

The Architecture of Influence in Academia: Who Shapes Whom? Social Engineering among Students, Professors, and the University

Fawzi CHERITI¹, Aboubakr SAITI², Neceiba FRIDJAT³, Houa Mohamed⁴

¹ Department of Information and Communication Sciences, University of Ghardaia, Laboratory of Citizenship and Society Culture in Southern Algeria, Algeria. Email: Cheriti.fawzi@univ-ghardaia.edu.dz / ORCID: <https://orcid.org/0000-0003-2147-0856>

² Department of Information and Communication Sciences, University of Ghardaia, Algeria. Email: saiti.aboubakr@univ-ghardaia.edu.dz / ORCID: <https://orcid.org/0009-0009-4144-9342>

³ Department of Information and Communication Sciences, University of Ghardaia, Laboratory of Citizenship and Society Culture in Southern Algeria, Algeria. Email: Fridjat.neceiba@univ-ghardaia.edu.dz / ORCID: <https://orcid.org/0009-0002-0689-2305>

⁴ Department of Information and Communication Sciences, University of Ghardaia, Laboratory of Citizenship and Society Culture in Southern Algeria, Algeria. Email: Houa.mohamed@univ-ghardaia.edu.dz / ORCID: <https://orcid.org/0009-0008-8980-0165>

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Abstract—In the age of new media, the university can no longer be seen as a place where knowledge and values move in only one direction, from professor to student. It is no longer the only place where students' and professors' behaviours, ideas, and attitudes are shaped. New media have created new sources of influence and changed the ways people interact and influence one another. As a result, the line between those who influence others and those who are influenced has become less clear. This paper explores an important question: Does the university still play the main role in shaping students and professors, or have new media changed the way this influence works? How can students influence professors, professors influence students, and the university influence both, while new media also play a role in these relationships?

Our looks at social engineering as a two-way and ongoing process rather than a one-way form of influence. Students do not simply receive knowledge or follow university rules. Their expectations, daily interactions, feedback, and online activities can influence professors and change the way they work. At the same time, professors shape students through teaching and communication, but they are also influenced by their colleagues, university culture, professional demands, and the digital world around them.

This study argues that students, professors, and the university can all influence others while being influenced themselves. The main question, therefore, is not only “Who shapes

whom?” but also how the ability to influence others is shared within today’s university and what this could mean for the future of higher education.

Keywords—Social Influence; Digital Media; Academic Culture; Student–Professor Relations; Institutional Power; Mutual Influence; University Life; Digital Transformation; Future of Higher Education

1. INTRODUCTION

The contemporary university operates within a social environment in which the production and circulation of knowledge are increasingly mediated by digital platforms. New media have altered how students communicate, access information, evaluate academic authority, and present themselves to others. These changes also affect professors, whose professional identities and practices are increasingly exposed to forms of interaction that take place beyond the institutional boundaries of the university. Social media, in particular, have become part of higher education practices, creating new forms of communication and interaction between students, professors, and academic institutions (Ansari & Khan, 2020; Smith, 2016).

This development raises a broader sociological question concerning the distribution of influence within the university. Traditional conceptions of academic authority tend to position the professor as the principal agent of knowledge transmission and the student as its recipient. Yet social relations within institutions are rarely this linear. Giddens (1984) argues that social structures are both the conditions and outcomes of human action, allowing actors to reproduce existing structures while also contributing to their modification. From this perspective, the university can be understood as a space in which students, professors, and institutional structures continuously shape one another.

New media add another dimension to this relationship. Van Dijck (2013) shows how social media platforms do not simply facilitate communication; they organize forms of connectivity through technological, economic, and cultural mechanisms. Her discussion of the “engineering” of sociality is particularly relevant to the present study because it draws attention to the ways in which digital platforms participate in organizing social interaction and shaping the conditions under which individuals connect, communicate, and present themselves. Similarly, van Dijck et al. (2018) argue that platforms have become embedded in major social institutions, including education, raising questions about how digital infrastructures affect institutional practices and public values.

