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Student Success and the Impact of Social Media: Integrating and Regulating Boundaries

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THESIS

Student Success and the Impact of Social Media:
Integrating and Regulating Boundaries

Brianna Facemire

May 2020

Student Success and the Impact of Social Media:

Integrating and Regulating Boundaries

A Thesis

Presented to the Faculty of the

Department of Educational Foundations and Policy Studies

West Chester University

West Chester, Pennsylvania

In Partial Fulfillment of the Requirements for the Degree of

Master of Science

By

Brianna E Facemire

May 2020

Acknowledgements

I want to take this time to acknowledge those that supported me, inspired me, and motivated me to finish this thesis. I am so very grateful for the support system God has placed in my life.

To my wonderful parents, I would not be the person I am today without you both. You both have shown me unwavering support throughout my entire life. You two have always seen the best in me and pushed me to reach my full potential.

Dad, your strength and perseverance is second to none. You have shown me what with hard work and determination that I can achieve anything. Thank you for always making me safe and teaching me to reach for the stars.

Mom, you are the definition of what a mother should be. Even when I don't deserve it you have always put me first. Your sacrifices have not gone unnoticed and I am blessed that God choose me to be your daughter. I cherish are relationship and bond more than you know. Thank you for always being a soft place for me to fall and reminding me that I can conquer the world.

Lyric, my very best friend, I could not have made it through grad school without you. Your friendship means the absolute world to me and I am so grateful for you. This chapter is ending and I am realizing now that it was the hardest thing I have had to go through. I know I am stronger for it but it was rough. You were there for every up and down, motivating me, supporting me, encouraging and reassuring me that I would make it. Thank you for being my person.

Jeter Smith, my good company, you were the first one to see the passion and talent for helping students. Your mentorship gave me the push and confidence I needed to apply to graduate school. I never believed I was smart enough to obtain a Master's degree and you

made me believe in myself. Thank you for being the best example of what student affairs professionals are capable of, which is fostering potential and guiding students to become the best versions of themselves.

Jackie Hodes, Matthew Kruger-Ross, and Orkideh Mohajeri I cannot express how much gratitude I have for you all. I think this program is so special because of you all. You all have demonstrated that being an educator is one of the most influential roles a person can hold. Each of you have been someone I aspire to be like because you have supported me through this program and helped me become a better professional, but more importantly a better human being. I consider myself very lucky and blessed to know each of you. Thank you for your endless hours of work, encouragement and support over the past two years.

Adam Linetty, otherwise known as my second dad, I want to recognize you for being someone that I could go to for counsel, help, or just a good laugh. You are vast ocean of knowledge and I am grateful to have learned from you. You're willingness to do anything you can to help the people you love is so rare and I am lucky to call you friend. Thank you for everything you have done for me and I know you'll continue to be an influential part of my life.

I could continue but then this section would be as long as my entire thesis. So for those I didn't not directly mention, please know that I am grateful for you and your support. Lastly, I want to thank myself. This journey has been an uphill battle and has been a test of strength and will. So remember that you should never doubt what you are capable of. You also should be so very proud of what you have accomplished. As this part of your life is ending look towards the future with optimism and excitement because so many good things are in store.

Abstract

In this thesis, I will be examining the impact social media has on student success. I do not define success as only academic success. I believe success is a combination of mental and physical well-being, academic success, and the opportunities available to students during their time at the institution as well as after. The guiding question for my research is: how is social media negating students to reach their full potential? I will use the works of John Dewy, Paulo Friere, Arthur Chickering and others in hopes to address this question of concern. My overarching thesis is social media is negatively impacting student development and future success. To combat this concern, I have created a program that addresses how social media negates student success. The PAUSE program is a four-session workshop offered to first year and transfer students. The PAUSE program challenges students to pause before they post and ask themselves: is the post positive, authentic, unique, supportive or empathetic. The success of this program will be determined by the dedication of the advisor and mentors. The sessions will tackle stress, procrastination, and carelessness. Each of these adjectives negates the three aspects of success that I am trying to improve. Lastly, I will discuss what limitations and improvements could be made in the future to improve my intervention.

     Keywords: social media, student success, first-year students

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Chapter 1: Introduction & Positionality

Introduction

Growing up there are typical careers that everyone wants and knows about such as doctor, lawyer, politician, or teacher. Interestingly, student affairs professional is never on that list. What I have come to realize is that student affairs is not a profession that anyone chooses -- the profession chooses you. I had no clue what student affairs was before I went to college. Student affairs was not even a degree option for me as an undergraduate and I didn't know I could have a career in improving students' college experience. This realization is a unique characteristic of my profession. Everyone that I have spoken to thus far has a moment when they were "shoulder tapped" by a mentor or leader in the profession and asked to continue the work. I would like to begin by sharing mine.

Finding Student Affairs

My experience as a first-year student was not the best. On the outside looking in, it would appear that everything was perfectly fine. I was involved, I had friends, I was doing well in my classes, and I socialized. However, I was very good at hiding my unhappiness. Honestly, it had nothing to do with the institution I had chosen but everything to do with the fact that my emotional abuser was constantly in the back of my mind. We had ended things a few months before I left school and even though he wasn't a physical presence in my life he was like a ghost constantly haunting me wherever I went.

I was hurting and I felt like no one cared or understood what I was going through. I was able to open up to my roommate and in hindsight I can see that we were keeping each other in a dark place. We made the decision every morning to be negative and think every day was going to be the same. I never once thought I would transfer or drop out because I knew it wasn't an option

but I wished that someone would have been able to see past my false display of confidence and help me.

The turning point for me was when my community assistant (CA), Lindsay, pulled me aside and suggested I should apply for the CA position. A CA is an entry-level position in residence life staffed by undergraduates. I remember looking at the application online and thinking that this will look good on a resume and additionally offset the cost of funding my education. Within a few months, I applied and was offered the position in spring 2014. I was excited when I received the news but I could not have known at that moment that everything I thought I wanted was going to change.

I started summer training for the CA position in August 2015 and it was then that I found my people. I discovered like-minded individuals that found joy in helping others the way that I did. Residence life not only became my first job but it saved me from where I was heading. I can't know for sure but if I hadn't gotten that position I don't think I would have made it through all four years of college. Being a CA gave me a tangible purpose that, for the first time, sparked interest in my university life and inspired me to be better as a student, CA, and person. I realized in this position that I wanted to be the person to guide students see their potential and help them find their niche on campus. I wanted to fight for students when no one else would. I wanted to be the one who tried to understand. I wanted to challenge my students in ways that they have never been challenged before, to show them that their mistakes don't define them because mine didn't. I also wanted to help my students understand that where you are doesn't have to be where you stay or end up.

During my second semester as a CA, I was approached by one of the graduate resident directors (GRD) in my building, Stacey. She was viewed by all of the CAs as the best GRD on

campus. Stacey was strict yet compassionate and everyone wanted to work for her. She told me that she had noticed all of my hard work, the programs I was planning in my hall, and the connections I was developing with my students. I was shocked because I wasn't even one of her CAs and I never thought she would take notice of me. Stacey informed me that she thought I had the "Student Affiairs Bug", or the realization that there is a profession where you can continuously impact a student's college journey for the better. I remember laughing because I had no idea what this was or what it meant. I wasn't going to grow up to be a doctor, lawyer, or teacher -- I was going to be a Student Affairs professional.

Discovering My Concern

Soon after receiving this feedback from Stacey I realized I wanted to pursue a career in student affairs. I quickly started noticing gaps in extracurricular programs. I saw plenty of educational programs that focused on alcohol, drugs, and the bystander effect but I never noticed any programs, on my campus or others, that discussed how social media could be a tool for harm. I realized that through my experiences with social media I could create something to help with this issue.

Understanding the experiences that have shaped my viewpoint is a critical place to start. Two experiences frame my position on social media use by undergraduate students. The first story takes place when I was in 7th grade and involves cyber bullying. I recognize that bullying happened long before social media ever came into the picture but at least the victims could go home and escape. Social media allows bullies to target their victims virtually, which follows them home.

Since I was not an avid user of popular social media platforms during my teenage years, I was able to witness a lot from the sidelines. I was criticized, questioned, and mocked for not

jumping on the social media bandwagon. I remember sitting around my lunch table listening to my friends gush about the juicy fight that exploded on Facebook the night before and how two so-called friends weren't speaking because of it. I sat there thinking to myself: those girls were best friends and now they aren't speaking because of a fight they had online. How could this be and why did everyone willingly sign up for this? I was having trouble understanding the need for attention my peers were so desperately craving. I thought maybe social media would be a fad, lasting only a few months, or a year. But, I was wrong and it continued to get worse.

A few months later, cheerleading tryouts were in full swing. A few girls I had cheered with the previous year had a vision in their minds of what a cheerleader should look like and they believed that everyone on the team the previous year fit this ideal image. They felt it was their responsibility and duty to keep the team the same as last year. Any new potential candidate that did not fit this image was harassed and bullied at school and online until they no longer wanted to try out. There was one girl specifically that they had it out for. She had been on the team for two years, skipped a year, and was now trying out again. She was away from school for a long time and had just recently started school again. During this time she had put on weight and everyone noticed and quietly whispered behind her back. I encouraged her to try out again because she was passionate, dedicated to the squad, and generally loved being a cheerleader.

She was fearful that she wouldn't make the team because she had fallen behind. I promised her that I would help her throughout tryouts and do everything I could to get her back on the team. Others felt she was too fat to be a cheerleader this year and would ruin the reputation of the squad. They posted to her Facebook timeline saying that they were going to beat her up if she went to tryouts. I remember her crying at school and one day while we were working on cheers and the tryout dance she confessed to me why she had left school. She had

found out that she had a massive tumor located on her spine and had to have major spinal surgery. During this time she wasn't able to exercise and had to be extremely careful doing anything, which is why she had put on weight. She was embarrassed and scared about what would happen if she went through with trying out for the team. I told her that if she didn't she would be letting those girls win. She was battling for her life with a terrifying diagnosis and after she beat it was now facing threats from people who claimed they supported her.

My second related experience happened while I was working as a CA. Rather than an instance of cyber bullying, it is a story of how social media can impact future opportunities.

Halfway through my fall semester as a second-year CA, I was called to take control of a situation happening on my floor. A resident approached me and showed me a video on Snapchat of a student walking through our building, entering their room, and starting to smoke marijuana. The video identified the room where the student lived and the time they started smoking marijuana. I was astonished this happened and, rather than feeling remorseful, this student was irritated with me that I was obligated to uphold university policy. She didn't even realize she posted it to Snapchat where anyone could see it and because of that mistake she was facing a loss of housing.

In addition to others, these experiences are the reason I feel social media is a threat to undergraduate students. Social media encourages impulsivity and that does not mix well with the purpose of higher education. I believe as a student affairs professional it is my responsibility to educate my students about potential threats that could impact future opportunities. I aim to guide them to make logical, well-informed decisions and to advise and counsel them through difficulties they may face. Students should not have to be worried or concerned about physical or online threats while they are trying to obtain a degree when the life of a student is already hard

enough. Students should understand the consequences of their actions before they post a video to SnapChat of them smoking weed in their residence hall. The problem is many student affairs professionals assume someone else will help the student facing cyber bullying. Many assume that someone else will have that difficult conversation with the student who posted a video to Snapchat about the consequences that decision could have on their future. The problem with assuming is that it makes it that much more difficult to accept the reality—no one is helping those students and no one having those difficult conversations.

My thematic concern aims to further understand how social media impacts student success. The definition of success throughout my thesis is defined as personal well-being, includes mental, physical, and academic success, and finally the opportunities available post-graduation. While reviewing the literature I have found that there are positive correlations in each area of success listed previously. There has been an increase in student reported cases of depression and anxiety that can be linked to social media use (Drouin, 2018). The amount of time spent on social media has also been seen to negatively impact student performance within the classroom (Scott, 2014). Besides, student-generated content can drastically impact what opportunities students receive for their future careers (Fenwick, 2016). Therefore, it is my hope our profession recognizes social media as something worth taking the time to educate our students on. Together we can take the necessary steps to ensure social media does not prevent students from achieving their goals.

Concluding Thoughts

Social media is proving to be a key component in the lives of undergraduate students. I have seen students utilize these platforms in ways that can negate their ability to pursue their goals post-graduation, which is why I would like to examine this concern. In this thesis I will

begin by explaining my philosophical positionality and what I believe to be the purpose of education. I will also review what constitutes, in my opinion, a positive educational experience, what is mis-educative and what our role as student affairs professional is.

