INTEGRATING TECHNOLOGY INTO STUDENT AFFAIRS

V. BARBARA BUSH
HUGO A. GARCIA

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INTO STUDENT AFFAIRS

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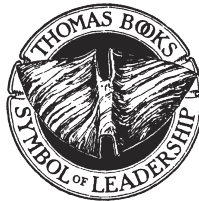*West Chester, Pennsylvania*

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Edited by

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and

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(With 8 Other Contributors)

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Dr. Mary Ann Bodine Al-Sharif currently serves as an assistant professor of Higher Education in the School of Education at the University of Alabama at Birmingham. She has worked in higher education as both a faculty member and student affairs and services administrator. As a researcher, she focuses on student identity development, international and global education, and issues of social justice and advocacy within higher education. Dr. Bodine Al-Sharif explores the lives of individuals within higher education who define themselves as living between worlds at the intersections of ability, race, religion, ethnicity, gender expression, and the like at the micro-level and dominate power structures within their environments at the macro-level. As a critical qualitative researcher, she intentionally engages in research that focuses on sociological, philosophical, historical, political, and/or cultural perspectives. She is extremely passionate about this work and the insight it can provide to the unique experiences of minoritized and marginalized populations in higher education both in the United States and abroad.

V. Barbara Bush, Ph.D.

Dr. V. Barbara Bush is associate professor emeritus after retiring from the University of North Texas (UNT) Higher Education Program. She holds a master's degree in student affairs from Indiana University and a Ph.D. in higher education administration from Claremont Graduate University. In her UNT program and department, she chaired several committees and served as master's program coordinator and higher education program director. Her publications include co-authored book chapters on ethics, multicultural affairs, financial aid, and student development theory. She also co-edited a book on African American women in higher education. In addition, she has authored and co-authored journal articles addressing early college high schools, community colleges, and financial aid in community colleges. Prior

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Dr. Matthew Fuller is professor of higher education leadership and director of the doctoral program in Higher Education Leadership at Sam Houston State University. He is also the director of the Center for Assessment, Research, and Educational Safety (CARES) at Sam Houston State University. Dr. Fuller has worked in higher education since the 1990s in a variety of administrative and professorial capacities and in functional areas such as residence life, assessment, and academic affairs. Dr. Fuller's research interests focus on culture and leadership in educational organizations, threat assessment, law, behavioral intervention, and educational safety. Since 2005, he has served as the principal investigator of the Survey of Assessment Culture, an international, longitudinal survey of higher education faculty, administrators, and student affairs staff members' perspectives on cultures of assessment. As director of CARES, he leads a team of researchers in developing research on educational safety and threat assessment models. Dr. Fuller has also advised policymakers on scholarly works and research into school and university safety, legal issues, the history of higher education, and financial aid policy. He has authored numerous books, monographs, and articles and presented on a variety of topics throughout his career.

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Dr. Hugo A. García is an associate professor at Texas Tech University. He obtained his B.A. in international relations from UC-San Diego, M.Ed. in higher education administration and student affairs from the University of Southern California, and a Ph.D. in education with an emphasis in higher education from Claremont Graduate University. His research interests pertain to access and equity in higher education, retention of underrepresented students at two- and four-year postsecondary institutions, international higher education, diversity in higher education, and P-20 education pipeline. Specifically, his work focuses on conducting research on community colleges and their impact on underrepresented students' academic success, student transition to community colleges and four-year institutions, institutional responses to globalization and the internationalization of higher education, and educational outcomes for students of color throughout the educational pipeline.

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Dr. Andrew S. Herridge is an assistant professor at the University of Southern Mississippi. He obtained his B.A. in psychology and English from Florida State University, his M.Ed. in college student affairs administration from the University of West Florida, and his Ph.D. in higher education research from Texas Tech University. His research interests include access and equity in higher education, LGBTQIA students and resources, institutional leadership and policy, and international and comparative higher education.

Danielle Insalaco-Egan, Ph.D.

Dr. Danielle Insalaco-Egan has served in student affairs and academic affairs roles at public and private colleges and universities for 30 years. She began her career in higher education administration as an academic advisor while completing her Ph.D. in English and American literature at New York University. Dr. Insalaco-Egan is the former chief student affairs officer at the Gallatin School for Individualized Study at New York University and was deputy to the vice president for student affairs at LaGuardia Community College as well as assistant dean for student support in the Division of Student Engagement at Stella and Charles Guttman Community College. Dr. Insalaco-Egan focuses on technology-mediated academic and career advising, student-centered service redesign, and high-impact practices. She has considerable experience in IPASS work implementing new advising technology. In her current role as acting associate provost for undergraduate education and acting dean for University College at Montclair State University, she leads university-wide academic and career advising reform along with the implementation of a campus analytics and a student success platform.