Within higher education, these processes can be observed directly in student–professor relationships. Research has examined how social media communication affects perceptions of professors, trust, privacy, and the university itself (Cistulli & Snyder, 2022). Sage Journals Other research indicates that social media can facilitate interaction and collaborative learning between students and academics, suggesting that digital environments may redistribute opportunities for participation rather than simply reinforce established academic roles (Ansari & Khan, 2020).

The present paper builds on this perspective by examining social engineering as a reciprocal process. The term is used here in a sociological sense to refer to the processes through which individuals and institutions influence, shape, and regulate one another within a particular social environment. The central concern is therefore not simply whether the university shapes students and professors, but whether the direction of influence has become more complex. Students may influence professors through their expectations, evaluations, communication practices, and digital presence. Professors continue to shape students through teaching and academic interaction, while they are themselves influenced by colleagues, institutional norms, professional expectations, and changing digital practices. The university, meanwhile, establishes formal and informal conditions within which these relationships develop.

The central question of this paper is consequently: Who shapes whom? More specifically, does the university remain the primary site of social engineering, or have new media redistributed the capacity to shape students, professors, and the institution itself? Examining this question may contribute to a more relational understanding of the contemporary university, in which agency is distributed rather than concentrated in a single actor.

2. LITERATURE REVIEW

The literature on higher education, digital media, and social relationships provides a useful basis for reconsidering how influence is distributed within the university. Much of the earlier research on teacher–student relations was built around the distinction between authority and participation, with the professor occupying a relatively central position in the educational process. More recent scholarship, however, treats these relationships as multidimensional and shaped by emotional, social, institutional, and power relations. Tormey (2021), for example, argues that student–teacher relationships in higher education cannot be adequately understood through simple measures of distance or immediacy. His study identifies affection, attachment, and power as interconnected dimensions of these relationships, suggesting that influence within the university is relational rather than exclusively determined by formal academic roles.

The emergence of social media has added another layer to these relationships. A systematic review by Camas Garrido et al. (2021), based on 111 studies, found that the roles of teachers and students tend to continue across physical and digital environments, while the boundaries between vertical and more horizontal forms of interaction become less clear. The authors also emphasize the ethical and cultural dimensions of teacher–student relationships in digital spaces. This finding is particularly relevant to the present study because it suggests that digital communication does not simply create a separate sphere of interaction. Rather, it becomes connected to existing academic relationships and may contribute to their gradual redefinition.

Research focusing specifically on social media interactions between students and professors provides further evidence of this changing relationship. Cistulli and Snyder (2022), in a study of 448 undergraduate students, examined the relationship between social media connections, privacy perceptions, and trust in professors and universities. Their findings indicate that students’ perceptions of privacy were more closely associated with trust than the mere existence of social media connections. *Sage Journals* This is significant because it shows that digital interaction can affect how academic authority and institutional legitimacy are perceived. The professor’s presence on social media may therefore become part of the way students interpret the professor, rather than remaining separate from the academic relationship.

The literature also draws attention to the fact that professors themselves are subject to processes of change within digital environments. Bennett (2017) examined academics’ identity work in relation to social media and new technologies, showing that changes in pedagogical practice can raise questions about professional identity and academic authority. The study found that academics may recognize the educational potential of digital media while also experiencing uncertainty concerning changing expectations of what constitutes a “good teacher.” *Taylor & Francis Online* From this perspective, the professor is not simply an agent who shapes students; the professor’s own professional identity is continuously negotiated in response to institutional expectations, technological developments, and interactions with students.

A broader understanding of this process can be developed through the concept of platformization. Van Dijck, Poell, and de Waal (2018) argue that digital platforms increasingly penetrate major social institutions, including education. Their analysis of education shows that platform-based systems can influence learning practices, teaching, curricula, and institutional governance. *Academic Oxford* This perspective is useful for the present study because it shifts attention from social media as communication

tools to digital environments as structures that organize interaction and influence institutional practices.

