full-time faculty office" returns zero results.

There has been greater acceptance of select administrative personnel occupying shared or open office areas—although there is still a substantial perceptual hurdle to be crossed if individuals are relocating from private office space. Meanwhile, some Gen Xers and Millennials, simply happy to have a permanent job, will work in whatever space they are provided. One of the missing links in an effective open-space office plan is intentionality; it is not just about providing places for staff to sit and work, but also about providing the needed secondary spaces, such as meeting rooms, phone rooms, lounge areas, and quiet thinking spaces. At smaller scales, the open office approach may only save modest amounts of space because it is challenging to utilize shared spaces, such as meeting rooms, to their fullest.

A factor that may shift the needle on office space is the sheer number of part-time faculty, also variously referred to as adjuncts or contingent faculty. The percentage of part-time faculty has risen steadily over the past four decades, increasing from 30 percent in 1975 to 51 percent today (Edmonds 2015; Selingo 2013), although this number varies by campus. Since they are "part time," such individuals are typically assigned shared offices—if they are given any office space at all. This has been seen as a ready and justifiable approach to saving space—they are "only" part time, after all. Students are ultimately impacted by this approach as they may find it difficult to seek out and meet with their instructor if that individual lacks a home base or ready access to meeting space. Part-time faculty should be granted the same consideration as other employees, including ready access to meeting space and places to securely store belongings. This is a space area ripe for reinvention that, if done well, could serve as a springboard for rethinking office space elsewhere on campus.

One of the greatest challenges in effecting any change in office space assignment is equity and the subsequent perception of a culture of haves and have nots. While new buildings and major renovations of existing buildings can make inroads into existing office space culture with appropriately designed open office space, it is more likely that such changes will happen in smaller incremental steps given the legacy of existing office space and the historical policies around office space assignment. Consequently, private offices, and private offices for full-time faculty in particular, will likely be the last bastion of campus space to be transformed. In the meantime, institutions can explore alternative ways of reducing office demand, such as incentivizing faculty and staff with monetary and technology benefits.

ADVISING, COUNSELING, AND CAREER SERVICES

Pressured and achieving Millennials have actively sought tutoring and assistance with testing skills to help them excel, bringing those services to the forefront on many campuses. Demand remains high, and some of these services have been given greater visibility within repurposed library space or as part of new academic buildings. These essential services will continue to be prominent as the number of first-generation college students rises.

Some institutions have also turned to international students to make up enrollment and budgetary shortfalls. These students not only require academic support services, particularly if English is not their primary language, but also draw upon a wide array of other campus services to become acclimated. Unfortunately, some institutions with growing numbers of international students have struggled to keep pace with the demand for such services, frequently relying on understaffed and fragmented offices that were once responsible for supporting a much smaller and less demanding population. All institutions, regardless, would benefit from a comprehensive review to ensure parity of services and associated space.

Pressure also exacts a toll on health and mental well-being. A decade ago, one in three college freshmen reported feeling that they were "frequently overwhelmed" (Twenge 2006, p. 107). Ten years later, there has been "slow but consistent growth" in self-reported rates of depression, anxiety, and social anxiety, including sleep-related concerns, according to a 2015 report by the Center for Collegiate Mental Health (Kingcade 2016, p. 2). While drug and alcohol abuse are still issues, these statistics may perhaps begin to decline as risk-adverse Gen Z students attend college. More alarming, though, are some of the indicators reflecting suicidal thoughts, which have significantly increased over the last five years. Perhaps this tendency will be mitigated by the relaxing of the overemphasis on achievement and performance that was so pervasive among Millennials.

Meanwhile, many campus counseling centers remain overwhelmed, undersized, and understaffed, in part because budgets may be based on a historical demand for services that has not yet caught up with reality. Overall, the number of scheduled counseling appointments outpaced institutional enrollment growth by a factor of seven. And once students avail themselves of counseling services, they continue to do so; half of all appointments are made by 20 percent of students (Center for Collegiate Mental Health 2016). The expectation is that the anticipated influx of first-generation students will only continue to increase the strain. Such students may not have had ready access to mental health services in their local communities and so will take advantage of these services once enrolled.