Damaris Javier

Damaris Javier is a doctoral candidate in the higher education program at the University of North Texas. Her research interest focuses on effective methods and interventions, including those done in virtual settings, that influence persistence of historically marginalized groups within science, technology, engineering, mathematics, and medicine (STEMM) and the biomedical research workforce. Ms. Javier holds a master's in higher and postsecondary education from Teachers College Columbia University and a bachelor's degree in secondary education and mathematics, and a minor in Economics from the University of Vermont. Her work in student affairs has focused on student development, culturally responsive mentorship,

advisement, career development/progression, local and national program development and strategic management, and partnership development in higher education.

Kent Norris

Kent graduated from Oregon State University with his master's in college administration and is currently a PhD. candidate in higher education from Texas Tech University. Since the beginning of his career, Kent has been inspired by adult education, and has dedicated his professional life to increasing the college success of adult learners. Kent has worked for several large universities, most recently Texas Tech, where he recruited prospective international students to campus. While there, Kent traveled the world and engaged with students from every major continent. In his capacity now, Kent leads the medical assisting program at West Texas Professional Training and is committed to the job growth of each student.

Sarah Maria Schiffecker, Ph.D.

Dr. Sarah Maria Schiffecker earned her Ph.D. in higher education research at Texas Tech University and serves as a lecturer and assistant director of international graduate student affairs at TTU. Her academic background is in cultural and social anthropology, Slavic Studies (University of Vienna, Austria) as well as foreign languages and literatures (Texas Tech University). Her research interests lie in international higher education, intercultural communication and competence, as well as educational leadership.

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Dr. James W. Thomas is an assistant professor in the higher education program at the University of Southern Mississippi. His publications and work experiences have focused on student affairs, academic advising, historically marginalized populations in higher education, and histories of higher education. He is a graduate of the educational policy studies and evaluation program of the University of Kentucky where he earned a Ph.D. in higher education.

FOREWORD

Technology can become the "wings" that will allow the educational world to fly farther and faster than ever before – if we allow it.

– Jenny Arledge

As technology advances at an unprecedented pace, it has become an indispensable part of our lives. The way we interact with the world and with each other has been transformed dramatically in recent years. With what has happened, the integration of technology in student affairs is no longer an option, but a necessity to provide students with the best possible college experience and support them to achieve success. It is beyond doubt that from communication and engagement to decision-making technology has changed the way we educate students as student affairs educators.

To identify the editors for the volume *Integration of Technology into Student Affairs* for the *American Series in Student Affairs Practice and Professional Identity,* I approached Dr. V. Barbara Bush who was a longtime professor in a higher education program at the University of North Texas. Dr. Bush and I have collaborated on a few projects, so I know she is a prominent scientist and has been a practitioner in the field of student affairs in higher education. Prior to her academic career, Dr. Bush held several student affairs positions including director of campus activities, assistant dean of students, and dean of students/ senior student affairs officer. Dr. Bush is a prolific writer and a well-established scholar with numerous publications. I was excited when she accepted my invitation to edit a book on integrating technology in student affairs because this is a challenging task that requires knowledge of student development theories, expertise in student affairs practice, and knowledge and skills of technology. However, what impressed me most was that Dr. Bush quickly identified a co-editor and chapter authors who all met these criteria. The authors she identified are all experts who not only have knowledge of student development theories but also years of experience in using technology to support students as student affairs educators. So, in the book, they have provided practical guidance and real-world examples to help you understand the potential of technology in student affairs.

This book is a valuable resource for graduate students in student affairs preparation programs and anyone working in the field of student affairs. It provides readers with a comprehensive guide to the integration of technology in student affairs, drawing on the expertise of leading scholars and practitioners in the field. The chapters in this book explore the many ways in which technology can be used to enhance student engagement, support, and learning outcomes. The topics include the history of technology in student affairs, digital identity, integrating high-tech with high touch on campus, ethical issues with technology, technology and risk management, consideration of the need for social media liaisons in student affairs, technology competency and adaptability, and case study on technology decision-making. Whether you are a seasoned professional or a new practitioner you can to gain a wealth of insights on how to use theoretical models to address digital identity, convert traditional campus functions to technological approaches, apply a conceptual framework for ethical technological practices, enhance campus and community engagement through the development of a social media liaison, navigate technological competency and adaptability issues on campus as well as to identify legal issues arising in daily practice and learn risk management skills. I strongly believe that the knowledge, skills, and the wisdom of these authors provided in this book will guide you not only to incorporate technology into your work but also empower you to leverage technology in innovative ways to better serve the needs of your students and advance the field of student affairs as a whole.