Taken together, the literature points toward a university in which influence is increasingly reciprocal. Students shape aspects of professors' professional experiences; professors continue to influence students; institutional structures regulate both; and digital platforms participate in organizing these relationships. Yet the existing literature has generally examined these dimensions separately. The specific question of who shapes whom when students, professors, the university, and new media interact remains less developed. This study addresses that question by conceptualizing social engineering as a reciprocal process in which each participant can simultaneously become an agent and a subject of social influence.

3. Methodology

This paper adopts a qualitative, descriptive-analytical approach based on a structured review and critical analysis of theoretical literature and previous empirical research on social engineering and reciprocal influence in higher education. The review brings together scholarship addressing student–professor relationships, academic authority, institutional socialization, academic identity and agency, student voice and partnership, and the role of new media in shaping educational and institutional relations.

The literature was selected purposively according to its relevance to the central research question: Who shapes whom within the contemporary university? Priority was given to peer-reviewed journal articles, systematic and critical reviews, and established academic books that provide theoretical or empirical evidence concerning relationships among students, professors, universities, and digital media. Studies were included when they addressed at least one dimension of influence, participation, socialization, professional identity, institutional change, or digital interaction relevant to the proposed framework. Studies concerned exclusively with technical uses of digital technologies, without implications for social or institutional relations, were excluded from the analytical corpus.

The selected literature was subjected to thematic analysis. Each source was examined according to four analytical dimensions: the actors involved, the direction of influence, the mechanism through which influence occurs, and the context in which the relationship is established. Particular attention was given to evidence of reciprocal influence, since the purpose of the study is to move beyond a linear conception of university relationships. The analysis was organized around six primary directions of influence:

Note. The arrows represent the reciprocal relationships through which the university, professors, and students influence one another. Each actor can be both a source and a recipient of influence, highlighting the dynamic nature of social engineering in the academic environment

New media were treated as a cross-cutting dimension rather than as a seventh isolated relationship. This reflects the assumption that digital platforms and practices may influence each of the six relationships by modifying patterns of communication, participation, visibility, authority, identity, and institutional responsiveness. To make the synthesis more systematic, the reviewed literature was organized into an evidence map. Each source was coded according to the direction or directions of influence it addressed. Because a single study may provide evidence relevant to more than one relationship, multiple coding was permitted. Frequencies and percentages were then used descriptively to indicate the relative presence of each direction of influence within the reviewed literature. These figures represent the distribution of evidence across the selected publications and should not be interpreted as population estimates or measures of the actual strength of influence among university actors.

The final stage of the analysis involved comparing the six directions of influence and examining how new media intersect with them. This process was used to develop a conceptual model of reciprocal social engineering, in which students, professors, and the university may simultaneously occupy the position of