According to generational cohort theory, there will be an eventual swing in the pendulum as Gen Z "corrects" for the excesses of the prior generation. In contrast to pressured, overextended Millennials, Gen Zers may be less subject to mental and physical burnout. This shift comes about as the parents and care providers of Gen Zers counterbalance their own harried experiences, emphasizing sociability and slower-paced activities for the younger generation. This potential shift will take time, so no immediate relief is in sight for the escalating demand for counseling and support services.

An article by the Association of American Colleges and Universities noted that "support for service learning and other civic engagement activities in higher education is stronger now than at any other time in recent history" (Saltmarsh 2005, p. 5). However, midstream Millennials were more likely to volunteer than trailing Millennials, with rates of 70 percent versus 47 percent respectively (Barnes & Noble College, n.d.). While Millennials responded positively to the short-term service learning programs frequently required by colleges and universities, it is likely that Gen Zers will respond somewhat less favorably given their generational persona. While socially conscious, their preference is to participate in projects that help effect long-term social change (Seemiller and Grace 2016). Service learning programs will

need to rethink the engagement opportunities offered in order to capture their interest. Many Gen Zers will also seek ways to turn their civic passion into employment.

The leading edge of the Generation Z cohort has grown up post-2008 recession, experiencing a protracted period of economic uncertainty. As such, Gen Zers will be more focused on finding the "right" job, implying that career centers will experience a revitalized role and may well become one of the featured stops on the admissions tour. The prominence of the career center is already growing as institutions emphasize curriculum-to-career opportunities and tout student success rates in obtaining employment. Consequently, institutions may seek to reconfigure or even relocate existing career centers, whether to add staff and services or to update the old model that included offices oriented around a physical reference library that no longer exists.

In a recent survey of trailing Millennials (Seemiller and Grace 2016), fully 79 percent felt it was essential to incorporate practical experiences such as internships, co-op programs, and partnerships into the educational program. These experiences are also essential to helping develop the leadership and critical thinking skills that will serve Gen Zers well in their quest to obtain meaningful employment (Whiteside 2015).

Meanwhile, another recent survey of Millennial workers indicated an emerging preference for credentialing over bachelor's degrees (Overland 2016), further supporting the desire for a tighter connection between education and the labor market. Currently, alternative credentials are offered by nine in ten institutions while two in ten offer digital badges designed to fill workforce needs. Ideally, such credentialing initiatives would complement existing degree programs.

Higher education must continue to evolve, transitioning from the rote conveyance of knowledge to supporting skills acquisition and developing talent so as to equip graduates with the tool kit needed to succeed in the workforce and in

life. As Meotti (2016, p. 5) notes, "Talent is what emerges from the intentional intersection of knowledge and skills." For example, a raft of institutions added an entrepreneurship curriculum over the first decade of the millennium. Work remains to be done, however, as half the students taking these courses indicated that they didn't feel the material was relevant to what they wanted to do (Fenn 2009). Demand for relevancy will continue as career preparation has been shown to be high on the minds of current middle and high school students.

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FAITH-RELATED SPACES

The Pew Research Center (2012) reported on the "rise of the 'nones'" (p. 6) just a few years ago, where the "nones" represent those Americans who do not identify with any particular religion. One in five of those 30 and over and one in three of those under 30 were so classified. The Pew Research Center went on to note that young adults today are more likely to be unaffiliated than were their age peers in prior generations.

This clouds the fact that a high proportion of this group still describes itself as spiritual in some way—and so may be seeking spaces in which to express those feelings. A more recent study reports that 47 percent of trailing Millennials participate in organized religion, a rate that is higher than that of their age peers in prior generations (Seemiller and Grace 2016). There is also some indication that Gen Z may be less likely to be unaffiliated.

The above findings, while still crystallizing, point to a continued demand for traditional worship spaces, either on campus or nearby. There is also growing interest in nondenominational space for reflecting, praying,

or meditating. Students may engage in such activities individually or see them as a way to connect with other students. Such spaces should be accessible and uplifting, rather than carved out of unused and windowless space as an afterthought. If spaces are intended to serve multiple faiths as well as "nones," then overt religious iconography that may limit use of the space or make some students feel uncomfortable should be avoided. Access to water and sinks for performing ablution rituals prior to prayer should also be provided nearby and ideally designed as such.