I will also analyze the historical context of social media, which entails first understanding the history of higher education and student affairs. Then, I will discuss the origin of my concern, how it has grown, and what forces have and continue to shape this problem. Social media is ever-changing, which is why student affairs professionals are hesitant to create programs addressing this issue when it will constantly need to be updated to stay relevant. Additionally, I will provide information on the current state of this concern in relation to how the current generation interacts with social media. I then transition to discuss the unique and current factors that surround this issue. Specifically, the factors related to social identity development, the current college experience, local, state, or federal laws or policies, funding, and power and privilege.

Lastly, I will state how my internship in undergraduate admissions and graduate assistantship in residence life and housing services informed, expanded, and confirmed my perspective towards my concern. I will detail what I learned from these experiences and the takeaways that impacted my thought process that helped develop my way of thinking. Furthermore, I explain the challenges I experienced on a day to day basis that relate to my concern and how I discovered solutions to manage or overcome those challenges.

Chapter 2: Frameworks & Definitions

My Thematic Concern

Germany Kent, American print and broadcast journalist, producer, actress, author, activist, social media etiquette expert, and philanthropist, writes: "You are responsible for everything you post and everything you post will be a reflection of you" (Kent, 2015, p. 1). My concern is that current undergraduate students are not grasping the responsibility that Kent describes. What is more, when they do learn this skill, it may be too late to repair the damage.

My experiences thus far have led me to believe that social media does, in fact, impact a student's ability to succeed. I have witnessed the detrimental consequences cyber-bullying has to a person's mental and physical wellbeing as well as the decrease in opportunities after graduation due to specific social media content posted on their accounts. Social media is proving to be a key component in the lives of our students. I have seen students utilize these platforms in ways that can negate their ability to pursue their goals post-graduation and maintain a healthy relationship with themselves and others.

I argue that students initially place a higher value on feeling accepted and cared for at their institution rather than simply going to class and receiving high marks to obtain a well-paid career. Student affairs professionals have the responsibility to educate students on the potential harms social media can have on their future. It is also their duty to ensure that during a student's time at their chosen institution students feel like they matter. If students do not find this connection, they will it seek out in other areas of their lives. In the following section I present my conceptual framework.

Conceptual Framework

Philosophies

I will begin by sharing which theorists have guided the development of my study and my proposed programmatic intervention. John Dewey (2009), Jacques Derrida (2002), and Paulo Freire (year) have informed and guided my suggested resolution. I will then connect my personal philosophy of education to the main teachings of each philosopher and how their beliefs and ideals have influenced how I will format and conduct my intervention.

The first theorist that I will discuss is John Dewey and his philosophy of education. Dewey (2009) concluded that human beings learn through hands-on experiences. Dewey's ideas and concepts within the philosophical movement of pragmatism (Dewey, 2009). Pragmatists believe that reality must be experienced and cannot simply be told. From Dewey's viewpoint on education, students must interact with their environment in order to adapt and learn. I decided to draw on Dewey's philosophy because I firmly believe that the best way to retain information is to live or to hear from those who have lived that experience. Therefore, the delivery of my program is heavily influenced by Dewey's thinking on experiential education.

Paulo Freire and his teachings on oppression in *Pedagogy of the Oppressed* contributed to the philosophical background of my thesis. Paulo Freire's text is a combination of philosophical, political, and educational theory. Freire outlines a theory of oppression and possible sources of liberation. In Freire's view, the key to liberation is the awakening of critical consciousness or awareness and the critical thinking process in the individual. I chose to incorporate Freire's philosophy because social media can be seen as a new platform to oppress those who are already marginalized.

The final theorist that guides my study is Jacques Derrida (2002) and his concept of unconditional hospitality. Specifically, I draw on Derrida's thinking related to whether or not the university can be a place to foster unconditional hospitality. Derrida discusses this idea in *The*

Principle of Hospitality. He writes of unconditional hospitality which does not demand that the guest's identity is maintained as, for instance, a foreigner with a motive of asylum, but signifies a radical openness to an absolute, indistinguishable other. An example of unconditional hospitality is allowing anyone a seat at the table. You do not have to be invited to a Director's meeting; you are encouraged to simply show up and participate in discussion. Given Derrida's work, I have examined the characteristics of social media and I do not believe it can be a place of unconditional hospitality. (Derrida, 2002) Next, I will discuss how the shocking and terrifying event of 9/11 influenced the rise of social media.

Historical Influences

The early 2000s were a source of major change for the United States. The primary event is the day the world changed for all American citizens: the day the twin towers fell. This act of terrorism brought the nation together to fight a foreign threat. This event is a major reason the United States decided to rage war in Iraq. These two major markers in our history shaped our society in three major ways, which are the wars the United States engaged in post 9/11, immigration and deportation and surveillance. This resulted in a dramatic change in America's attitudes, beliefs, and concerns about safety, vigilance, and privacy. After reviewing the major impacts I will then analyze how 9/11 has shaped my thematic concern

Student Development and Social Identity Theories

I have selected four student development and social identity theories to examine my thematic concern. Each theory or model helps solidify how I need to organize my programmatic intervention because each shares a new way of viewing and understanding students. Without these models as a reference and guide, my solution would not be successful.

Arthur Chickering's (1993) Seven Vectors theorizes the "tasks" that students must go through while developing their identity. The seven vectors are developing competence, managing emotions, autonomy to interdependence, developing mature interpersonal relationships, developing integrity, developing purpose and establishing identity. The goal is for every student to be helped and guided through these vectors to finally discover their true selves. My programmatic intervention will try and aid students though some of these vectors. For example, with regards to managing emotions, my intervention will discuss how to avoid making drastic decisions that could lead to negative consequences.

The second theory is Sanford's (2010) idea of challenge and support. Sanford explains, if the challenge is too great and the student is not ready for the challenge, a student may go into a state of retreat, where they cease to develop and pull away from the challenge (Evans, 2010). This is where support, and work as student affairs professionals comes into play. By providing support, this state of retreat can be prevented. However, if too much support is provided, the student may reach a state of stagnation, where the support is too much in proportion to the challenge and therefore becomes unhelpful (Evans, 2010). Challenges are necessary and usually unavoidable parts of the college experience. Therefore, student affairs professionals should not seek to eliminate them, but to support students through these challenges.

Thirdly, Nancy Schlossberg (1984) discusses the key role of mattering plays in the lives of our students. There are four aspects to mattering which include, attention, importance, ego-extension, and dependence. In short, she explains that without the feeling of mattering in their day-to-day lives in is extremely difficult for students to succeed. I have always relied on Nancy Schlossberg's model but up until recently I did not know that I was. There is no other way to

build meaningful relationships with students without showing them they matter not only to you but the greater community.

Lastly, I draw on Laura I. Rendón's (1994) validation theory that has particular applicability to low-income, first-generation students enrolled in higher education. Validation theory was offered as a new way to theorize how these students might find success in college, especially those who found it difficult to get involved, had been invalidated in the past or had doubts about their ability to succeed. This theory has made me realize that my intervention has to provide students information without invalidating all of their prior experiences online. My experiences with social media lean more towards the negative side but that is only my perspective. There are and will be students sitting in on my intervention that have had wonderful and positive experiences. Therefore, the delivery of this intervention must include all students in the conversation so it is more likely that they will find success from participating in the program. In the section, I will be reflecting on my time in Residence Life and Housing Services and in Undergraduate Admissions and how those two experiences impacted and influence my view on my concern.

Field Experiences

My views and frameworks have grown, changed, and become more informed through my experiences as a Graduate Hall Director working for the office of Residence Life and Housing Services (ResLife). I knew when I chose this thematic concern that I might have trouble finding current research to support my claim. I did not expect to find as many articles and case studies arguing against my point of view. This realization that I may be the one hesitant to change or stuck in the past made me doubt the necessity for an intervention on this topic. While I continued

to work through this setback I was still noticing in my daily interactions with students that social media was impacting their success. I was still noticing conduct cases that had social media as a factor in the case, roommate issues that were made worse due to social media, and creating community in the residence halls were proving to be more difficult because of social media's constant presence. I believe that both of these experiences challenged me to expand my perspective and viewpoint regarding social media. My students in ResLife were able to show me positive ways to interact and connect with students and how being friends on social media stopped harmful situations. In undergraduate admissions, ambassadors were offering to connect with potential students on social media so that they could stay in tough and reach out with more questions. What I realized is that there is so much more good than I was originally seeing and I must keep this in mind when implementing my intervention.

Research Question

Having presented the guiding conceptual frameworks for my thesis, I now arrive at the guiding question for my research: How is social media negating students to reach their full potential?

Definition of Terms

The following is a list of definitions for words that will be used throughout this study. These definitions are essential to understand in moving forward so that the issue and proposed program can be fully understood.

Unconditional Hospitality

Letting others in no matter what, without asking them for papers, without judging them, even when they are uninvited. All are to be treated not as enemies who must be expelled or

exterminated, but as friends. (Derrida, 2002) In connection to hospitality...Hospitality is conditional.

Success

In this paper when I referred to the term success I do not only mean success in the monetary definition. To me, success encompasses mental and physical well-being, academic success and the opportunities presented to a student after graduation.

Student Affairs Bug

The idea or concept of a student realizing it is possible to have a career that aims to help students achieve their goals and have a meaningful, holistic experience while they are attending university.

Mattering

When I use or refer to the term of mattering I do not only mean that a person is of great significance or importance. I also mean the obligation and duty a student affairs professional has to project that feeling on to each student that walks through their office door.

Extracurricular educational programs

Training opportunities, professional development experiences, and or any opportunity for a student to obtain a skill that is not directly taught in a traditional classroom setting.

<center>**ACPA/NASPA Professional Competencies**</center>

In this section I discuss the value of the ACPA/NASPA competencies and how a few have impacted my intervention. There are 10 profession competency areas presented by ACPA/NASPA that lay out essential knowledge, skills, and dispositions expected of all student affairs educators, regardless of functional area or specialization within the field (ACPA/NASPA,

2015). In this thesis and my intervention I address Personal and Ethical Foundations, Leadership, and Student Learning Development.

Personal and Ethical Foundations

This competency is defined as "the knowledge, skills, and dispositions to develop and maintain integrity in one's life and work; this includes thoughtful development, critique, and adherence to a holistic and comprehensive standard of ethics and commitment to one's own wellness and growth" (ACPA/NASPA, 2015, p. 16). I have chosen this competency to guide my programmatic intervention because it is aligned to the goals I have developed for my program. My intervention aims to create conversation focused on the possible threats social media can have on one's success. To do this it is important to discuss personal beliefs, values, and morals because those differences will impact how one interacts on social media and why they use it. This information is crucial to developing the topics for each session.

Leadership

This competency is defined as:

The knowledge, skills, and dispositions required of a leader, with or without positional authority. Leadership involves both the individual role of a leader and the leadership process of individuals working together to envision, plan, and affect change in organizations and respond to broad-based constituencies and issues. (ACPA/NASPA, 2015, p. 13)

A goal of my programmatic intervention is to employ students as the leaders and mentors of the PAUSE Program. Therefore, it is important to cultivate and foster their leadership development as well as my own. I have to clearly communicate the reason we are developing this program if

there is any hope to deliver the message to the incoming first-year and transfer student population.

Student Learning and Development

This competency is defined as "the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs and teaching practice" (ACPA/NASPA, 2015, p. 32). The foundation of my programmatic intervention is to aid in student learning and development as it applies to social media. Therefore, I must be able to assess teaching, learning, and training and incorporate the results into practice as well as identify the strengths and limitations in applying existing theories and models to varying student demographic groups. In order for this program to grow, succeed, and reach an array of students, from diverse backgrounds, I must be able to monitor, assess the data collected, and then effectively communicate its necessity to university stakeholders.

<div align="center">

Conclusion

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In this chapter I introduced my conceptual framework, key terms and definitions, and how my proposed intervention will intersect with NASPA Competencies. In the next chapter I will be sharing my philosophy of education, the historical context of my concern and what forces have and continue to shape this concern. Next, I will explain the unique and relevant factors that frame my concern. Lastly, I will share how my graduate assistantship and internship informed and expanded my perspective on my concern.

Chapter 3: The Narrative

Introduction

In this chapter, I will be discussing my philosophy of education and the philosophers that have expanded my thinking. In the following chapter I will also be discussing how many of the same theorists have impacted the development and implementation of my programmatic intervention. I will then explain the tragic events of 9/11 that impacted the United States and consequently influenced the growth and rise of social media platforms. Afterwards, I discuss the current state of my concern and what other professionals in the field are discovering about the influence of social media on college campuses. Next, I will explain the unique and relevant factors that frame my concern. Finally, I will conclude this chapter by sharing how my graduate assistantship in Residence Life and my internship in the Office of Undergraduate Admissions informed and expanded my perspective.