Relationships Between University, Professor, and Student

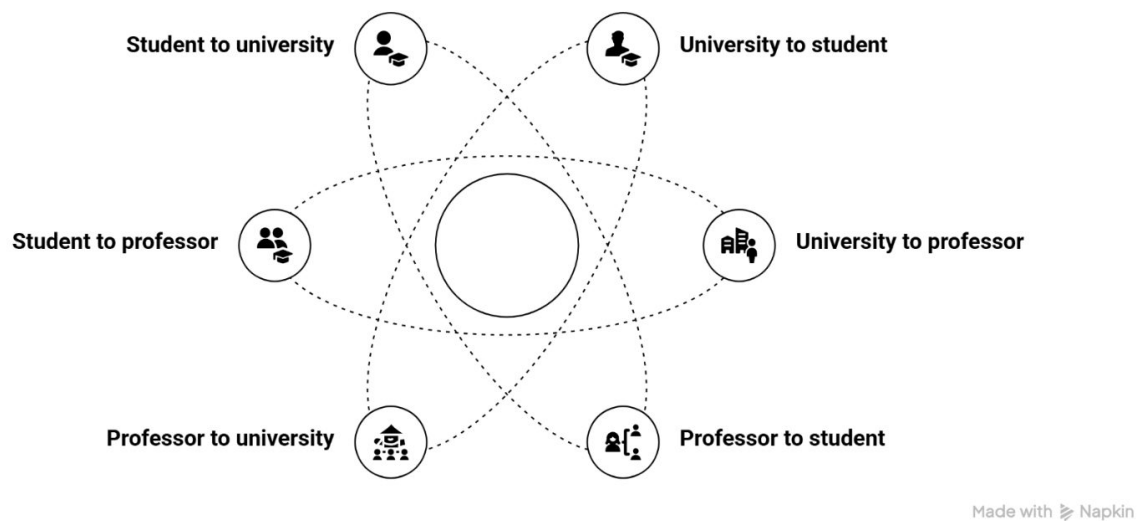


Figure 1. Reciprocal Influence among the University, Professors, and Students

both actors and subjects of influence. The approach does not seek to establish statistical causality. Rather, it synthesizes existing evidence in order to identify patterns, relationships, and conceptual gaps and to propose a framework for understanding how the capacity to shape others is distributed within the contemporary university.

4. Results

The analysis identified a multidirectional pattern of social influence within higher education rather than a predominantly one-way relationship between the university, professors, and students. Across the reviewed literature, all six directions proposed in the analytical framework were represented, although they were not equally developed. The strongest body of evidence concerned relationships in which the university and academic staff shape students, while a substantial and increasingly visible body of research documented the capacity of students to influence teaching practices, assessment, academic relationships, and aspects of institutional decision-making.

4.1. Distribution of the six directions of influence

The evidence map revealed that the university-to-professor and university-to-student relationships occupy a substantial position in the literature. Research on academic identity and institutional change shows that university structures, organizational cultures, performance expectations, curriculum reforms, and institutional policies shape how academics understand and perform their professional roles. A review of 44 empirical studies, for example, found that changes in the higher education environment influenced academic identities through processes of adaptation, resistance, hybridization, and reprioritization of academic activities. Similarly, research on academic agency demonstrates that institutional structures can both enable and constrain academics' capacity to act during curriculum change.

The university-to-student direction was particularly visible in studies addressing student participation, assessment, institutional policy, and student voice. The literature shows that universities do not merely transmit institutional norms to students; they establish formal and informal structures within which students

can participate, negotiate roles, and influence educational practices. A systematic review of 43 empirical studies found that students can participate as co-designers, consultants, assessors, and decision-makers in assessment, including assessment design, implementation, quality assurance, and policy development. Research on student voice in higher education diversity policies similarly demonstrates that students may participate in the evaluation and development of institutional policies rather than remaining passive recipients of them.

The professor-to-student relationship remains one of the most extensively represented dimensions. The systematic review by Camas Garrido et al. examined 111 journal articles and found that teacher and student roles persist across physical and digital environments, while the traditional distinction between vertical and horizontal relationships becomes increasingly difficult to maintain in networked educational contexts. The reviewed literature therefore supports the continuing importance of professors in shaping students' learning experiences, participation, expectations, and academic identities, while also indicating that this influence is increasingly mediated by more reciprocal forms of interaction.

At the same time, evidence for student-to-professor influence is substantial. Student evaluations, feedback, assessment partnerships, and student voice initiatives provide institutionalized mechanisms through which students can affect teaching practices. A systematic review of 38 empirical studies concluded that student voice in assessment and feedback can contribute to changes in teachers' practices and can inform university support structures. Likewise, the systematic review of student partnership in assessment identified students acting as co-designers, assessors, consultants, and decision-makers. These findings indicate that students can occupy an active position in shaping pedagogical practice rather than functioning solely as recipients of academic influence.

The professor-to-university direction is also supported, although it is less frequently conceptualized explicitly as social engineering. Studies of academic agency demonstrate that academics participate in curriculum development, negotiate institutional reforms, resist or accommodate organizational change, and attempt to influence university structures. Annala et al., for example, identified progressive, oppositional, territorial, bridge-building, accommodating, and powerless forms of academic agency in curriculum change. The evidence therefore suggests that institutional change should not be understood exclusively as a top-down process. Universities shape academics, but academics also participate in reproducing, modifying, resisting, or redirecting institutional arrangements.