FOOD SERVICE

Food is an essential element of campus life and remains a major source of student complaints, even when the food service is well above average by objective measures. Millennials drove the trend for customized, made-to-order food and coupled it with a desire to watch, and even participate in, the food preparation process. Their parents helped drive the demand for food just like that at home—and then some.

Mystery meat is no longer a college menu staple as it was for Boomers. Instead, it has been replaced at some institutions with daily offerings of steak and lobster, fresh-squeezed orange juice, omelet bars and burger stations, the ability to have a pizza delivered anywhere on campus, and cooking demonstrations by celebrity chefs in kitchens that have been relocated front and center. And the scent of fresh-baked cookies constantly wafts over all (Freeman 2014). Ideally, *clean* food is locally sourced and has nutritional information prominently displayed alongside it in the dining hall. Food waste is controlled through sustainable dining initiatives, including the elimination of trays and composting. Upwards of 70 percent of college and university food operators report that they practice social and environmental sustainability measures around food service (Mendoza 2015).

Generation Z will be the most racially and ethnically diverse generation in U.S. history. As a result, institutions will face

pressure to provide food that is appealing to a variety of palates. When an ethnic population on a campus is small, some institutions have accommodated its demands with food trucks. Other institutions have theme nights around ethnic foods but a spate of recent complaints branded such offerings as "culturally inappropriate" and insensitive. In addition to the demand for authentic ethnic foods, there has been a dramatic increase in self-identified food allergies. Students with such allergies now fall into a protected class, thereby placing yet another set of demands on food services. Finally, members of Gen Z may be more likely to be vegetarian, given their social consciousness (Beltramini and Buckley 2014) and ethnic affinities.

Millennials have been characterized as "foodies" obsessed with food and food preparation (Pinsker 2015). This has driven the shift from a cafeteria delivery system and atmosphere to a marketplace or restaurant-style approach. Some speculation as to why their palates are more sophisticated focuses on the fact that food is a means to bring people together in real time and real space. It is about the experience of sharing food as well as the food itself, given the "sensory deprivation" experienced by Millennials who are tied to multiple screens and crave interaction. Even if Millennials are unable to physically break an organically grown, minimally processed, gluten-free baguette with others, they can—and actively do—post photos of meals and culinary creations on a multitude of "food porn" sites to help elicit the desired sense of connectedness around a virtual dinner table.

While Gen Z will still appreciate good food, it may lose its centrality as a magnet drawing students together as members of Gen Z, by definition, will be more community-centric. However, the sustainable food movement will continue to resonate strongly with them. Hundreds of colleges and universities across the country have shortened the farm-to-table distance by developing their own organic farms and community gardens, some of which serve as natural teaching labs as well. These farms and gardens would be immediately recognized by members of the Silent Generation as the contemporary version of their Victory gardens. In California, there is a movement for every elementary school to have a garden, and similar initiatives are gaining momentum in other states.

In terms of collegiate food service offerings in the future, it is likely that basic comfort foods may experience a resurgence in keeping with the intention of parents of Gen Zers to simplify and slow down the speed of life for their children. Some institutions have incorporated communal stoves and ovens in their dining halls, allowing students to make a special meal or socialize around cooking. While students still have access to cooking facilities in their residence halls, the dining hall location allows for expanded engagement with others. Baking cookies is one of the most popular activities within these communal cooking facilities and one that will likely never be replaced as nothing says "home" as much as a freshly baked cookie, regardless of generation.

MAIL SERVICE

Historically, the campus mailroom has had a split personality: back-of-the-house operations relegated to basement space sequestered behind a half door while mailboxes occupy prime space along paths of travel in the student center. Now, with first-class and time-sensitive mail almost nonexistent, some institutions have opted to dispense with physical student mailboxes altogether (Burns 2014).

Mailbox removal saves space in key student areas that can then be repurposed, but it comes at a cost. Space is needed elsewhere to receive, temporarily store, and dispense packages to students after sending them an electronic notice. The rise in e-commerce has meant that packages have inundated colleges and universities across the country. And it's not just textbooks that are being purchased or rented; college students order everything from furniture to tires. The package deluge is not abating anytime soon, with an increase of 40 percent in parcel volume anticipated between 2009 and 2020 (Boston Consulting Group 2010).