Philosophy of Education

My philosophy of education revolves around the idea that more learning happens outside the classroom and therefore universities should utilize this time to enhance student experience, development, and growth. This philosophy can be used to address rising issues including the increased use of social media. More specifically, the way students are using social media. Social media has the potential to cause harm to the students and others. In order to address this concern, I will use the works of John Dewey (2009), Jacques Derrida (2002), and Paulo Freire (1972) to inform and guide a possible resolution. Before turning to the works of others, I consider first my background.

My background in Residence Life and Housing Services played a large part in shaping my educational philosophy. I remember very specifically on my first day as a community assistant I was told that 95% of student development and student learning happens outside of the

classroom. At first, I was skeptical because I was under the impression that the reason I and many others pursue a four-year degree was to be taught by my professor, in the classroom, and gain the knowledge necessary to go out into the world and obtain a job that would sustain the lifestyle I desired.

The more I thought about the amount of learning happening outside the classroom the more and more it made sense. At most, students can spend 21 hours (and at minimum 12) as a full-time student. The rest of that time students are on their own, free to do as they wish. The university must recognize that there is a large amount of time to provide outside opportunities to inspire growth and development. How can student affairs practitioners use this time to benefit student development and resolve the issues they face on a day-to-day basis?

In addition, valuable information is being shared and absorbed from multiple facets. Students are not only learning from their professors but also from their friends, classmates, mentors, and every experience that happens while they are attending school. Dewey (2008) summarizes that the learning that takes places in the classroom is only one method of teaching. There are many places in which learning happens and that is why the work of student affairs professionals is so important. The idea that the classroom is only one source where knowledge can be obtained is the driving reason behind all of the events that residence life offers to students and why resident assistants live in the halls with students. By providing these resources and opportunities it is hoped that student growth and development will be positively impacted. In working with students I have come to realize that each has a unique set of experiences that have shaped their views, beliefs, and opinions.

Living in a Fishbowl

By living with students for three years during my work in residence life I was able to build meaningful relationships and encourage students to self reflect on the negative and positive experiences that shaped their lives. I also came to the realization that each student brings their whole self to the university and the university needs to be prepared to take care of and foster each individual student on their academic and personal development.

The university has an obligation to create programs or events to combat certain issues that students are facing. Offering a program or event is not going to solve all of the issues as it is also important to consider how the program is taught, facilitated, or delivered. I have seen programs that have the very best intentions fail simply because of how the message was delivered. This is why it is so vital to meet the students where they are and observe the best way to deliver information in a way that will be well received, remembered, and most importantly put into action by the students.

If it is assumed that each individual student learns differently then it can also be assumed that each incoming class of students is going to learn differently as well. To better understand how to encourage students to participate in outside-the-classroom learning opportunities it is important to understand the idea of participatory communication (Scott, 2014) that allows for the sharing of information, perceptions, and opinions among stakeholders and thereby facilitates student's empowerment. If educational programs are offered, an effective course of action is to take steps to guarantee that students feel empowered, in consequence, they will then participate in the discussion. Scott (2014) references Freire in supporting the importance of dialogue: "True reflection is necessary for overcoming false consciousness and will always lead to action" (2014, p. 48). He continues,

A key dimension of this form of dialogue is the rejection of conventional sources of authority. The teacher, for example, is no longer merely the one-who-teaches, but one who is himself taught in dialogue with the student, who in turn while being taught also teaches. (Scott, 2014 p. 14)

Given this approach, how student affairs professionals are teaching students needs to be altered. Applying this to outside educational programs means that it will not be effective to sit students in a room and talk at them for an hour. The facilitator has to be willing to engage with students and not only present the information but connect the information to the students that they are presenting to. In other words, make it personal. If student affairs professionals give a student the space to share openly and freely then they will take that opportunity.

To summarize, the key points from my philosophy of education thus far include that more learning happens outside of the classroom, meaning that this outside time should not and cannot be wasted. Therefore, if we hope to educate students on outside issues, then more programs and events to educate students need to be implemented. As a result, this educational programming needs to be taught in a way that facilitates student participation and engagement. By encouraging student participation, we enable students to take action in the future.

Post Everything and Forget the Consequences

I noticed an alarming trend during my years as a community assistant. I saw students posting pictures consuming alcohol when they were underage or smoking weed in the residence halls. I also noticed tweets or posts to Facebook that were rude or incentive on topics such as sex, race, or sexual identity. These posts have the potential to drastically impact their academic careers. I noticed that students were not grasping the fact that they had their whole lives ahead of them and one photo could ruin or destroy the picture of what their future looked liked in their

heads. Social media is not going away and therefore the university has a responsibility to educate students on how to properly use social media as a tool to aid in their success.

One problem is that American society thrives on immediate gratification and social media allows that desire to be fulfilled. At the time, students are not thinking about what others might think, how those statements may hurt someone else, or how the rest of society may deem their actions. Similarly, Kohlberg's (1958) Theory on moral development discusses this issue briefly in stage four, social system morality.

Social media is a peephole into our lives and we agree to let the world see through that peephole. This means that there is a new responsibility for monitoring how the self is portrayed online, so that the online self does not hinder future opportunities. In relation to my educational philosophy, I believe that creating a program focused on how to show students the way to properly use social media is a way to help students realize the impact a post, tweet, or picture could have on their future.

Embracing Social Media on the College Campus

Thus far it seems that the university is not approaching social media in a way that is helping students learn more about it and its impact on their lives. Universities are adopting social media to help promote brand identity such as posting to an Instagram account that showcases the positive aspects of campus. However, my concern is that adopting social media is not sufficient; it is necessary, but the university should be doing more. If social media now has a seat at the table then how should the university teach students about it in a positive manner? Since social media is a daily presence in the majority of university student's lives the university needs to create a plan of action. This plan should include how to properly portray oneself online so that social media can aid students rather than hindering them.

In addition, the university needs to accept that social media is now considered a social norm. In today's society, it is seen as abnormal to not have an Instagram, Twitter, or Facebook account because people have grown accustomed to connecting with others over the Internet. Social media has become a platform for a completely new self-identity (Renner, 2019). If you want to be a completely different person social media gives you that opportunity. You are able to promote a false truth, and this is where the problem lies. Derrida writes, "[t]he University professes the truth, and that is its profession. It declares and promises an unlimited commitment to the truth" (Derrida, 2002, p. 375). How can social media be accepted or welcomed at the university if it is more than possible and acceptable to portray lies and false truths?

With the rise of social media, the meaning of "truth" is changing (Leetaru, 2019). It is encouraged and promoted to only show the best aspects of your life and yourself online. The real struggles people face are not welcome online because no one "likes" it, literally. Social media has trained us that if a post does not get enough likes or shares it was not good enough, therefore you are not good enough (Drouin, 2018). The ability to like or share what someone else finds appealing or entertaining does not equal worth.

This concern is important because social media is not going away. Advances in technology have been experienced since the beginning of time. Each time there is an advancement in technology it means that society has to find a new way to respond in the daily lives of its members. It also means there is a period of time when members of the society need to learn and adapt to this new technology. There is a learning curve and the same goes for the integration of social media into the university.

It will take time to see what works and what does not work but the failures cannot discourage the promise of success. Thus, it is better to try than to not try at all, because at least

the attempts that were not successful can guide us in finding the one way that does work. Also, what might work on one campus may or may not work on another campus. The programs I hope to implement will be specific to the social media-related problems students are experiencing on their campus. Therefore, the message will be personalized to each unique campus community.

By providing students the opportunity to learn about the harms social media can cause from those who have experienced harm themselves they will be able to take that knowledge and start practicing it in their own lives. It only takes a few moments to pause before posting. But those few moments of reflection can make a huge difference in not only their lives but also in the lives of others.

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Historical Analysis

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My thesis focuses on how social media impacts student success. Success includes not only academic success but also the ability to transition into the workforce. I also believe social media can negatively affect how students view themselves, which may result in depression and anxiety. In this section, I review the historical events that may have led to the current reality in the United States and how today's youth lives their lives online. I will be analyzing the impacts 9/11 had on American society and then connecting those impacts to the rise of social media. While this approach is not reported in the research literature, I find it a useful heuristic in historically situating the rise of social media.

The early 2000s were a source of major change for the United States. The primary event that comes to mind is the day the world changed for all American citizens and that event is the day the Twin Towers fell. This act of terrorism brought the United States together to fight a foreign threat. This event is a major reason the U.S. decided to go to war in Iraq. These two

major markers in our history shaped our society in three major ways. After reviewing theses I will then analyze how 9/11 has shaped my thematic concern

On September 11, 2001, the United States was filled with fear and that fear changed the nation forever. The impacts can be seen by the wars America engaged in after 9/11, in the immigration policies and deportation, as well as general surveillance. It is hard to imagine what the world would have looked like or what society would be like if 9/11 had not happened. Americans have become numb to the state of society because we are so used to being in a constant state of war, being fearful and untrustworthy of outsiders, and constant surveillance. Matthew Green (2017) discusses the major changes he has perceived since September 11, 2001. He claims that the United States has not officially engaged in any wars. Very few citizens knew the names of al-Qaeda or Osama bin Laden, and ISIS didn't even exist. America has drastically increased the number of deported foreign immigrants and interest in constant surveillance was a fraction of what it used to be. America's involvement in the War on Terror, which was initiated by the 9/11 terrorist attacks, resulted in a dramatic change in the nation's attitudes, beliefs, and concerns about safety, vigilance, and privacy (Green, 2017).

The Four Major Impacts of 9/11

In response to the terrorist attack on 9/11 the United States government decided to send troops to Afghanistan in hopes to destroy the group responsible for the attack, Al- Qaeda. Later in 2003, more troops were sent overseas to enemy territories to remove Osama bin Laden from power. Since then the military has remained ever-present with little to no sign of returning home. The American war with Afghanistan is the longest-running war in American history. There are still currently more than 8,000 troops engaged with the Taliban. In February 2019, President Trump fought to bring home about half the total U.S. deployment but in September brought

peace negotiations to a halt after a U.S. soldier was killed in a Taliban attack. The Taliban says it is "committed to continuing negotiations," but warns that the cancellation will cause an increase in the number of deaths (Council of Foreign Relations).

Another effect of 9/11 can be seen in how much money the United States used to spend on defense-related agencies compared to now. Homeland Security's discretionary budget jumped from approximately $16 billion in 2002 to more than $43 billion in 2011 (Green, 2017). In the current federal government budget over $576 billion was allocated to the Department of Defense. Overseas Contingency Operations were estimated to cost approximately $174 billion, which pays for the War on Terror. The rationale behind these numbers is the continued expense from sustaining the military's involvement in Iraq and Afghanistan (Amadeo, 2019). The only expenditures that exceed military expenses are Social Security, Medicare, and Medicaid. What the U.S. government spends its money on can tell you a lot about its priorities. The fact that the American government spends a vast majority of its budget on its military forces shows how much the nation fears a similar occurrence.

It can also be seen that after this attack distrust in foreigners increased. This is remarkable considering those that sought refuge from religious intolerance founded this nation. The U.S. was built on the idea that anyone had a right to pursue happiness and hope for a better life. While I cannot claim that 9/11 is the only reason this mindset has changed, I do think that because this was the first time a terrorist attack happened on U.S. soil that being selective in who is allowed into the country makes sense.

Ever since the Bush Administration created the Department of Homeland Security deportations have nearly doubled since 9/11. According to the Department of Homeland Security's Yearbook of Immigration Statistics, there were a little over 200,000 annual

deportations a year between 1999 and 2001. In 2002, the number of deportations decreased but

then slowly began to increase over the following years. Under the Obama administration the

number of those deported reach at an all-time high in 2009 and 2010. During those two years, the

United States deported over 400,000 people. About 200,000 of those deported during that period

were convicted of a criminal offense, although mostly low-level, non-violent crimes (Green,

2017).

The last main impact Matthew Green speaks of is the increase in surveillance. Green

states that the U.S. intelligence state skyrocketed in the wake of 9/11. The growth resulted in a

marked increase in government oversight, primarily through a vast, clandestine network of phone

and web surveillance (Green, 2017). The price of more protection and security is the loss of

freedom and this is one of the ways we can see American freedoms being limited. The more

impressive part is how it has been normalized. U.S. citizens and residents carry mini-surveillance

devices in their pockets. Their phones can transmit the location, browsing history, and even

conversations. There are over 56,000 examples where the National Security Agency has

retrieved emails and other communications by Americans with no connection to terrorism, and in

doing so, has violated privacy laws thousands of times per year (Green, 2017).