The student-to-university direction represents the most conceptually significant extension of the conventional model. Student voice research demonstrates that students can influence institutional policy, assessment systems, quality assurance, and educational decision-making. This influence, however, is conditional rather than automatic. The literature distinguishes between symbolic representation and meaningful participation, emphasizing that student voice acquires institutional influence only when students have legitimate access to decision-making processes and when their contributions can affect institutional practice.

4.2. *New media as a cross-cutting mechanism*

The analysis also indicates that new media should not be treated as an independent seventh direction of influence. Rather, it operates as a cross-cutting environment that modifies the six relationships. Digital platforms alter the speed, visibility, accessibility, and persistence of communication between students, professors, and universities.

This pattern is particularly clear in the teacher–student literature. Camas Garrido et al.'s systematic review of 111 studies found continuity between educational roles in physical and virtual spaces while also identifying tensions between vertical and horizontal forms of teacher–student relationships. Similarly,

Cistulli and Snyder's study of 448 undergraduate students showed that social-media relationships between students and professors intersect with perceptions of privacy and trust toward both professors and the university.

New media also affect professors directly. Research on academic online identity shows that academics increasingly negotiate professional identity across multiple digital platforms, with boundaries between personal and professional identities becoming more fluid. One study of 198 academics found that online academic identity could be understood along a continuum between personal and professional forms of self-presentation. A more recent systematic review of 36 peer-reviewed studies similarly identifies institutional policies, academic roles, and career considerations as important conditions shaping academics' social-media practices.

Taken together, these findings suggest that new media redistribute visibility and **responsiveness** among university actors. Students can publicly articulate experiences and expectations; professors can construct professional identities and communicate beyond institutional boundaries; and universities must increasingly respond within environments in which institutional communication is more immediate and publicly observable. The digital environment therefore does not eliminate institutional or academic authority, but it changes the conditions under which that authority is exercised and negotiated.

4.3. Evidence map of reciprocal social engineering

Table 1 summarizes the analytical distribution of the six directions of influence and the cross-cutting role of new media. Because individual publications may address more than one direction, the categories are not mutually exclusive. Consequently, the percentages indicate the **proportion of the analytical corpus in which a direction of influence was identifiable**, rather than the proportion of students, professors, or universities experiencing that influence.

Table 1. Distribution of identified directions of influence in the reviewed literature

Direction of influence	Frequency of coded sources	Percentage of corpus	Principal mechanisms identified
<i>University → Student</i>	7	46.7%	institutional socialization, curriculum, assessment, policies, academic norms
<i>University → Professor</i>	8	53.3%	organizational culture, performance expectations, curriculum reform, professional identity
<i>Professor → Student</i>	6	40.0%	teaching, feedback, authority, interaction, academic socialization
<i>Professor → University</i>	6	40.0%	academic agency, curriculum development, resistance, institutional participation
<i>Student → Professor</i>	6	40.0%	feedback, evaluation, partnership, co-design, digital interaction
<i>Student → University</i>	5	33.3%	student voice, representation, policy participation, quality assurance
<i>New media as cross-cutting environment</i>	7	46.7%	visibility, communication, identity, participation, trust, institutional responsiveness

Note. Frequencies represent the number of publications in the analytical corpus in which evidence relevant to the specified direction was identified. Multiple coding was permitted; therefore, percentages are not expected to sum to 100%. The percentages do not represent population prevalence, effect sizes, or the strength of influence.

The distribution indicates that the literature remains comparatively more developed around institutional influence on professors and students than around student or professor influence on the university. This asymmetry is important because it suggests that higher education research has historically devoted greater analytical attention to how institutional structures shape individual actors than to how those actors reshape institutional structures.

At the same time, the evidence concerning student-to-professor and student-to-university influence is sufficiently established to challenge a strictly hierarchical model of university relations. Studies of student

partnership, student voice, and teaching evaluation demonstrate several institutional mechanisms through which students can affect academic practice and institutional processes. The influence is nevertheless mediated by institutional structures, meaning that student agency does not necessarily translate directly into institutional change.