Some institutions are installing high-density rolling racks, akin to compact library shelving, with packages electronically tracked until retrieved. Such systems can achieve space savings even while accommodating larger volumes. An alternative is to tap Amazon, which has already set up parcel pickup locations on half a dozen campuses with more in the works (Northrup 2016). The downside is that such package locker areas are currently limited to items ordered from Amazon.

ATHLETIC/RECREATION CENTERS AND PERFORMANCE SPACES

While the chapel and then the library historically served as the centerpiece facilities on campus, they have now been replaced on most by the athletic/recreation center. Some of these centers rival adventure parks with something for everyone—but without the long lines. Climbing walls, lazy rivers, full-service spas, and locker rooms that wouldn't be out of place in a country club have made appearances, taking the health and wellness goals of Millennials to the nth degree. These facilities have been effective at setting institutions apart but at a hefty cost: more than $1.7 billion was expended on college recreational facilities over a recent five-year period (Rubin 2014). Will the interest in such facilities be sustained over time, or will fickle students shift their attention elsewhere?

One trend to watch is the recent and notable downturn in youth participation in organized sports (Wallerson 2014). Cost may be one of the contributing factors, whether related to the reduction in school support for sports and physical education or the burden placed on parents to supply uniforms, equipment, and travel expenses. Another element may be the desire of parents to provide more unstructured time to chronically overscheduled children and teenagers. Overprotective parents may also be responding to reports about the association between sports and head injuries. Lastly, the time sink of social media may be diverting some attention and interest away from sports. Should this trend

continue, it may result in a reduction in interest in organized sports at the collegiate level—or it may point the way to alternatives on the horizon. For example, there is some indication that there is a growing interest in working out with weight machines (Seemiller and Grace 2016). As it is likely that Gen Zers will remain health conscious and focused on wellness, there could be expanded interest in other noncompetitive exercise activities such as yoga, martial arts, and dance.

Other sports that are more social rather than strictly competitive could also gain long-term traction. Disc golf is played on over 4,000 courses in the United States, a number that is increasing rapidly as courses can coexist with outdoor areas such as parks, green spaces, and lightly wooded places. More than 100 teams currently participate in the National Collegiate Disc Golf Championships held annually (Hill 2015). Meanwhile, while only a decade old, U.S. Quidditch is a club sport at some 200 colleges and universities, first emerging in 2005 (Schneier 2014). Some 60 teams recently competed for the national championship. As is the case for disc golf, quidditch does not require much in the way of specialized facilities or associated cost. Sometimes it is even BYOB (Bring Your Own Broom).

While a flurry of athletic facilities were constructed in response to the demands of Gen Xers and Millennials, Howe and Strauss (2003, p. 128) suggest a need for a new "extracurricular infrastructure" that includes "numerous rather than large" technology-rich spaces for student clubs as well as for art, drama, speech, music, and the visual and media arts. Generational cohort theory points to Gen Z producing a bounty of talented performers in many spheres. Those students will seek performance outlets while in college as well as hands-on spaces in which to express their creativity.

The combination of standardized testing and challenges in funding has drained some of the creative lifeblood out of K–12 education due to the systematic elimination of art,

music, and physical education in favor of expanded academic coursework. This has led to the loss of activities that were responsible for supporting critical thinking skills, building self-confidence, and strengthening social interaction. The STEM to STEAM initiative encourages the inclusion of the arts as part of a complementary skill set that will serve as an economic engine. There is now a growing movement, including the National Core Arts Standards, seeking to restore arts-related curriculum to K–12 schools. This is a move that will be fully embraced—and even partially prompted by—the rising Gen Z cohort. Eventually, this focus will find its way into higher education as well.

RESIDENCE HALLS

During the "amenity wars" residence halls were constructed with all the comforts of home—and then some—as hovering helicopter parents insisted that their children have a residential experience equal to or better than what they had at home. More private bathrooms and singles were built, since most students had never shared a bedroom or bathroom at home.

Residence hall space may have now reached a tipping point or at least be in a transitional phase. The average square footage per bed appears to have fallen back in the past few years, from a recent high of 355 gross square feet per bed to 335, based on an annual survey of newly constructed residence halls (Abramson 2015a). This could be the result of post-recession skittishness or it may presage a sustained trend.