9/11 and Social Media

After reviewing the impacts of 9/11 I briefly would like to summarize what I believe to

be the start of what we now know social media to be, Facebook. Facebook was not the first

attempt at a social platform but was the first that was specifically created by a college student to

bring the experiences of life at the university online. The intention of Facebook was not innocent

but what it has grown into is what I believe to be the rebellion of the impacts 9/11 had on this

country. I argue that the impacts of 9/11 sparked the creation of Facebook and therefore other

social media sites and in doing so created a pocket of counter conduct. Again, while the research literature does not support this claim, I find it an interesting and useful narrative to understand the rise of social media.

Harvard sophomore Mark Zuckerberg first created a website called FaceMash in 2003. After sharing the link amongst his classmates, Zuckerberg then hacked into the university's database to collect pictures to add to the site. Users were then prompted to play to the "hot or not" game and rate their classmates. This site was taken down after faculty learned of the site's purpose. On February 4, 2004, Zuckerberg and co-founders Dustin Moskovitz, Chris Hughes, and Eduardo Saverin launched Facebook for Harvard students. A month later it opened to students of Yale, Columbia, and Stanford (Greiner, Fiegerman, Sherman, & Baker, 2019). Zuckerberg learned from his prior failure because Facebook became a phenomenon across the colleges of America.

The initial purpose of Facebook was to mirror the college experience through online communication. The idea was to create an online platform for students so that they might share and connect with people easier. Zuckerberg also wanted to give students the chance and the opportunity to share whatever information they wanted online (Greiner, Fiegerman, Sherman, & Baker, 2019). I feel it was a way for people to reclaim their own opinion on privacy and escape the fear they may have felt after 9/11. One of the main impacts 9/11 had on society was the tightened grip on security and privacy. Many felt like information should not be shared in fear of the consequences. Fears such as someone will be able to find your location online or steal your identity (Green, 2017).

What can be seen here is that in this instance the university, through Zuckerberg's creation of Facebook, students were fighting back against what was happening in society.

Facebook was designed to share information and connect with people. It grew into a tool to connect with people across the United States and then the world. While the United States nation was reeling from the attack somehow someway counter conduct emerged.

In this section I provided a brief narrative regarding the events that shaped how social media came into existence. Many would never think that the events of 9/11 could have impacted social media but from taking a look at the events from my perspective I think I was able to make interesting connections.

Current State of the Concern

Introduction

In this section I will be reviewing articles that helped expand my perspective on this topic. The resources below are categorized into potential themes of the workshop sessions that make up my proposed intervention (see Chapter 4). I will first explain the negative impacts of cyberbullying. Next, I will discuss in what ways success has been impacted by social media. Then I will explain how professionalism has changed since the rise of social media and how hiring managers are using social media in their decision process. Lastly, I will be reviewing the generational needs of incoming students and how we should cater are programs to how they learn best. Also, I believe this information will be helpful when creating the individual workshops, keeping in mind the needs and individual learning strategies of generation Z.

CyberBullying

Cyberbullying is primary concern in any social media-driven society. Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, text messages and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying

includes sending, posting, or sharing negative, harmful, or false content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior. (Stop Cyber Bullying, 2018)

One session of my intervention is dedicated to addressing some of the statistics regarding the mental and physical implications of cyber-bullying. Sathyanarayana Rao, Bansal, and Chandran (2018) discuss some of the warning signs, both mental and physical, that may indicate a student is suffering from cyber-bullying. One of the aspects highlighted is that social media and technology allows bullies the opportunity to continuously mock their victims. Because of this, victims are prone to mental and physical trauma. The mental signs of cyberbullying include depression and anxiety, while physical signs can include headaches, nausea, and bed-wetting (Sathyanarayana Rao, 2018). The suggested solution is to implement clear laws or regulatory guidelines to handle this complex issue.

In India, Section 66A of the amended IT Act deals with these cyberbullying (Sathyanarayana, 2018). Sending any message (through a computer or a communication device) that is grossly offensive or has menacing character – any communication which he/she knows to be false, but for the purpose of causing insult, annoyance, and criminal intimidation, under the current Indian IT/Cyber/Criminal laws – is punishable up to 3 years of imprisonment with a fine, but this law fails to deal with the intricacies of cyberbullying. Lastly, Sathyanarayana discuss how it is no longer enough to recognize that cyberbullying is a problem. The online problem needs to be addressed offline.

Social Media, Student Support, and Student Success

Social media and student support can cover information regarding student involvement, connection to on-campus resources, and job opportunities. I realized I do not want to project my bias regarding social media onto the students and make it so this educational program only discusses the negative aspects of social media. Social media can also be a great source of support. Drouin, Flanagagan, Carpenter, and Toscos (2019) advise educators not to dismiss the positive correlation between social media and a healthy lifestyle. It has been shown that students across the United States are struggling with anxiety depression and other mental illnesses (Drouin, 2018). In fact, Drouin states that recent statistics from a U.S. survey of 33,512 students from 51 institutions showed that in the past 12 months, 60.8% of college students "felt overwhelming anxiety," and 38.2% of students "felt so depressed that it was difficult to function," (p. 14) (ACHA, 2016). Moreover, 10.4% had seriously contemplated suicide in the past year. This translates simply: students need support.

The role social media plays in that support is discussed by Drouin (2018). It has been reported that lower levels of depressive thoughts and feelings have been associated with the amount of social media support given. These authors do not ignore the negative aspects of social media. They discuss that support is not directly related to specific amounts of followers providing support. It is actually correlated to the perceived support one is receiving. Therefore, there is a connection to perceived support on social media and depression. I will use this information to guide how I plan to educate my fellow student affairs professionals. It is important to recognize that students can and are receiving crucial support online and we do not want to take that away unnecessarily. There are negative aspects to this support and by understanding those gaps it will be easier for support staff to provide support.

If students perceive that they have support from their followers or online community then this should not be taken away from them. This support must be by making recommendations but it would be counterproductive to remove a support system. Jacobsen and Forste (2011) mention that social media is no longer a time filler. It is fully integrated into students' lives, which means discussing ways the institution can use social media to better connect to our students. Jacobsen and Forste (2011) report on a study that focused on the influence social media has on the academic and social life of university students. The study discovered that because social media is no longer considered a "time filler" for students but an integrated part of their lives it is actually a distraction. In fact, the more time students admitted to spending scrolling through social media platforms the worse their grades were (Jacobsen & Forste, 2011).

If this is the case, professors should be informed that student grades could suffer due to increased social media use and assist in addressing the issue. Jacobsen and Forste (2011) also report that social media enhances social interaction rather than negating it. Students are more inclined to join clubs and organizations if they are connected online. When they interact in social spaces, social media is the first way they can continue fostering those connections. These findings will aid in the understanding of generation Z and how to better accommodate them on our campuses.

Professionalism

The next area of focus is professionalism. As much as there is room to add social media into the college experience students should also be well prepared and know what awaits them after college. Students should look at the ways corporations, businesses, and schools are using the information found on social media to decide crucial decisions regarding hiring and firing

(Drouin, 2015). Therefore, students should understand what a professional social media account looks like, especially one that is alluring to potential employers.

Drouin (2015) analyzes why employers are using social media to determine if an applicant should be hired or fired. Many are divided on the issues of should employers be allowed to information they find on social media platforms as grounds for employment. This article discussed young adult undergraduates' opinions regarding the use of social media for employment decisions. The majority of these students are were not favorable of this practice and therefore a study was done to determine if social media use could have long-term effects on their careers.

At present there is very little legal protection against companies using the information found online as a just cause for termination. For example, a middle school teacher was fired because an unknown third party posted a picture of her to their social media account. The picture showed the employee in a simulated sexual act with a male mannequin while at a bachelorette party (Land v. L'Anse Creuse, 2010). There is a term used to describe individuals who were terminated because of content posted online: "Facebook Fired". The laws and policies regarding social media-based terminations of employment are still evolving and are being shaped by societal notions of justice and fairness, but until then universities have the responsibility to help protect students. Cruese (2010) discusses how it will be interesting to see how social media laws and policies adapt to prevailing cultural attitudes as this generation of employees enters the job market.

However, and most importantly, this generation of upcoming workers must be informed that regardless of their opinions of the fairness of these policies, as it currently stands, their short-term social media use could have a long-term effect on their future careers. This study validated

the need to include professionalism as a part of my intervention because this is a concern facing graduating seniors. Their posts should not deter them from getting the job of their dreams or even an entry-level position but until our legal system catches up to our changing culture it is up to student affairs professionals to prepare students for what they will face post-graduation.

Generational Needs

This topic is relevant because advisors overseeing this program must understand the needs of Generation Z. Maszewski (2016) discusses teaching methods that can be implemented to ensure students retain as much information as possible. Maszewski (2016) argues that the training needs of Generation Z are different. Maszewski (2016) notes that many employers are raising concerns about how to present information to Generation Z. As a group, this particular generation are fully multimedia-literate and often multitasking. These individuals simultaneously listen to music, browse through websites, and chat with friends using their devices. They think and type according to the same rules on which online communication operates, such as in shortcuts and very quickly. Representatives of Generation Z crave dynamism both in the way of conveying knowledge and in receiving feedback about the obtained results. Therefore, Maszewski (2016) offers a few different techniques to ensure that your presentations or teaching methods cater to this generation that include the following: multitude of elements and stimuli attracting the users' attention in order to avoid monotony, condensation of conveyed knowledge into the form of short messages, combination of various forms of conveying knowledge, instantaneous decision-making, heavy stress on the speed of learning, clear formulation of the goal, and precisely stating the causes for which the employee needs to gain the given knowledge / develop the competences (Maszewski, 2016).

Maszewski (2016) also describes a few methods that can aid in delivery. These methods include M-Learning, Micro-blogs, digital storytelling, infographics, games, knowledge pills, mind maps, webinars, and WebQuests. This article is helpful in understanding how to best teach and present to Generation Z. In summary, and relevant to my proposed intervention, I do not want to create a program that students feel is boring or outdated. Maszewski's (2016) research provides a reference to use within my program and relevant strategies to keep in mind when creating the sessions and the topics included.

Framing My Concern

In this section, I share factors relevant to my concern. I will be explaining how issues of power and privilege have influenced how I will address this concern. I also describe connections between activism and social media. Social media has been able to assist young activists in spreading their messages quickly and effectively. The goal of this section is to communicate how my concern has been framed by issues of power and privilege.

Issues of Power and Privilege

The university grooms students to be contributing members of society. Therefore, it is no surprise that the government possesses so much power at public institutions. There is a model citizen that students are to fit into and if they do not, it's easy for them to be left behind and isolated. On the other hand, the university is not lost. There are ways for students on the campus to practice ways of counter conduct including being exposed to lessons or acts that spark different ways of thinking and allow new questions to be formed. Foucault (2014) writes,

> Let us sin, then, and sin to infinity. There is also the theme of the nullification of the
> world of the law, to destroy which one must first destroy the law, that is to say, break
> every law. One must respond to every law established by the world, or by the powers of

the world, by violating it, systematically breaking the law and, in effect, overthrowing the reign of the one who created the world. (p. 195)

The sinning Foucault is writes of can be understood as the creation of questions to counter the oppression to those in power. Those in power do not want those oppressed to question the world they live in. The powerful want their followers to blindly follow or believe the "beautiful lies" that whisper "This is the way it will always be." To enforce this concept, Althusser (2014) references Plato by explaining his idea that those in power would have guardians to monitor and suppress, but there would be no way to assign a guardian to every slave. Therefore, the "beautiful lies" are told to teach children from the beginning to obey, to follow, and to march behind those in power (Althusser, 2014, pg. 180). For every guardian though, I believe there is an angel whispering that there is a *better* way, a brighter future is possible. Questions are the starting steps to that future and questions provide hope that each day is a step in a different direction.

Social media can enforce power but it can also be a channel for counter conduct. Social media, at this moment in time, is a space designed for counter conduct. Power has infiltrated into social media platforms and that power can be seen quite clearly if you are a user. For example, the current U.S. President, Donald Trump, uses Twitter to spew his beliefs and ideologies to his followers and opponents. He has been able to recognize that the use of social media is a clever tactic in his arsenal to relay messages to a large audience very quickly.