Overall, the findings support a model of reciprocal social engineering in which students, professors, and the university simultaneously occupy positions of influence and susceptibility to influence. New media intensify this reciprocity by increasing opportunities for interaction, making identities and practices more visible, and creating additional channels through which actors can provide feedback, construct reputations, mobilize participation, and contest institutional expectations. The university consequently remains an important source of socialization and regulation, but it no longer provides the only meaningful direction of influence within the contemporary higher education environment.

5. Discussion

5.1. From hierarchical influence to reciprocal social engineering

The findings challenge a predominantly hierarchical understanding of social influence in higher education. Traditional models tend to position the university as the principal institutional actor, the professor as an intermediary authority, and the student as the primary recipient of academic and institutional influence. The evidence synthesized in this study suggests a more complex arrangement in which each actor can simultaneously be a source and a target of influence. The relatively strong representation of university-to-student and university-to-professor relationships confirms that institutional structures continue to play a central role in shaping academic expectations, professional identities, curricula, assessment practices, and organizational behavior. At the same time, the presence of professor-to-university and student-to-university relationships indicates that institutional influence is not necessarily unidirectional.

This interpretation is consistent with research on academic agency, which shows that academics respond to institutional change through different forms of agency, including progressive, oppositional, territorial, bridge-building, and accommodating responses (Annala et al., 2023). The university therefore constitutes a structure within which professors act, but it is also an organizational environment that can be reproduced or modified through their actions. A similar pattern appears in research on student partnership. The review by Chan and Chen (2023), based on 43 empirical studies, shows that students can participate as co-designers, assessors, consultants, and decision-makers in assessment processes, including policy and quality-assurance activities.

The concept of reciprocal social engineering proposed in this study consequently shifts the analytical focus from who has authority to how influence circulates. Social engineering in the university should therefore be understood as an ongoing relational process rather than as a fixed institutional function. This perspective helps explain why changes initiated by one actor may subsequently modify the behavior and expectations of the others.

5.2. New media and the redistribution of relational power

The findings also indicate that new media should be understood less as an additional actor and more as an environment that transforms the conditions under which the six relationships operate. Digital platforms increase the speed and visibility of interaction while weakening some of the boundaries that traditionally separated classroom communication, professional identity, institutional communication, and public expression. This does not necessarily eliminate academic hierarchy. Rather, it changes how authority is communicated, perceived, negotiated, and sometimes contested.

This interpretation is supported by the systematic review of 111 studies by Camas Garrido et al. (2021), which found continuity in teacher and student roles across physical and virtual spaces while also identifying tensions between vertical and horizontal forms of teacher–student relationships. The finding is important for the present framework because it suggests that digitalization does not simply replace existing relationships; it reorganizes them. A professor may continue to possess formal academic authority while simultaneously becoming more exposed to student feedback, public evaluation, and continuous digital interaction.

The same process is visible in student voice research. Sun et al. (2023) reviewed 38 empirical studies and concluded that student voice can contribute to changes in teaching practices and inform university support for assessment and feedback. In this sense, new media may strengthen student-to-professor influence by making students' experiences more visible and easier to communicate. However, visibility should not be equated with institutional power. Digital expression becomes consequential only when universities and academic staff recognize it through formal or informal mechanisms of response.

The theoretical implication is therefore that new media redistribute opportunities for influence without automatically redistributing authority. The distinction is important: digital environments expand the capacity to speak, respond, evaluate, and mobilize, while institutional structures continue to determine which forms of influence acquire durable consequences.

5.3. Rethinking the university as a system of mutual shaping

Taken together, the findings support a conceptualization of higher education as a system of mutual shaping in which institutional structures and individual agency continuously interact. The university shapes students through curricula, assessment, institutional norms, and organizational expectations; it shapes professors through professional requirements, evaluation systems, and institutional change. Professors shape students through teaching, feedback, interaction, and academic socialization, while their collective and individual agency can also influence curricula and institutional development. Students, in turn, can influence professors through feedback, evaluation, partnership, and everyday interaction, and can influence universities through representation, student voice, quality assurance, and participation in institutional processes.

