



Teaching Conference for  
Management Educators

**OBTC 2017 at Providence College  
June 14<sup>th</sup> – 17<sup>th</sup>, 2017**

**Submission Template**

**SUBMISSION GUIDANCE**

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**Submission Template for the  
2017 OBTC Teaching Conference for Management Educators**

1) **Title, Abstract & Keywords:** Navigating the Changing Currents of Social Media: Teaching Management Students How To Analyze and Understand University Social Media Policies.

*Most college students are highly underinformed as to whether their universities have a social media policy. Likewise, most college students do not realize that universities can discipline or even expel them for their personal social media use. In this session, we highlight a project that was designed to help management students recognize the potential pitfalls that their online behavior can have on their academic careers. This session also discusses common university social media policy language, how students can avoid problematic online behaviors, and what legal protections may or may not apply in university social media discipline cases.*

Keywords: Management, Social Media, Organizational Policy, Law.

**2) Teaching Implications:**

**Learning Objectives:**

- Educating attendees about undergraduate institutions' social media policies and providing attendees information/statistics about how undergraduates are often underinformed about their university's social media policies.

- Educating attendees about the incidence of university discipline for students' personal social media use and the legal/professional implications for undergraduates.
- Discussion of common university social media policy language and discussion of a classroom project aimed at educating undergraduates about how to avoid common social media pitfalls that can lead to university discipline.

### **Theoretical Framework:**

Ninety percent of individuals age 18-29 years old regularly use social media sites (Perrin, 2015). 96% of university students report that they access their personal social media accounts daily, and many young adult users frequent multiple sites each day. (Capano, Deris, & Desjarding, 2009). With such widespread use among undergraduate students, social media use has become an issue that many universities have had to address. Some universities have had to discipline or even expel students due to policy violations involving students' personal social media useage (O'Connor, Schmidt & Drouin, 2016).

Currently, over 50% of doctorate-granting universities have a social media policy. For master's colleges and universities,

32.1% have a social media policy. And for baccalaureate colleges, 16.4% have a social media policy (Pomerantz, Hank, & Sugimoto, 2015). Notably, the language of social media policies varies greatly between institutions, which would suggest that universities should train students about the meaning of their policy language. However, one recent study indicates that 69.8% of students are actually unaware that their university even has a social media policy. Moreover, 43% of students believe that they have a right to privacy for their personal social media posts, and 37% believe that students have First Amendment protection. However, the reality is that legal protections for students who violate their institutions' social media policy are few and far between (O'Connor et al, 2016).

Universities need to do a better job training students as to their institution's social media policies. This session is designed to help management educators accomplish this goal by providing pertinent information to attendees and providing them with a

classroom project designed to help students navigate the changing currents of social media.

**Contribution of this session to the field of management/  
Management teaching topics:**

This session contributes to the aforementioned theoretical framework by outlining particular concepts relating to undergraduate social media use. These concepts involve university social media policy language, policy training, disciplinary action, and pertinent legal protections. This session will also incorporate practical suggestions for how undergraduates can learn to manage their personal social media accounts and understand the different aspects of university social media policy language. These concepts can be reinforced through a classroom project that will be discussed with attendees that can be used in an organizational behavior, training methods, or business law course.

## References:

Capano, N., Deris, J. & Desjarding, E. (2009, Dec. 23). Social networking use and grades among college students. (n.d.).

Retrieved from:

<http://www.unh.edu/news/docs/UNHsocialmedia.pdf>

O'Connor, K., Schmidt, G., and Drouin, M. (2016). Suspended because of social media? Students' knowledge and opinions of university social media policies and practices. *Computers in Human Behavior*, Vol. 65, 619-626.

Perrin, A. (2015). Social media use 2005-2015. *Pew Research Center*.

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<http://www.pewinternet.org/2015/10/08/social-networking-use-2005-2015/>.

Pomerantz, J., Hank, C. & Sugimoto, C. (2015). The state of social media policies in higher education. *PLOS One*, 10(5)

Retrieved from

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4445913/>.

### **3) Session Description and Plan: 60 Minute Session**

#### **25 Minutes Teaching Methodology and Online Reputation**

**Project Description:** Session participants will be taught about university social media policies. Current legal cases where students have been disciplined because of their personal social media activities will be discussed. Participants will be shown a Power Point presentation outlining “need to know” principles, including statistics about undergraduates and the fact that they are underinformed as to their universities’ social media policies and potential pitfalls of their personal social media use. In addition, participants will be given a copy of the social media policy classroom project instructions, the rubric, and the presenters will explain the project to session participants.

**15 Minutes University Social Media Policy Activity:** The university social media policy activity is a simulation for session attendees that reflects how various social media policies can differ among universities. Attendees will be presented with examples of actual university social media policies and will be asked to apply the aforementioned teaching methodology as they explore each one. Attendees will then learn about which legal protections may or may not apply in instances of university discipline.

**15 Minutes Activity Debrief:** Session attendees will have the opportunity to reflect upon their social media policy activity with each other and the presenters. The presenters will use the overhead projector to create a list of what knowledge management educators/universities should instill in undergraduate students regarding their personal social media use.

**5 Minutes Question and Answer Session:** Session participants will be given the opportunity to ask questions before the session concludes. They will leave this session with a copy of the social media policy activity handout and rubric for the class activity.

**4) Application to Conference Theme:** This session fits in well with the overall conference theme of Navigating the Changing Currents. Specifically, this submission will encourage instructor understanding of the practical ways to teach students about university social media policies. This a new area that students will need to navigate to be successful in both college and future careers.

**5) Unique Contribution to OBTC:** We have never presented this topic before, and it is not currently under review elsewhere.