In truth anyone has the chance to create pages and platforms for counter conduct but those in power still control the terms and conditions. Those who choose to fight in this arena are still forced to play the rules and regulations set by an outside force that possessed the power to set the guidelines. Yet again, it is discovered those creating spaces for counter conduct are

playing at a disadvantage. Thus far I have presented social media in a way that highlights the

negative aspects of social media such as the pressure to overshare, the toll it can take on mental

health, and unrealistic body expectations. This negative outlook was driven to my experiences

connected to social media, but given the lens of power and privilege, the positive aspects of

social media must also be discussed. Social media can be and already is a platform for people to

express new thoughts, ideas, or questions, challenge unjust systems, and aid movements that are

tackling issues regarding power and privilege.

Activism and Social Media

Social media aids in the redistribution of power by means of social justice movements

and activism. Throughout the 2010s social media has sparked dissent, protests, and other forms

of contentious politics. Sebastián Valenzuela (2013) mentions that existing research has

suggested several means by which social media has been seen to influence collective action.

Some examples include providing mobilizing information and news not available on other media

platforms, facilitating the coordination of demonstrations, allowing users to join political causes,

and creating opportunities to exchange opinions with other people. The research on political

protest and social media, including social network sites, micro-blogs, video-sharing sites, and

other forms of user-generated digital content, is relatively slim compared to existing articles on

general Internet use, social movements, and political action.

The research that does exist indicates a positive relationship between the frequency of

social media use and protest behavior (Valenzuela, 2013). Protest behavior can be defined as the

desire to re-establish a connection and spark attention. In this case the connection is with society

or those around them. For those that are in marginalized groups, there is a desire to be seen,

heard, and understood, to make or create connections with those who can assist them. This

positive relationship means the more active a person is on whatever social media platform they use the more likely they are to participate in conversations regarding topics related to politics, activism, or social justice issues.

Furthermore, social media is used to share and express political opinions, join causes, and mobilize information. Valenzuela (2013) describes the benefits of sharing one's political opinions online. He states, "[e]xercising one's political voice on social media involves more information processing and depth of reasoning, which have been found to be conducive to political engagement" (Cho et al., 2009). As Pingree (2007) notes, "[e]xpression, not reception, may be the first step toward better citizenship. Its mere expectation can motivate . . . elaboration of media messages and the act of message composition is often much more effective at improving understanding than any act of reception" (Valenzuela, 2013, p. 447). Social media has been seen to be a beehive of buzzing differing opinions from all sides of the political spectrum. It is hopeful that more people than ever before are participating in the conversation and can therefore better understand of those on the opposing side.

Since the early work by Lazarsfeld, Berelson, and Gaudet (1944), research has shown that when people engage in conversation surrounding public affairs, they are more likely to mobilize and participate in political activities. This is because conversations involve not only exchanges of information but also interpretive frameworks that help to process that information. By allowing people to grapple with ideas, elaborate arguments, and reflect on the information acquired, conversations are a rich form of political information (Valenzuela, 2013). Based on this research social media can be seen as an ideal setting to promote and aid in the mobilization of political movements. If this is true then social media has already and will continue to be a platform that can redistribute power.

In sum, I have shared how power and privilege manifest at the university and how outside forces can manipulate the policies, practices, and norms found here. The university can also be a place to create spaces for counter conduct. Students are questioning how power and privilege interact at the university and that alone helps promote change, a change that can be further developed into action. I have also examined my thematic concern through the lens of power and privilege and discovered that it is a place to promote activism through participation and mobilization.

Influential Experiences

In this section I explain how my graduate assistantship and internship impacted my stance on my concern. Not only did I have the opportunity to work as a graduate assistant in the office of residence life and housing but I was also able to hold an internship in undergraduate admissions. Through these experiences, I was able to further expand my perspective on how social media impacts students both positively and negatively. I first discuss one of my challenges while reading literature on my topic. I realized that what I was reading was contradicting what I was experiencing on a day to day basis with my students. I started searching for answers in both my assistantship and in my internship.

While I was researching my concern I noticed an abundance of opinions that could potentially disprove the need for creating programs teaching students about the potential threats social media can have on their success. I was reading articles that claimed the current generation, Generation Z, was already aware of how to navigate the threats social media possess. I was trying to understand if there could be a balance between having boundaries and incorporating social media into the classroom while also understanding the need to educate students on potential threats.

I struggled with what I was reading versus what I was experiencing. I realized if I was still noticing struggles caused by the lack of knowledge on proper social media use it was enough for me to still dive deeper and create a potential solution. If there is something that can threaten student success and potentially negate their ability to accomplish all of their goals and expectations in the four-plus years that they're at college I have an obligation to do something about it. Therefore I decided to combine what I found in my research with what I was experiencing in the office. I have learned techniques that work extremely well when teaching Gen Z and what techniques are not as effective. No students or generation learns the same and that education has a responsibility to try and cater to as many learning styles as possible without compromising the topics.

Residence Life and Housing Services: Graduate Hall Director

Residence Life and Housing Services is the office I have been working in for the past five years. At my alma mater I was a Community Assistant for 3 years before I was offered a graduate assistantship at the Hall Director for one of the apartment complexes on campus. What I have realized as one of the things that I enjoy and what also aggravates me the most about being a resident director is how close I am to the student population. It can be difficult working as a Resident Hall Director because of the extreme workload, time commitment, and the physical location of living where you work. Many become overwhelmed, stressed, and physically and mentally exhausted, but it has also been one of the most rewarding experiences of my life. The bonds that I've been able to create with my staff of Resident assistants, desk assistants, and my own grad assistant have been beyond rewarding. I will also forever be grateful for the connection I've made with the students living in my hall. These close connections have helped me see the struggles they face and develop strategies to assist them.

In addition, I also have experience working with the Office of Student Conduct. My role as a Graduate Hall Director also allowed me the privilege to serve as a University Hearing Officer for two years. During this time I was able to assist and guide students through the conduct process. I heard cases that varied from quiet hour violations to more severe situations such as drugs and alcohol. This experience helped me gain more experience in facilitating difficult conversations with students as well as a better understanding of the university's conduct process.

Wesseling (2016) and Jacobsen and Forste (2011) explain that Gen Z already knows how to avoid the harmful factors of social media and were beyond the point of needing educational programs. Therefore, I found it alarming the number of violations in which social media played a key factor in how the violation was documented. For example, a group of five underage students was caught underage drinking because they had posted on Snapchat video that showed their room number and the resident assistant on that floor saw the video and properly documented the situation. Would the situation have played out differently if you hadn't taken a video, which led the RA right to your room? What could you have done differently to avoid this situation? What have you learned from this occurrence? These are just some of the questions that I had to process with my students. The hope is that they better understand how their choice to display that content on social media got them here, in my office, discussing the consequences of their actions.

My experiences working in Residence Life and Housing Services have provided me a detailed, raw experience of what the students are facing on this campus. I never knew what challenges are going to come my way each day. I have been able to learn and cater my programmatic solution based on what I've seen in the halls and what I've heard from my residence assistants and also my students. This information is valuable because students living in

the Residence Halls are at their most comfortable. I offer my students the opportunity to have honest and open conversations with me and I've learned a lot about what motivates them, what drives them, what they're interested in, and what means of communication work best. Therefore I've been able to take those experiences and apply them to how I want to train the student leaders that will be facilitating the educational programs, how I want to select the members of the PAUSE Program Advisory Board, and how I want to include the students in the decision making process.

Office of Undergraduate Admissions: Office Intern

In contrast, while working in the Office of Admissions I had exposure to parent questions of concern and what they needed to see and hear to feel confident about sending their child to a school. I gained new insights on how to speak to parents that have concerns and questions their student. Parents wanted reassurance that their child is going to a school that is fully prepared to help them succeed. This meant having different housing opportunities, an array of clubs and organizations, and majors and minors specific to their child's interests. They also wanted to see how qualified and dedicated faculty and staff are to their students, newer facilities, and internship and field experiences.

More often than not when families come for their first tour the parents/guardians are the ones with all the questions. Therefore you have to be prepared to answer those questions and calm their fears while being knowledgeable, yet honest. What I feel I can take away from this experience is a better understanding of what parents want to see at their child's institution. The university is selling an experience and therefore, it's all about what we can offer them. What I realized is that during the information session that we provide to potential students is that there is no mention of what educational programs the university offers, such as Green Dot or Jump Start

training, which are programs that discuss the bystander effect and how to safely intervene. These programs also highlight how students have the opportunity to learn about harmful situations and what they can do to help themselves and others.

Sharing these programs with students and parents is important because it shows them the university's commitment to a student's overall development and growth. Since my programmatic solution falls into this category I will reach out to undergraduate admissions and provide them a narrative that describes the PAUSE Program to parents and students about the benefits of participating in all four sessions, which will be further explained in Chapter 4. Parents, family, and friends are a vital support system and if those closest to the students are recommending that they participate in the PAUSE program I believe they are more likely to participate.

My assistantship and internship taught me a great deal and I am grateful for every lesson that I have learned because I am a better professional for it. What I have learned will be incorporated into how I guide and help my students, talk to parents and other student support systems, and most importantly how I will design and implement my programmatic solution.

Conclusion

In this chapter, I discussed my philosophy of education and how it has impacted my intervention. I also discussed the historical forces that have shaped and influenced social media. I then reviewed what other professionals in the field of student affairs have discovered in regards to this concern. I also explained the unique frameworks that are relevant to my concern. Lastly, I shared how my experiences in ResLife and Undergraduate Admissions have impacted my perspective. In the next chapter, I will explain my vision for the PAUSE Program and the components necessary for its implementation and success. I will also explain why this is an adequate solution for my concern and describe my rationale the design of my program.

Chapter 4: Design & Implementation

Introduction

There have been so many influential experiences that have impacted how I hope to implement my programmatic intervention. In the beginning, I thought all I needed was a good idea and a realistic plan on how to achieve it but I needed do much more than that. I realized that I needed to understand myself and what I believe the purpose of higher education is and what it is not before I could move forward and design a solution that mirrored my values and ideals surrounding higher education. I then needed to research the historical events that connect to my concern, what experts in the field are saying regarding this topic and also how the experiences in my assistantship and internship have influenced my perspective.

After expanding my horizons, I decided to change my original program. I renamed my program from *THINK About it* to the *PAUSE Program. PAUSE* encourages students to ask themselves is it Positive, is it Authentic, is it Unique, is it Supportive or is it Empathetic before posting. I do not believe the previous name accurately reflected what I was asking the participate to do, because you can think about what you want to post before-hand or you can think about what you've already posted and that is not the true purpose of this program. The intentionality behind it is to remind and encourage student to take a minute to pause before they post.

The first component of my programmatic intervention is the development of a program to educate incoming first-year students. The way that I envision this program is a course that is offered to first year students, divided into four monthly sessions, taught by graduates of the course and overseen by a single advisor. At the end of this course, students who have successfully completed will receive a certificate of completion.

Incoming students need to be made aware of the all the possible consequences social media can impose on their careers during and post-graduation. First-year students are making a

significant transition, which involves leaving what is comfortable and making an adjustment to something completely new and unfamiliar. What is familiar to them are their connections on social media and their online community. I want to discuss the ways to merge what connections they are comfortable with and what connections on campus can be integrated into their new lives. I am not suggesting they get rid of their accounts but I do want to start a conversation about positive and negative aspects of social media so they can have access to that knowledge throughout their time at their institution.

Part of the reason I decided to create the program the way that I have is that I had the honor and privilege of presenting a similar program at my alma mater to 750 incoming first-year students and transfer students during the Weekend of Welcome 2017. I was inspired by the pilot program but I realized my increased knowledge and experience from graduate school gave me the necessary tools to expand upon my original idea. I witnessed what parts of the program that were very successful and resonated well with the students. I also learned that there were a great many things that I would have done differently or expanded upon if I had the chance and now I do.

I realized that the students loved the interaction between the presenter and the audience. It was very important to me that the students did not feel as if they were being talked to but they were a part of the conversation. Another key aspect that I wanted to highlight was that every single person has a story to share when it comes to social media and giving the presenters and the students the space to share as much or as little about those experiences. Lastly, I wanted this presentation to be a space where our students can see that everyone makes mistakes when it comes to what to share online and it is not about eliminating social media but about finding what

boundaries work best for you. The next few sections will be about where I discovered room for growth and areas of improvement for the PAUSE Program.

Theoretical Frameworks

The theorists in the sections to follow have inspired me to look at my program differently. I have been able to gain new prospective from reading and studying the thoughts, ideas and beliefs of these critical thinkers.

Dewey

John Dewey, *Democracy and Education*, is another source I plan on consulting to address my thematic concern (Dewey, 2008). My higher education philosophy is based primarily from Dewey's teachings. Dewey discusses how society and the university mirror each other. The university will always reflect what society deems worthy of attention. I believe the same can be applied to social media.