This interpretation extends the existing literature in two ways. First, it places relationships that are often studied separately within a single analytical framework. Research on teacher–student relationships, for example, has largely focused on the interaction between two actors, whereas research on academic agency and student partnership examines professors and students in relation to institutional structures. Bringing these strands together makes the reciprocal character of influence more visible. Second, the framework places new media across these relationships rather than treating digital communication as a separate research domain.

The resulting model does not suggest that all actors possess equal institutional power. The ability to influence remains conditioned by formal authority, organizational position, access to decision-making, and institutional recognition. This qualification is particularly important because student partnership research shows that meaningful participation depends on institutional support and appropriate structures rather than participation alone (Chan & Chen, 2023). Similarly, research on academic agency demonstrates that institutional structures can enable some forms of action while constraining others (Annala et al., 2023). The contribution of the present study therefore lies in reframing social engineering as a relational and reciprocal process. The central question is no longer simply how universities shape their members, but how shaping itself circulates among students, professors, institutions, and the digital environments in which their relationships increasingly unfold.

6. *Limitations and Future Directions*

Several limitations should be considered when interpreting the findings. First, the study relies on a structured review and qualitative synthesis of existing literature rather than primary empirical data. The identified relationships therefore represent patterns documented in previous research and should not be interpreted as direct measures of the actual prevalence or strength of influence among students, professors, and universities. Second, the literature is unevenly distributed across the six directions of influence. Relationships such as university-to-student and professor-to-student have received considerably more scholarly attention than student-to-university and professor-to-university influence. This imbalance may partly reflect the historical tendency to conceptualize higher education through institutional hierarchy rather than reciprocal agency. Third, the role of new media remains difficult to isolate because digital practices are increasingly embedded in ordinary academic and institutional interactions. Treating new media as a cross-cutting environment captures this complexity, but it also limits the possibility of attributing particular outcomes exclusively to digital media.

Future research should therefore move from conceptual mapping toward empirical testing of the proposed reciprocal model. Comparative studies across universities, disciplines, and national higher education systems could examine whether the six directions of influence vary according to institutional culture, governance arrangements, academic discipline, or degree of student participation. Longitudinal research would be particularly valuable for examining how influence develops over time and whether changes initiated by students or professors subsequently produce institutional responses. Mixed-method studies could combine surveys of perceived influence with interviews, institutional documents, and digital interaction data to distinguish perceived agency from observable institutional change. Future research should also examine specific digital environments, including social networking sites, learning-management systems, student feedback platforms, and emerging generative-AI environments. Such research could clarify whether new media merely amplify existing forms of influence or create qualitatively different mechanisms through which students, professors, and universities shape one another.

Note. The figure conceptualizes higher education as a system of reciprocal influence among students, professors, and the university. Bidirectional arrows represent the six directions of influence identified in the literature. New media are positioned as a cross-cutting environment that reshapes communication, visibility, participation, identity, feedback, and institutional responsiveness across these relationships. The model does not imply equal power among the three actors; rather, it emphasizes that each actor can simultaneously shape and be shaped by the others.

7. *Conclusion*

This study examined social engineering in higher education through a relational question: Who shapes whom? Rather than treating the university as the sole source of influence and students and professors as its primary recipients, the analysis conceptualized higher education as a system in which influence moves in multiple directions. The findings identified six interconnected relationships: university-to-student, university-to-professor, professor-to-student, professor-to-university, student-to-professor, and student-to-university. Although these relationships are not equally represented in the literature, together they demonstrate that influence within the university is more reciprocal than a conventional hierarchical model suggests. The analysis also showed that new media should be understood as a cross-cutting environment within this system. Digital platforms reshape the conditions of communication, visibility, participation, identity formation, feedback, and institutional responsiveness. Their significance therefore lies less in replacing traditional academic relationships than in changing how those relationships are negotiated. Students can communicate experiences and expectations more visibly, professors can construct and