The *book Integration of Technology into Student Affairs* reflects one of the ten professional competencies outlined for student educators by the College Student Educators International (ACPA) and the Student Affairs Administrators in Higher Education (NASPA) in 2015. It is one of the eleven volumes in the *American Series in Student Affairs Practice and Professional Identity,* a unique book series that creates an integration of the ten professional competency areas. The series has three major themes: professional competency development, professional identity construction, and case illustrations for translating theory into practice. All volumes in the series are targeting graduate students in student affairs preparation programs and new student affairs educators. The series blends contemporary theories with current research and empirical support and uses case illustrations to facilitate the readers' ability to translate what they have learned into practice and the decision-making process. Each volume focuses on one area of professional competency except the volume *College Students and Their Environment* which addresses some major aspects of the Interaction of Competencies. With that being said the series helps graduate students in student affairs preparation programs and new student affairs educators develop their professional competencies (ACPA/NASPA) by (1) constructing their personal

and ethical foundations; (2) understanding the values, philosophy, and history of student affairs; (3) strengthening their ability in assessment, evaluation, and research; (4) gaining knowledge, skills, and dispositions relating to law, policy, and governance; (5) familiarizing with and learning how to effectively utilize organizational and human resources; (6) learning leadership knowledge and developing leadership skills; (7) understanding oppression, privilege, power, and then learning how to understand social justice and apply it in practice; (8) acquiring student development theories and learning how to use them to inform their practice; (9) familiarizing themselves with technologies and implementing digital means and resources into practice; and (10) gaining advising and supporting knowledge, skills and dispositions. As a result, the series helps graduate students in student affairs preparation programs and new student affairs educators foster their professional identity and ultimately achieve their goal of the whole person education.

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CONTENTS

INTEGRATING TECHNOLOGY INTO STUDENT AFFAIRS

Chapter 1

INTRODUCTION AND OVERVIEW

V. Barbara Bush and Hugo A. Garcia

Today, technology is ubiquitous on college and university campuses and in our daily lives. It may be difficult for us to believe in this high-tech age, but in many ways, it appears that student affairs is just moving into the tech world. We have been forced into more progressive thinking by an unprecedented period of distance brought about by the COVID-19 pandemic and the aftermath of what the new normal is or should be. Students have become even more concerned with their ability not only to obtain a degree but also to find work. During the pandemic caused by COVID-19, face-to-face interaction was limited extremely affecting the ability of job seekers to impress prospective employers with that invaluable personal piece of communication. They, as was most of the world, were limited to a one-dimensional approach to human contact provided by purveyors such as Zoom. What does this say about student affairs and its previous reliance, at least in traditional colleges and universities, on high touch?

Coming out of the pandemic, institutions struggled with staff returning to physical offices, faculty returning to classrooms, and team coaches and student-athletes returning to the courts and fields, all signs of a return to the "old college" environment. However, given our experience with COVID-19 and the increased reliability on technology in our personal and professional worlds, colleges and universities must embrace and lead in the implementation of technology to ensure they are serving the needs of all members of the community. Student affairs educators, because of their charge to support student learning and engagement, can be leaders in this effort.

The chapters in this book will explore the various elements of technology and how student affairs professionals can and do utilize these elements in their development of students. How have professionals examined and adapted their programs, activities, and leadership opportunities in response to the growing presence of technology? Those in the online higher education communities have attempted to bridge the perceived disadvantages of distance education. Have they been the ones with an advantage in attracting and retaining students? Has technology widened or diminished the technology gaps apparent on socio-economic levels? How do we minimize liability and risk given the increased use of online communications and virtual interactions?

Contributors to this volume are educators and practitioners who devoted much of their time during the COVID-19 pandemic to improving communication with students and collaborating with various programs and departments to achieve learning and developmental outcomes. What you read addresses challenges and opportunities brought about by technology that we have all experienced at a time when face-to-face educational opportunities have been severely limited. The volume will also recommend ways of moving forward during times of uncertainty.

Student affairs has always been a profession based on practice. Because of this focus, we have provided case scenarios for chapter topics. These scenarios can be found in the conclusion of some chapters and in Chapter 9. Practitioners can use these scenarios for problem solving in their spheres of responsibility. They can also be used by classroom educators as exercises for class-based activity. We hope that this volume will help you find new opportunities for the use of technology in student affairs.