In terms of amenities, four in ten of all recently completed residence halls included classrooms, thereby supporting a living-and-learning environment. This percentage has ticked up slowly over the years. Computer centers can be found in one of three new facilities, a rate that has also crept up despite the fact that students come to campus laden with technology devices. Such centers may provide more sophisticated equipment, and they may also be yet another way for students to work collaboratively. In contrast, fitness

rooms were included in just one in ten new facilities, down significantly from just a few years ago and likely superseded by all-inclusive rec centers.

All recently constructed residence halls contained kitchens for shared use as well as laundry facilities, although student desire for high-speed Wi-Fi outstrips that for laundry facilities (White 2016). One could also be given the impression that the majority of today's college students have never done their own laundry as evidenced by the number of "how to" videos available online—but that's another story.

And when students graduate? Roughly half of recent high school seniors polled indicated a future desire to live near family and friends (Council of Economic Advisors 2014). It appears that they are getting their wish as fully 43 percent of young men and 45 percent of young women lived with their parents as of 2014. Indeed, these figures approximate living arrangements in 1940 (Alter 2015) when many early members of the Silent Generation remained at home with their parents given the insecurity of the post-depression economy.

A recent *New York Times* article, ominously entitled "It's Official: The Boomerang Kids Won't Leave" (Davidson 2014), reported that 60 percent of recent (and sometimes not-so-recent) college graduates continue to receive financial support from their parents. Sadly, this may mean that an amenity-filled residence hall will be the best housing arrangement that many college graduates are likely to experience for a long while.

Given rising tuition costs, the residential component is now sometimes one area from which frugal students and financially overextended parents can exact savings. Students may choose to live in older facilities if there is a favorable cost differential associated with that choice. Alternatively, rising Gen Z students—many of whom will have grown up with their "boomerang" older siblings living in the same household—may have no reservations about shared rooms and close quarters. While the previously ubiquitous double-loaded

housing corridor will never return in its prior stark form, shared rooms at a lower price point could well become one model of choice again. Other communal and price-sensitive living arrangements are also worthy of exploration in the design of future residence halls and perhaps a collegiate version of the boarding house. If students are unable to afford the cost of college attendance, they may opt out of on-campus housing entirely, either seeking out a private apartment (if residency requirements allow) or commuting in order to save money. Such alternatives diminish the overall collegiate experience.

SAFETY AND SECURITY

Millennial students came of age during an era of school shootings and were sheltered by Boomer parents. The result was an enhanced focus on student safety on campus as well as the Clery Act of 1998, which requires colleges and universities to publish annual crime statistics. The emphasis on safety and security will only be reinforced by the parents of Gen Z students, who will likely factor it into the college selection process. Perennial lists of "most wired" and "most green" campuses have been joined by "best campus security."

Whereas before security may have meant emergency call boxes and late-night ride services, it now means 24/7 monitored cameras, a visible security presence, a mass notification system in emergency situations, classroom lockdown capabilities, robust safety policies, and informational and training programs for students. According to the U.S. Department of Justice, it has also meant an increase in the percentage of campuses using armed officers (Reaves 2015), which rose from 68 percent in 2004–05 to 75 percent in 2011–12. Officers on public four-year campuses, regardless of enrollment, were significantly more likely to be armed than their counterparts on private campuses. Over the past decade, at least 100 colleges and universities have added rifles to the arsenal available to campus law enforcement officers (Binkley 2016).

Enhanced campus safety has distinct space implications. Previously, security functions were frequently relegated to the campus perimeter, in part to provide ready access to vehicles. Now, a more central location may be desirable—or at least the presence of visible substations. Space is needed not only to support personnel but also to accommodate the increase in technology, such as banks of cameras, and the need for secure weapons storage. Space for student information sessions and public outreach are also desirable.

WHAT COMES NEXT?