Dewey explains the importance of education, not only in the classroom but outside the classroom as well. We breed our beliefs, values, and norms to be continued through the next generation (Dewey, 2008.) So much of our society has moved online. Our values, beliefs and norms are being projected and preached on online platforms and my fear is that the screen in front of our faces gives us the courage to say and do things we would not otherwise do. Is it not convenient to share are beliefs and ideals when we are not threated by face to face confrontation? I believe Dewey would agree social media is just another way to use individuals and social media makes it quite convenient.

Based on Dewey's teachings I have adapted the roles the mentors will play in-between sessions. Each mentor will be charged will the responsibility to try and create a community with students. The rationale behind this idea comes from Dewey's belief that valuable information is

being shared and soaked up from multiple facets. Students are not only learning from their professor but from their friends, classmates, mentors and every experience that happens while they are attending school. John Dewey explains, "Schools are, indeed, one important method of transmission which forms the dispositions of the immature; but it is only one means, and, compared with other agencies, a relatively superficial means." (Dewey, 2008.) Therefor, it will be more beneficial to the student participating the PAUSE program to have the opportunity to connect with the mentors in a setting.

They will also be challenged to connect with students online and in-person and practice what they are preaching, spreading positivity on social media and combating negativity. They will be a resource if students have questions pertaining to their own social pages. In short, the mentors have a huge role to play and Dewey helped influence my decision to make their role more expansive.

Freire

In the education system we are taught on the day we walk into class to obey the teacher. We are expected to regurgitate information from the text and then move on to the next lesson, but still not truly understanding what we previously learned. This system is not conducive to student creativity or to stimulate a desire for lifelong learning. In *Pedagogy of the Oppressed*, Paulo Freire discusses the harmful impacts of the banking concept of education. In short, the banking concept of education is described as

Knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider knowing nothing", says Freire. "Projecting an absolute ignorance onto others, a characteristic of the ideology of oppression negates education and knowledge process inquiry." (Freire, 1972. p 72) What Freire is trying to convey is that every individual student

comes into the classroom with no prior knowledge and no previous experience that may correlate with the topic of discussion.

This Freire believes is a flawed way of thinking. Freire believes that teachers have the obligation to trust their students and foster creative thinking. In addition, the relationship between student and teacher should be a partnership. In other words, this relationship should be a symbiotic one where both parties mutually benefit from shared experience. The banking concept of education sees a student as objects. When you are able look at a group of individuals as less than what they are, human, you are then able to oppress that group.

I plan to use Freire's teachings in how I organize and format each session. The mentors and the students will play a significant part in determining the content each year, because my views and opinions are not the only views and beliefs pertaining to social media. I want the students to know they can participate, which is why the room will be set up in a circle instead of traditional rows. I want the students to understand that their knowledge is valued, respected and sharing is encouraged.

Chickering's Seven Vectors of Identity Development

Arthur Chickering's Theory Seven Vectors of Identity Development theorize the "tasks" that students must go through while developing their identity. The seven vectors are Vector 1: developing competence, Vector 2: managing emotions, autonomy to interdependence, developing mature interpersonal relationships, developing integrity, developing purpose and establishing identity (Chickering, 1969). The goal is for every student is to be helped and guided through these vectors to not only discover their true selves but to develop their own identity and unique purpose.

The PAUSE Program will help students develop a higher competence in managing emotions and establishing identity. One of the main reasons the program can accomplish this development, in my opinion, that social media is so popular is that it provides instant gratification. If you are sad, angry, or scared, social media allows you to express those strong emotions immediately. Therefore, in the second session, which focuses on physical and mental well-being, mentors will offer different coping mechanisms for students to practice instead of immediately jumping online.

Rendón Validation Theory

Validation theory was offered as a new way to theorize how these students might find success in college, especially those who found it difficult to get involved, had been invalidated in the past or had doubts about their ability to succeed. (Rendon, 1994) My concern is that social media has become a new source of validation and that can be a wonderful support system it should not be the only one. Student affairs professional commonly state that our purpose is to serve our students. When I analyze that statement, I believe serve and support go hand in hand. Therefore, I argue that we must recognize social media as a support system for some students and work towards creating a comfortable environment for our students so that they see the added support the university community offers them.

I would like the PAUSE Program to become a community that can offer its members support and validation. For example, this community value may be demonstrated when a student asks their mentor if it is a good idea to post that they just received internship at a local business over the summer. The mentor will be able to provide encouragement, support and validation to that student.

Nancy Schlossberg - Mattering and Marginality

The first author I have chosen to inspect this concern through the lens of Nancy Schlossberg, Marginality and Mattering: Key Issues in Building Community. Schlossberg discusses the key role of mattering plays in the lives of our students. There are four aspects to mattering which include: (a) attention, 2)importance, 3) ego-extension, and 4) dependence. I believe there is a connection between mattering/marginality and social media. (Schlossberg, 1989) These online platforms can be a place for community building, expression, validation, and acknowledgment. Keeping this in mind, I feel as though student affairs professionals need to recognize students are using social media as an outlet to receive those feelings of mattering. How many followers/friends you have, likes and retweets are now providing self-worth. We use social media to feel like we matter because we are not receiving it from anywhere else. This leads me to believe the people who should be making us feel like we matter are not providing the feeling of mattering.

I have experienced first-hand in my work how powerful the feeling of mattering is. When you feel like you hold a vital spot in someone's life you are driven and determined to do well. In contrast, when you feel like you could be replaced at any moment, motivation goes out the window. You start asking yourself, "What's the point?". I keep Schlossberg's teachings at the core of everything that I do, which is why the mentors will be a part of every decision, information will be freely shared, and new ideas or ways of doing things will be encouraged.

Sanford's Challenge and Support

The second theory is Sanford's idea of challenge and support (1967). Sanford explains, "Challenges occur in situations for which [a student] does not have the skills, knowledge, or attitude to cope (for example academic, social, psychological). Supports are buffers in the environment that help the student meet challenges to be successful." (Sanford, 1967 p.)

Challenges are necessary and usually unavoidable parts of the college experience. Therefore, student affairs professionals should not seek to eliminate them, but to support students through these challenges.

Students that participate in the PAUSE program will be challenged to think differently about their behaviors online and for some this challenge will be accepted and for some they will be hesitant to change. Change can be very difficult especially if someone is challenging what you believe. If students feel personally attacked they will become defensive and shut down, which is why it is so important for the mentors to discuss their mistakes and show students they are in the "same boat" and offer support when needed.

The PAUSE Program

There are two significant goals for the PAUSE program.

- To create a campus community that praises and encourages positive social media use.

- To create a successful program that encourages collaboration between surrounding businesses and non-profit organizations

In order to accomplish these goals, I am proposing the following:

- The creation of a 4-session workshop that will focus on three characteristics that can negate student success. They are stress, procrastination and carelessness.

- The development of an advisor position which oversee the implementation, recruitment, and assessment of the PAUSE Program.

- The implementation of a peer mentoring program to provide support to students outside of the sessions and to encourage positive social media use.

- The PAUSE Program's success will be assessed and vetted by local companies and business to encourage collaboration.

- The development of a completion certification that will be vetted and accepted by local companies and businesses that employ the institution's graduates.

The Four Components to the PAUSE Program

Session One – "The PAUSE Program"

The first session is the only session that will be mandatory for first-year and transfer students to attend. The introduction to The PAUSE Program will be held either during orientation or the first weekend of the fall semester. Since this is the only mandatory session all first-years have to attend they will need to check in using a QR code that will be projected on to the screen. If a student is unable to attend, they will be required to watch a recording.

Each session will be one hour, which will allow for the presentation, see appendix B, to be 45 and the processing/question section to be 15 min. This session will begin by explaining the meaning of each letter in pause and then they will discuss what those each word means to them. Next, the presenter will show examples of questionable social media behavior and what the outcome was. The next section is entitled "What's Wrong Here", where students will be asked to spot was could be problematic about posting the example to their social media accounts. Then the presenter will transition to what are great examples to post to their social media accounts. Lastly, the presenter will end with an activity to teach the students how to write a professional email to a professor.

Session Two – "Press PAUSE on Stress"

The second session will be discussing topics related to physical and mental well-being and the impact social media can have. For example, presenters will discuss how there have been

positive correlations between increased depression and anxiety with high social media use. The session will focus on setting healthy boundaries and creating designated times to put your phone away and live in the moment. I also want student to recognize if and when you are feeling anxious or down what are some potential healthy activities to relieve those feelings. In short, the goal of this is session will aim to highlight how social media can impact their physical and mental health and creating a healthy balance.

Session Three - "Press PAUSE on Procrastination"

The third session will highlight the impacts too much social media use can have on academics. Mentors will talk about how social media can decrease our attention spans and how that can negatively impact grades. With a low attention span it is difficult to pay attention in class, retain information and practice good study habits, which results in poor test scores. Mentors will lead a discussion about how to practices good study techniques, which may involve turning their phone off or putting it in a different room. The goal of this session is to provide students tools to limit procrastination and increase productivity.

Session Four – "Press PAUSE on Carelessness"

The fourth and final session will discuss what hiring managers look for on a candidate's social media page and what the red flags are. We would invite someone from the Career Development Center to participate in the session as the expert on job searching. They will be able to articulate what hiring managers are looking for and how to clean up their social media pages. This session will also cover personal branding and some tools students can use to optimize their LinkedIn © profiles. The activity will be creating a LinkedIn Page during the session so the mentors can ask questions. The goal of this session is to highlight the ways in

which we are all careless online and how to ensure that we are presenting and representing the best versions of ourselves.

The Advisor Role

The advisor role for the pilot program is a crucial position because all of the planning, recruitment, implementation and management will fall on this person. The first step for the advisor is to speak with and coordinate meetings with orientation leaders. This is because the first session will either take place during first year orientation or the weekend before the fall semester starts. Both of those dates are planned and coordinated by the orientation team and because every office wants a piece of orientation it is vital to the program's success to speak and plan with members of that team.

Once the first session's date is planned it will be much easier to plan the remaining three sessions. I would recommend collaborating with the office of Residence Life, because convenience appeals to the current population of students. If they are able to walk downstairs rather than across campus to go to a program they are more likely to attend. Another benefit of hosting the sessions in the residence halls is utilizing the RA's to help with advertising. Most RA's have a programing model to complete and the PAUSE Program would count towards one of their programs. This would help to increase attendance if RA's are bringing their students to each session.

After all of the sessions are planned it is time to start recruiting students. To recruit these students, I would reach out to all of the major clubs and organizations on campus. It will only benefit students to be able to interact with students from diverse background with an array of stories to tell. Depending on how many students show interest or not will determine whether or not to host interviews.

The Mentors

The PAUSE mentors are the heart and soul of this whole operation and they will either be the reason this program is successful or the reason it fails. So, there is a lot of pressure on hiring the right students for the job. The main responsibilities include presenting at each session, recruiting students to attend the three sessions hosted in the fall, and being a brand for the PAUSE Program, so posting flyers and ads on the social media platforms, wearing PAUSE Program apparel on campus, hosting information sessions in the Residence halls, and "tableing" in popular student locations on campus. Since they are such a vital part of this programs success I have included a small stipend in the budget to compensate them for their efforts.

To recruit these mentors, I will electronically send an application to the entire campus. Additionally, I will also speak to professors that teach classes related to the topics the mentors will be speaking such as business management, public relations, psychology, and education. By doing this, the professor will be able to make suggestions and recommendations. Once the application process is complete, I will hold candidate interviews and make selections based on off of those interviews. Depending on how many candidates apply and how many are selected and second round of application may need to go out to be able to have 20 mentors.

The Certificate of Completion

The certificate of completion, see Appendix C, will be given to each student who attends each session of the PAUSE Program. My rational behind this decision is a certificate is a tangible product they are able to display and it's something they can put on their resume that they have acquired. It is my hope that the more this program goes the more this certificate will mean to future employers. It will be a symbol that this candidate is knowledgeable about social media and is aware of what is appropriate and what is not.

It will take a few years to show outside businesses and companies the value of this certificate. Some ways to communicate the success of the program is through attendance, a SWOT analysis and student testimonials. If the PAUSE Program is able to gradually increase the number of students participating and completing the program it will demonstrate the student body's dedication to improving how they communicate and represent themselves online. A SWOT analysis will be able to provide insight on what this program is doing well, how it can improve, and how they can help to improve the program. Lastly, the student testimonials will be able to clearly show the personal impact the PAUSE program has had on its participants.

