Diverse Millennial Students in College: Implications for Faculty and Student Affairs

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DIVERSE MILLENNIAL STUDENTS IN COLLEGE
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Implications for Faculty and Student Affairs

Edited by
Fred A. Bonner, II, Aretha F. Marbley,
and Mary F. Howard-Hamilton

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Does the term “millennial” apply to under-represented students and, if they differ, what do we need to know?

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In all the debate about millennial college students, scant attention has been paid to disaggregating the diversity within this generational cohort.

This book addresses the characteristics and experiences of diverse millennial college student populations—in terms of race, ethnicity and sexual orientation, draws out the implications for faculty and student affairs personnel, and offers recommendations for policy and programs.

In providing a “voice” to “voiceless” populations of African American, Asian American, Bi/Multi-Racial, Latino, Native American, and LGBT millennial college students, this book engages with such questions as: Does the term “millennial” apply to these under-represented students? What role does technology, pop culture, sexual orientation, and race politics play in the identity development for these populations? Are our current minority development theories applicable to these groups? And, ultimately, are higher education institutions prepared to meet both the cultural and developmental needs of diverse minority groups of millennial college students?

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Product Description

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While many institutions have developed policies to address the myriad needs of Millennial college students and their parents, inherent in many of these initiatives is the underlying assumption that this student population is a homogeneous group. This book is significant because it addresses and explores the characteristics and experiences of Millennials from an array of perspectives, taking into account not only racial and ethnic identity but also cultural background, sexual orientation, and socioeconomic status differences—factors contributing to how these students interface with academe.

In providing a ávoice to ávoiceless african american, Asian American, Bi/Multi-Racial, Latino, Native American, and LGBT millennial college students, this book engages with such questions as: Does the term áMillenialº apply to these under-represented students? What role does technology, pop culture, sexual orientation, and race politics play in the identity development for these populations? Do our current minority development theories apply to these groups? And, ultimately, are higher education
Institutions prepared to meet both the cultural and developmental needs of diverse minority groups of Millennial college students?

This book is addressed primarily to college and university administrators and faculty members who seek greater depth and understanding of the issues associated with diverse Millennial college student populations. This book informs readers about the ways in which this cohort differs from their majority counterparts to open a dialogue about how faculty members and administrators can meet their needs effectively both inside and outside the classroom. It will also be of value to student affairs personnel, students enrolled in graduate level courses in higher education and other social science courses that explore issues of college student development and diversity, particularly students planning to work with diverse Millennial college students in both clinical or practical work settings.

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