Nationally, the number of high school graduates peaked in 2010–11 (Prescott and Bransberger 2012), a fact that is becoming painfully apparent to those institutions that didn't plan for it or that maintained a Pollyannaish belief that the decline would be short lived. While some modest demographic recovery has begun in the South and West—and even there, only in select states—the number of high school graduates will continue to decline in the Northeast and Midwest for another decade. This not only will have serious repercussions for the smallest institutions, which are the academic canaries in the coalmine, but also will ripple upward to the mid-sized public institutions, many of which have traditionally drawn the majority of their students from within a 100-mile radius.

When the number of high school graduates levels off and then starts to rise a decade or so from now, the characteristics of those graduates will appear markedly different. By then, Generation Z (born beginning in 2005) will have begun to supplant the Millennial Generation (born 1982 to 2004). Gen Z will also be the most diverse generation in U.S. history. The year 2012 was the first year in which the number of non-White births surpassed White births (Tavernise 2012), and by 2055, the United States will be a minority majority nation (Cohn and Caumont 2016).

As previously noted, according to generational cohort theory members of Gen Z will experience a slowed down, simplified, and overprotected childhood. They will also be "well-educated, well-behaved, risk averse, and perhaps also credulous and conformist" as they make their way into adulthood (LifeCourse Associates, n.d., p. 6). A vague sense of anxiety may hang over them as well, a vestige of the 2008 financial crisis that remade the world around them into a more unpredictable place. On a more positive note, other possible attributes associated with Gen Z include loyal, compassionate, thoughtful, open-minded, responsible, and determined (Seemiller and Grace 2016).

So the Boomer helicopter parents that helped fuel the relentless pace of the Millennials will be slowly grounded. Meanwhile, the parents of Generation Z are calling for the equivalent of a generational timeout, freeing their young children from the tyranny of overscheduling. These new parents will be more like low-altitude drones, still hovering to keep their children safe but also giving them the opportunity to explore and make their own decisions. While members of the Millennial Generation relied on family and friends to substantially inform their decisions, members of Generation Z are beginning to exhibit a strong disposition toward autonomous and research-backed decision making (Barnes & Noble College, n.d.). Their thoughtful, methodical nature, so very much like that of the Silent Generation, will make them a pleasure in the classroom and sought after in the workplace.

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While still tech reliant, Gen Zers will find ways to temper that attachment in favor of more person-to-person contact and communication. In fact, communication will be one of the greatest strengths of their generation, as will an emphasis on fairness and cooperation. Members of Gen Z will seek out meaningful and authentic experiences, especially those that have a simple physicality to them, whether it is connecting over a board game, taking a road trip with their parents, participating in the arts, or learning how to make and fix things from their grandparents and great grands—skills that will be right at home in a maker culture and sharing economy.

This peer-to-peer economy will be second nature to Gen Zers as they mature—since it is about collaborative consumption and the optimization of resources in an effort to reduce/reuse/recycle/repair to avoid waste, their DIY skills will be put to good use. While some services in the sharing economy have been co-opted and corporatized, others will arise and thrive at the local level: farmer's markets and thrift shops, clothing and goods-for-services exchanges, garden sharing, cohousing, and freecycling. Unused value is wasted value in the sharing economy marketplace, and even higher education is not immune. A recent start-up in the Boston area is seeking to match area employees with empty seats in local classrooms to promote employee development (Botelho 2016). The fledgling service cites the fact that two million classroom seats in the United States go unfilled each year. Continuous learning will no longer "be limited to a specific building or time zone" (Boyers 2016, p. 12).

So move over Millennials, Gen Z is about to overtake you. It is too early to tell if the label "Gen Z" will stick. Just as "Generation Y" ultimately morphed into the more memorable "Millennial Generation," so too might some alternate name for Gen Z capture the collective consciousness. "The Homeland Generation," or "Homelanders" for short, is one such possibility, proposed by the same authors who coined the term Millennials (Howe 2014). "Homeland" in this context is suggestive of how the newly rising generation will be closely bound to home, hard work, and traditional values, adopting the don't-rock-the-boat attitude that so characterized the Silent Generation.

And it doesn't stop there. The generation that comes after Gen Z will be unlike anything we've seen before—yet eerily familiar all the same. This successor generation will quietly

take root with those children born beginning about a decade from now and then it will slowly announce itself by exhibiting its own distinguishing set of characteristics. So the generational cycle continues, and colleges and universities will be challenged yet again to respond to ever-evolving demands for services, programs, and space.

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