Learning Outcomes

As a result of participation in this program, students will be able to learn more about responsible use of social media. Specific learning outcomes include:

- Students will be able to analyze how their social media behavior impacts their success

- Students will be able to create a plan of how to move forward in college without relying on social media

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Program Implementation

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Timeline

I envision the entire pilot program taking 12 months to complete. The first three months, starting in January, will involve confirming dates and locations for every session, recruiting and hiring the Pause Mentors, updating or creating the session materials, and purchasing any materials needed.

In April, all of the mentors will be hired and training will begin. After the mentors are hired host a meeting in the first week of April to explain the job description, see appendix (?),

create expectations as a team, and sign their contracts. After the initial meeting, host bi-weekly meetings to begin reviewing session information. In these meeting, start asking what information sparks memories or strong feeling, ask them to elaborate, then have the mentors practice sections as a group to build confidence in presenting the materials. Be sure to explain during the last meeting before the semester ends that they are still expected to practice giving the presentation and review the information.

Plan on bringing the mentors back two days before the first mandatory session. This time line allows for all the presenters to come together and review the material with everyone before the actual presentation and get comfortable presenting in the actual space. If you decide to have multiple presenters in one session they will also have time to practice together before the big day.

After the first session, the remaining session will take place in September, October and November. Therefore, mentors should be meeting with the advisor once a month, specifically the week of each presentation. This will give them the time to run through the presentation, while also giving the advisor an opportunity to express any critiques to ensure the presentations success.

Lastly, the week before finals host a completion ceremony/banquet for all students who attend every single session and to recognize the PAUSE mentors for all of the hard work. During the evening the certificates will be given to the students and the scholarship will be awarded to one of the mentors. Also, if you would like to create accolades to award mentors, this would be a perfect opportunity to announce them. This evening is meant to show students that this program was important and it will benefit them even though they finished the program and to encourage

mentors to reapply for the following year. Once the ceremony/banquet is its time to analyze how the year went, make improvements, and start the process all over.

Funding Plan

It will be a challenge, but a necessary part of this programs success to acquire resources in order to provide the best experience to students. Since The PAUSE Program is not directly a part on one specific functional are it may prove to be difficult to obtain funding, when funding is scarce at many institutions. A means to secure resources for this program is to request departments for a minor contribution of their budget to achieve the program's desired budget. Due to the fact that this intervention goal connects multiple areas of the institution, there will hopefully be a list of departs willing and excited to collaborate. Local businesses may be approached to help sponsor some of the aspects of the program. They may be willing to provide the certificates, polos, etc. in exchange for advertisement of their business.

Please see the proposed budget below which outlines the expenses, costs and possible co-sponsorship.

Proposed Budget

Item	Description	Cost	Amount Needed	Total Cost	Funding
T-Shirts	Shirts for the presenters and advisors to wear at each workshop	20	30	600	The Foundation and Alumni Relations
Certificates	20 packs of 100	15	20	300	Career Development
Ambassadors	Given one stipend of $100 per semester.	100	20	2000	The Foundation and Alumni Relations
Binder	Binders will be used to organize information for the ambassadors	3	20	60	Career Development Services
Name Tags	Provided to ambassadors to wear during trainings and workshops	6	30	180	Career Development Services
Ambassador Scholarship	One ambassador will receive a 1000 dollar scholarship for participating throughout the year. Will be based off yearly review and student and board feedback.	$1,000	1	$1,000	The Foundation and Alumni Relations
Food for Workshops	Light snacks and beverages for participants at the workshops	350		350	Aramark
Zip-Up Crew necks	Only give to those students who complete all 4 workshops	35	200	7000	Residence Life and Housing Services and Student Leadership and Involvement
Food for Ambassador Training	Light snacks and beverages for ambassadors, board members and trainers	150		150	Aramark
Stickers	Handouts at workshops (2 orders of 1000)	30	2	60	Career Development Services
Pens	Handouts at workshops (20 packs of 100)	80	20	1600	Undergraduate Studies
Poster-Size paper	Used to write down ideas and thoughts at workshops	10	2	20	Career Development Services
Bottom Line				$13,320	

Marketing Materials

The majority of the budget will be spent on apparel for not only the mentors but for students as well. All of the marketing materials will feature The PAUSE Program's logo, see appendix A. The polo's, see appendix D, will be used as a uniform for the ambassadors. They will be expected to wear the polo's during each session presentation. The zip-ups, see appendix E, will be given to those students who successfully attend and complete all for sessions. Not only

is this a nice gesture to those students who complete the program but also it is a great marketing tactic. It will be great for student to wear the apparel around campus and encourage other students to attend to each sessions.

The pens and stickers, see appendix F and H, will be handed out at the first session and at tabling events held throughout the year to encourage students to participate in the program. These items will be a great way to increase brand recognition amongst the student body. The pens and stickers will have the program logo and students can display them on their water bottles, laptops, iPads, etc.

Certificates

I am proposing to order 1000 certificates, which will hopefully cover the first and second year of the program. These will only have the basic design printed on them and will the names of those who have completed the program that year will need to be added before the ending ceremony.

Mentors

The other main portion of the budget is going towards providing a small stipend to the mentors as another incentive to complete the program and apply to be an ambassador. I am proposing that to start, each mentor will be given one stipend of $500. If this is not feasible for the pilot program the mentor position will be a volunteer position until funding can be acquired.

Scholarships

My hope is to be able to fund a scholarship for one PAUSE Mentor that has served for that year. I would like to eventually be able to give multiple mentors a scholarship but to start I think one is sufficient. I want to be able to provide a scholarship to encourage student's to complete the program and apply to be an ambassador. My hope is to reach out to surrounding

businesses, firms, non-profits to fund the scholarship. My rational behind this is if this program

is successful it is a good investment for businesses if the reward is to assist in developing

students who are trained on how to be professional online.

To fund the scholarship my plan is to reach out to local business to see if they are willing

to collaborate with The PAUSE Program. The challenge will be in properly explaining the

advantages and eventual rewards in funding the scholarship. This will not be an overnight

process and the pilot program may not be able to produce a scholarship at the end of the year. It

may take a few year to collect data to show be able to show the success of the program with

tangible numbers.

Food

Providing light refreshments is an easy way to encourage attendance. Having some form

of food at events reinforces the idea that the attendees are the host's guests. The host is trying to

create a hospital environment. Amanda Luppino-Esposito, *The True Role of Food & Beverage in*

Meetings and Events states, "The idea of hospitality goes back to biblical times, when people

would open their homes to guests — even strangers — and break bread. The idea of sharing a

meal led to shared conversations, shared ideas, shared fellowship." (Luppino-Esposito, 2018)

This concept of hospitality aligns with what The PAUSE Program is trying to accomplish.

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Conclusion

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The path to success will be blocked by many challenges. Anticipated challenges will be

communicating to departments on campus and local businesses the need for this program and

why they should provide resources to implement this program. After resources are obtained it

will also be important to reinforce the need of The PAUSE Program by revealing the programs

strengths and areas of improvement. Another foreseen challenge is convincing the first year

students to invest their time and energy into this program, which is successfully conveying to them the positive impact this program will have on their futures.

In short, this program was created to help students gain new knowledge and tools to navigate the maze that is social media, but this program's original concept has grown immensely since THINK About It. My education and the theorists that have impacted this field of study have influenced The PAUSE Program. John Dewey, Paulo Freire, Arthur Chickering, Laura Rendon, Nancy Schlossberg and Nevitt Sanford have provided this program a strong and firm foundation to stand on. For this program to reach it's full potential it is important to root the program in best practices and the theories and models mentioned above provide a guideline for this intervention to follow. I am confident that this program has the ability to change campus culture for the better and provide students an opportunity to learn about social media in a new and enlightening ways.

<h2 style="text-align:center">Chapter 5: Leadership & Evaluation</h2>

<h3 style="text-align:center">Introduction</h3>

In this final chapter I will be explaining the vital role that leadership will play in the success of the PAUSE Program. I will be explaining what leadership styles might work best when trying to initiate these changes. I will also be discussing how I will evaluate the impact of this program and its degree of success in achieving its stated goals or objectives. Lastly, I will share my dreams for the future and how I can look ahead and try to answer what issues or populations did get addressed in this intervention.

<h3 style="text-align:center">Leadership and The PAUSE Program</h3>

What is a leader? A leader is someone who tries to guide and support those they are charged to care for and look after. In business it is said that, good leadership translates to long-term success with high morale and a high rate of employee retention (Stokes et al., 2019). In higher education there are similarities. Instead of employee retention we aim to retain our students until they graduate. On the other hand, there are key distinctions between the characteristics of a great business leader and a great leader in higher education.

One of The PAUSE Program goals is to create a campus community that praises and encourages positive social media use. So what type of leadership skils and abilities will the advisor need to create and implement The PAUSE Program? Leadership models that I believe will aid and enhance this intervention are transformational leadership, servant leadership and strengths based leadership.

Transformational Leadership

In a recent study, Huron, the American Council on Education (ACE) and the Georgia Institute of Technology surveyed 495 leaders at four-year, nonprofit colleges and universities to

understand areas of opportunity, concern and how they are preparing for future change. The research shows, leaders can position their institutions through meaningful change by building upon four key dimensions of transformational leadership. (Stokes et al., 2019)

The first dimension is to develop and empower collaborative leaders who share accountability for strategic growth and manage performance more deliberately (Stokes et al., 2019). Another suggestion is to make calculated changes to your strategy. In other words, plan differently and ask questions that pertain to immediate, short-term, and long-term perspectives. Next, keep lines of communication open and transparent. This allows for shared data and technology that enables a stronger performance from the entire team. The last dimension is to establish innovation centers to develop and launch offerings for new student populations, from first-generation learners to corporate employees and adults pursuing career shifts (Stokes et al., 2019).

In short, transformational leaders work along side their students and colleagues to inspire change. Transformational leaders create a clear and concise vision for their followers and guide the change through inspiration and motivation. These leaders can be described as superb role models and lead by example. The advisor and mentors both will need to demonstrate a clear vision for students and outside businesses to rally behind. They will also need to inspire students to make small but powerful changes to their behavior.

Servant Leadership

Servant leadership differs from most approaches to leadership. Many offer suggestions on how top-level leaders can influence and motivate those further down the hierarchy, servant leadership puts its emphasis on collaboration, trust, empathy, and ethics. The leader should be a

servant first, leading from a desire to better serve others and not to attain more power. (Burkus, 2019)

I think it makes a lot of sense that this model stems from Christian beliefs. I can see a lot of similarities between this model and how my pastor leads. I think that I try to embody this model the most because I truly believe that it works. If you show people that you care about their goals and aid them on their journey they will try and help you with yours. Which is why it is important that the advisor promotes this style of leadership with the mentors. The mentors will be the ones interacting with student the most and without them there is no way for this program to succeed. It is also important for the mentors to embody this style of leadership as well. The students must feel comfortable with their mentor in order to gain the most out of each session and I believe the best way to do that is for the mentors to show that they are there to be of service.

Strengths Based Leadership

Strength based leadership is all about focusing on your team strengths rather than their weaknesses. It is normal for us to hone in on what we want to improve but this framework suggests that you can get much farther as a team is you stick with what your good at. (Walter, 2013) That does not mean never improving on your weaknesses but working more diligently on strengthening what your already good at. More teams are adapting this model because the team is more comfortable and motivated since they are being selected and assessed based on what they feel are their best skills.

One of the ways that I incorporated strength-based leadership into my intervention is allowing the student presenters the ability to customize their presentation. I recognize that not every presenter is a great storyteller and would rather look up facts and statistics. Social media

has impacted everyone differently and I want that to shine through. Each student will receive a custom presentation based off of who is presenting at that time and I think that is beautiful. There is obviously a outline to follow but I encouraged each presenter to bring who they are to the table.

Assessment, Evaluation and The PAUSE Program

One of the challenges mentioned in Chapter four is the need to communicate to departments on campus and local businesses the need for The PAUSE Program and why they should provide resources to implement this program. The proposed solution to that challenge is conveying the success of the program through assessment and evaluation. The methods used to assess and evaluate the programs success will be measurable, meaningful and manageable learning outcomes, a thorough SWOT analysis and student and mentor testimonials.

Learning Outcomes

The following learning outcomes were influenced by Bloom's Taxonomy. (Armstrong, 2020). The framework elaborated by Bloom and his collaborators consists of six major categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The categories after Knowledge were presented as "skills and abilities," with the understanding that knowledge was the necessary precondition for putting these skills and abilities into practice (Armstrong, 2020).

Each of the four sessions will have specific learning outcomes.