García, Herridge, and Norris present a *History of Technology in Student Affairs* including the development of social media usage and information technology. The authors hold that higher education has always been an incubator for the creation of new knowledge and advancements in engineering. However, colleges and universities have not always responded well when implementing technology.

Moving forward, Bush and Javier, with *Digital Identity,* explore the relationship between leading theories of student identity development and digital identity development. Student affairs professionals may be able to use a theoretical base with which they are familiar to address digital identity as it is developed and displayed by college students. This

chapter provides an overview of theoretical models that call for digital identity and addresses some of the questions as to how users will frame their relationship to technology in a digital age.

The next chapter introduces the challenge to student affairs in *Integrating High-Tech with High-Touch on Campus*. Insalaco-Egan notes that student affairs professionals on our college campuses have the continuing task of adapting their approach to the realities of today's technology. The author of this chapter explores practical means of converting traditional campus functions to technological approaches. This conversion involves the entire campus community and focuses on students.

With the institution of technology, student affairs professionals must face ethical issues. With the chapter, *Ethical Issues with Technology*, Bodine Al-Sharif provides an in-depth overview of the current ethical issues in student affairs, especially those involving social media. Postsecondary institutions around the world have infused technology in their curricular and co-curricular practices which has transformed how we educate and how students learn and operate. In this chapter, a brief overview of the current state of technology in higher education is presented, as well as some of the challenges technological integration brings to student affairs. A conceptual framework is provided for ethical technological practices in higher education that can best benefit student affairs. Some practical next steps are also presented for research and practice.

In this sometimes litigious environment, student affairs faces the importance of limiting liability and managing risk. With *Technology and Risk Management*, Fuller discusses how increased use of technology exposes colleges and universities to potential liability. Student affairs professionals must understand the legal rights of students and the legal responsibilities of the institution. A critical competency for student affairs professionals is the ability to identify legal issues arising within daily practice. This chapter introduces the need for strong risk management skills among student affairs professionals.

As the role of social media has taken on new meanings and purposes, the opportunities to use it to reach varied audiences have become more apparent. With the expansion of social media's roles, the development of new student affairs positions becomes more apparent. Corporate enterprises developed the position of social media liaison, and this role has since expanded to emergency management and other areas to take advantage of social media. In *Beyond Reputation*

Management: Considerations of the Need for Social Media Liaisons in Student Affairs, Thomas explores how campus and community engagement can be enhanced through the development of a social media liaison position within student affairs. By examining the work of social media liaisons in other fields, this chapter demonstrates the essential nature of developing such a position within higher education. Presented are several models for development of liaison positions with explanations as to how these positions could be of benefit to students and other stakeholders.

In the chapter, *Technology Competency and Adaptability*, Herridge and Schiffecker discuss how the integration of technology into student affairs today is simultaneously omnipresent and almost invisible. Because of the rapid changes in technology and its use, student affairs professionals must be trained to be proactive given how technology changes from year to year. What technology, such as software programs, is generic enough that it can be updated on a regular basis? How do we measure technological competency? What skills will be required? The authors discuss how critical it is to not only have technology available but also to have to the skills to adapt as technology changes. They conducted a qualitative study to understand how professional staff in student affairs navigate competency and adaptability issues on their campuses.

With *Comprehensive Technology Case Scenario*, Bush presents a comprehensive technology case that readers may use to analyze complex issues faced within the student affairs profession. The case is meant to complement scenarios that have been presented in some of the preceding chapters. Also, this chapter will include decision-making models that are often used for making various situations involving technology choices. These models can be used to help the professional decide on the use of social media and information technology in a way that does not compromise personal and professional ethics.

As we address external global challenges brought by pandemics, geopolitics, economic recessions, and political instability, postsecondary institutions must be nimble and agile to continue to function and serve the needs of students, families, staff, faculty, and community members. Technology use has been highlighted in higher education, especially during the years of the COVID-19 pandemic, as a way to address these challenging times. The urgency of student affairs assessing their knowledge of technology use and its vast possibilities to enhance student identity development and engagement has become even more

obvious. Although the uses of technology on campuses and academia are not restricted to student affairs, those in the profession can become trailblazers in studying and demonstrating effective technology use among educators.

It is our hope that these chapters will spur discussion and action on the part of student affairs educators. The result of subsequent action can serve as a guide for the entire higher education community. Collective efforts of faculty, staff, and administrators can help to ensure that students remain central to the educational mission and can enhance the role of student affairs professionals as educators.