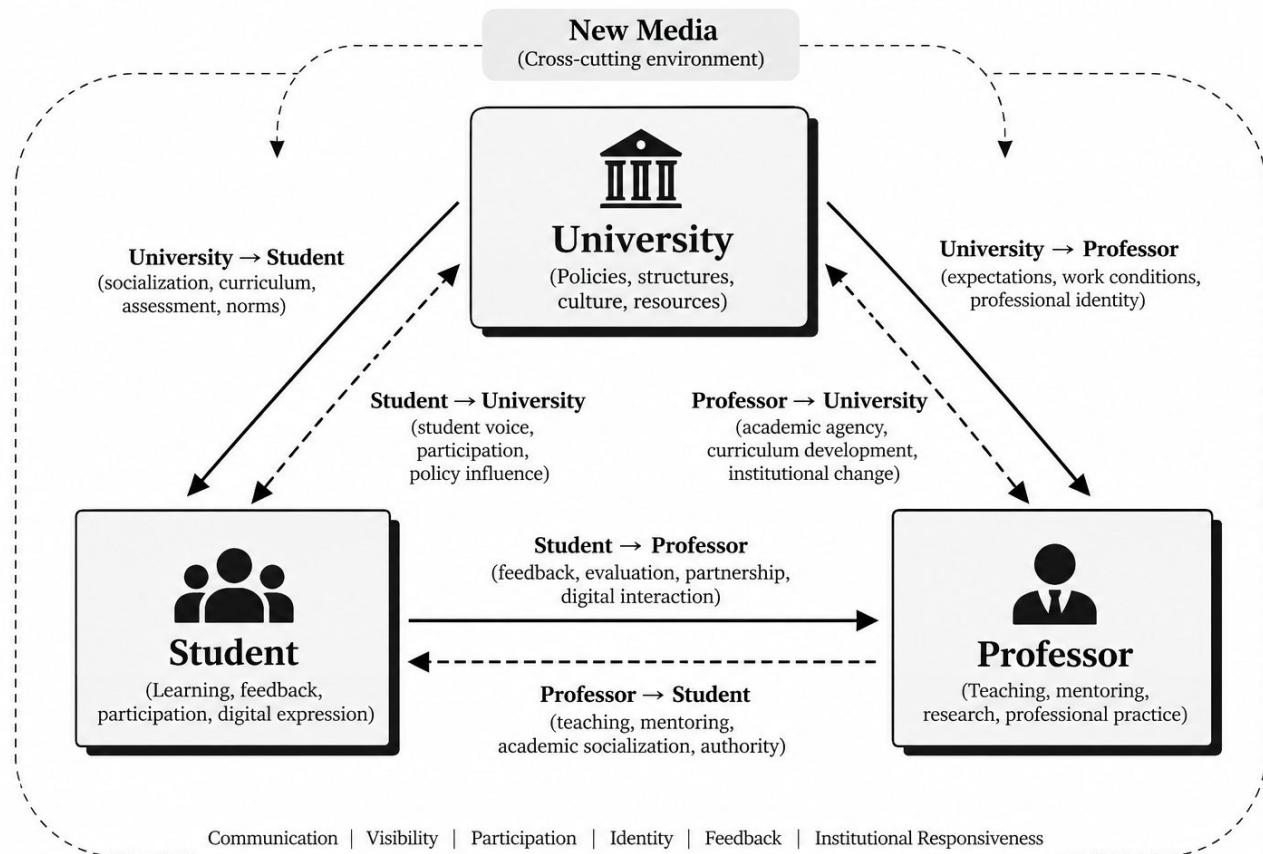


Figure 1. Reciprocal Social Engineering in Higher Education: Who Shapes Whom?

negotiate professional identities through digital environments, and universities face additional channels through which institutional practices become visible and open to response.

The central contribution of the study is the concept of reciprocal social engineering. This concept recognizes that students, professors, and universities can simultaneously function as agents and subjects of social influence, while acknowledging that their capacity to shape one another remains conditioned by institutional structures and unequal access to authority. The university continues to exercise substantial structural influence, but it is also continuously reproduced and modified through the actions of its members.

The question, therefore, is no longer simply how the university shapes its students and professors. It is how students, professors, universities, and the media environments connecting them continuously shape one another. This shift provides a broader framework for understanding power, agency, identity, and institutional change in contemporary higher education.

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