Session One – "The PAUSE Program"

- Students will be able to identify three ways in which social media has negatively impacted their lives.

- Students will be able to identify three ways in which social media has positively impacted their lives.

- Students will be able to list what each letter of PAUSE stands for.

- Students will be able to describe one new thing they have learned since observing the presentation.

Session Two – "Press PAUSE on Stress"

- Students will be able to identify how social media causes stress in our lives.

- Students will be able to discuss how stress affects their lives.

- Students will be able to experiment with new ways to relieve stress in their daily lives.

Session Three- "Press PAUSE on Procrastination"

- Students will be able to describe how social media is a distraction.

- Students will be able to articulate what tools they use to stay focused.

- Students will be able to modify their daily routines to incorporate blocks of time to put away their phones.

- Students will be able to prioritize their individual lists of duties and responsibilities.

Session Four- "Press PAUSE on Carelessness"

- Students will be able to retell how hiring managers use social media in the hiring process.

- Students will be able to distinguish red flags on their social media platforms that could potentially ruin their chances of receiving an interview.

- Students will be able to discover new ways to highlight their authentic identities online.

SWOT Analysis

SWOT stands for Strengths, Weaknesses, Opportunities, and Threats, and therefor, this is a technique for assessing these four aspects of my program. A SWOT analysis can also reduce the chances of failure, by understanding what the program is lacking, and work towards eliminating potential hazards (Mind Tools Content Team, 2016). By completing the SWOT matrix, shown below, after each year the advisor will be able to evaluate improvements and areas of growth. This ensures that the program does not become stagnant and continues to adapt and update its methods of teaching to stay relevant to each incoming group of students. (See Appendix G for a SWOT analysis matrix)

Student and Mentor Testimonials

There is power in speaking your truth and telling your story. "Testimony" is translated from the Greek word *martyria*, which means, "evidence" (Winkler, 2016). So much of this program is about encouraging students to share their stories related to social media. When I presented this information at my Alma Mater it was miraculous to witness the stories the students were willing to share.

The reason I am choosing to use testimony as part of my evaluation and assessment process is because I truly believe the best way to draw someone in is to tell them your story. You can hear it in their voice and see it in their eyes why something or someone has impacted their lives. I can see students sharing their stories as to why The PAUSE Program helped them, guided them and changed how they view social media. I also imagine that specific themes will arise after each session. Some students may choose to talk about how they were cyber-bullied and the

reason they decided to become a mentor is to raise awareness. Others may decide to discuss how up until going through The PAUSE Program they did not give much thought to the consequences of what they were posting. Once these themes arise it will be easy to categorize them and turn qualitative date into quantitative. For example, 60% of students discussed that their biggest takeaway is how common cyber-bullying is and ways they can intervene. If we know that most students are responding to this information we can better tailor the programs in the future. Testimony is a powerful tool and I believe it will be the most powerful tool in showing outside businesses and the campus community the worth and value of this program.

Evaluating the Student Experience

Before and after each session it will be important and crucial for The PAUSE mentors to assess what the students know coming in and what they took away from the experience. Therefore, the will be a pre-survey, for a sample survey see appendix I, at the beginning of each session which will ask the students questions based on the information they are about to learn,

During the session, periodically, mentors will use discussion questions based on the learning outcomes assigned to each session to lead discussion and to gauge how well the students are receiving the information. This is also a good way to break up the presentation and engage with the students.

After each session, student will be required to take a post session survey that will ask the questions such as what was their biggest takeaway, what information surprised them, how effective were the mentors in leading discussion and what is one thing the can implement to their daily lives. These questions will provide data that can be used to adjust the information being presented, how it is being presented, and highlight what the students are most interested in learning about.

Limitations and Looking Ahead

I have high hopes for The PAUSE Program but I also know there are issues I did not get to address with this intervention. I am also considering how institutional type may change my intervention or what position I could hold that could potential help or hinder my intervention.

To start, I did not get to address what opportunities, besides becoming a mentor, are available to graduates of this program to expand on their knowledge or reinforce what they have learned after their first year. I think it is important to incorporate more opportunities for students to engage with new students going through the program, influence what information is presented in years to come and add to what they have learned. The main population of this program is first year and transfer student and as the program stands now there are not opportunities besides becoming a mentor for sophomores, juniors or seniors. So as the program grows in success I believe adding refresher courses or advanced course for upperclassman to participate in could me helpful in reaching a population of students I did not get to address.

I mentioned briefly in Chapter four that institution size will play a part in how many mentors to recruit but the implementation of this program will be significantly influenced by the type of institution. Private versus public and institutional size will greatly impact funding and resources available to start and sustain this program. The campus culture will determine how necessary this program may be. It is also important to note that the need for this program may diminish in time because social media and its users are constantly changing.

This program will constantly need to adapt, which is why the professional role of the advisor is necessary to consider. Since this role will be in addition to their existing professional role, the time to dedicate to this program will be substantial. I can imagine that this role would not be ideal a residence hall director but may be perfect for a student success coach or an

assistant director for employer engagement. In short, this role is a volunteer position and/or "other duties as assigned" and in the end the advisor will need to be interested in this topic, determined to implement the program and focused on the programs success.

Conclusion

To summarize, I still believe social media has the potential to negatively impact students and their success, which I define as mental and physical well-being, academics, and the opportunities presented to them at the university and once they graduate. With that being said, I encourage student affairs professionals and the university as a whole to acknowledge and accept that it is dangerous to assume the first-year students are aware of these dangers. It is our duty and responsibility to educate students on potential harms. I have mentioned theorists, such as John Dewey, Paulo Freire, Nancy Schlossberg, and others that have expanded my perspective and help guide the creation of my programmatic intervention, The PAUSE Program. It is my great hope that if implemented The PAUSE Program will encourage students to ask themselves is their post positive, authentic, unique, supportive, or empathetic. If more students take the time to pause before they post I believe it will create a community that encourages positive behavior online and reduces stressors that are related to social media.

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Appendices

Appendix A - The PAUSE Program Logo

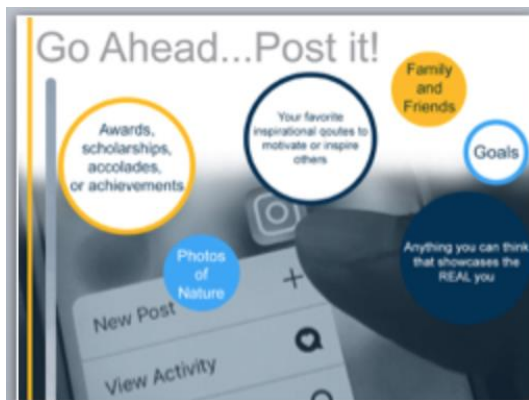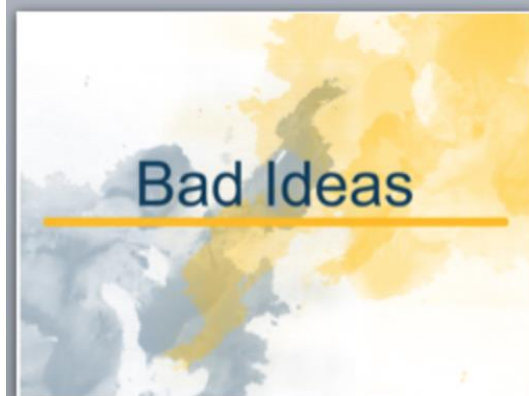**Appendix B - The PAUSE Program Session One PowerPoint Presentation**

Bad Idea Number 2…

- This fireman was terminated after he was caught being extremely sexist on Twitter.

Matt Bowman
@Hero_Matt

I'd never let a woman kick my ass. If she tried something, I'd be like HEY! You get your b██h ass back in the kitchen and make me some pie!

13

Bad Idea Number 3…

- This Taco Bell employee was fired after he tweeted images of him urinating on food while on the job.

14

Bad Idea Number 4…

- Needless to say this elementary school teacher was fired after she tweeted about being naked, wet and high in the school parking lot

15

Bad Idea Number 5…

- This nice lady was out of a job before she even started. She lost her employment offer after she negatively tweeted about the opportunity.

Cisco just offered me a job! Now I have to weigh the utility of a fatty paycheck against the daily commute to San Jose and hating the work.

16

Bad Idea Number 6...

- This man was quickly asked to leave President Obama's service after his tweets were discovered.

17

Bad Idea Number 7...

- Justine, Director of Corporate Communications, was let go after coworkers reported her after discovering this racist tweet on her Twitter account.

Justine Sacco
Going to Africa. Hope I don't get AIDS. Just kidding. I'm white!
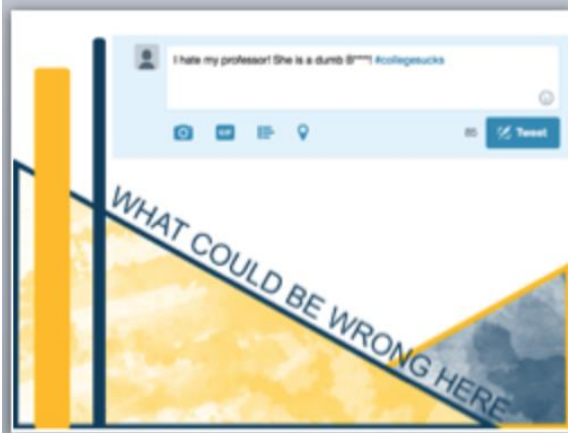
18

Bad Idea Number 8...

- An employee of Chrysler Automotive accidentally tweeted from the company account. The tweet was discovered by the Director of PR and an investigation was opened. The employee was held responsible and even though it was an honest mistake the employee lost his job because the damage was already done.
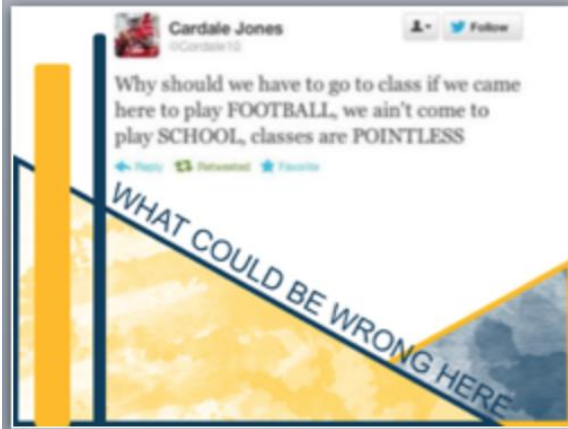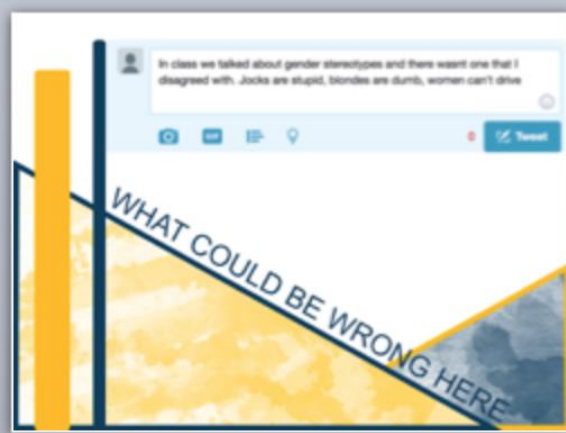
I find it ironic that Detroit is known as the #motorcity and yet no one here knows how to f█████g drive

ChryslerAutos
Chrysler Autos

19

What's Wrong Here?

20

WHAT COULD BE WRONG HERE

I hate my professor! She is a dumb B****! #collegesucks

21

WHAT COULD BE WRONG HERE

bae @   9h
Finally got my debit card! Love the blue 💳💙.

4060 6860 1171 2127
03/17
DEBIT
VISA

22

WHAT COULD BE WRONG HERE

Cardale Jones
@Cardale1O

Why should we have to go to class if we came here to play FOOTBALL, we ain't come to play SCHOOL, classes are POINTLESS

23

24

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Appendix C- The PAUSE Program Certificate of Completion

Appendix D- The PAUSE Program Polo

Appendix E - The PAUSE Program Quarter-Zip

Appendix F- The PAUSE Program Pen

Appendix G - The PAUSE Program Sticker

Appendix H - SWOT Matrix

PERFORMANCE FACTORS	Enhancers	Inhibitors
Internal	**STRENGTHS** List of all the valuable resources that an organization can use to exploit the external environment	**WEAKNESSES** List of all the resources that an organization requires to perform in the external environment
External	**OPPORTUNITIES** List of all the possibilities that an organization can pursue or exploit to gain benefit	**THREATS** List of all the factors that have the potential to reduce an organization's performance