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HIGHER EDUCATION AND THE DEI CLIMATE: EXPLORING AND UNDERSTANDING THE ROLE OF SOCIAL MEDIA, SELF ESTEEM, AND INTERCULTURAL COMMUNICATION IN DIVERSITY, EQUITY, AND INCLUSION INITIATIVES ON THE COLLEGE CAMPUS

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By

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DEDICATION

I would like to dedicate this work to my mom, dad, and sister, Julia, who have been my unwavering team of support, encouragement, inspiration, and drive. It is for them, with them, and because of them that I am here, graduating from the University of the Pacific, with my master's degree – my second degree of my higher education journey. I am continually touched deeply by the love and guidance that you provide and you push me to be the best student, person, sister, daughter, and professional I can be.

Mom, I am forever in awe of your go-getter persona and empathetic touch and truly thankful for the selfless acts of kindness and care throughout these 19 years of education. The list of acts is much too long, even to write into this thesis.

Dad, you will always be my Coach – on the court and off. You always know how to keep my fire burning and you have passed on to me a drive and perseverance that cannot be broken. Thank you for preserving the age old saying, "Always be ready to look, listen, and learn". I'll always be ready.

Julia, every year of my education has so beautifully included you – my sister and my one, true, best friend. Thank you for being so authentic in all you do. You always inspire me to be true and kind, just like you, and you are always first and foremost on my mind, as I want to be the best I can be for you and with you. I can't wait to see ALL that you have in store for us, as you are graduating so very soon.

I love you all. I could not have done this without you.

ACKNOWLEDGEMENTS

Six years. How do I fit six years of acknowledgements into one page? Four years of undergraduate studies and two years of graduate. Knowing me, one page is frankly not going to do. However, we will give it the ol' college try.

Family first. And that is exactly the way my family has exceeded their duties of support, love, and care. Mom, Dad, Julia, and yes, Nacho, thank you for being my number one team throughout this amazing journey through higher education. I could not have done this without you. This thesis, this education, every accolade earned, every paper written, every assignment turned in, was done for you and with you in my heart and mind. Now, here we are. WE did it.

It began with Pacific. It followed with finding my passion. It completed with establishing my purpose. For 6 years, Pacific has instilled the mission to find my Pacific Purpose. And, reflecting on the past, the present, and the future, I look and see who I have become today. Throughout my Pacific journey, pieces have been collected along the way to formulate the person I am proud to present to the world today. Truly thankful for each and every memory, experience, opportunity, and person that I had the privilege of encountering as I made my way around, about and through the beautiful University of the Pacific campus. If we have had the pleasure of meeting while at Pacific, thank you for the beautiful and unique aspects of inspiration you have shared with me.

I would like to express in the most authentic of ways a very special thank you to my thesis chairperson, my academic advisor, my professor, and one of my most inspirational mentors, Dr. Qingwen Dong. Your patience, knowledge, support, time, excitement for learning, and encouragement to become the best I can possibly be will forever be stamped into my mind,

into the work that I humbly make my way towards in higher education. I aspire to take with me the tenacity, inspiration, excitement, and respect for diversity you have so greatly shown to me and other students. I simply have learned so much from you. There was additional faculty support from Dr. Graham Carpenter and Dr. Teresa Bergman, who both served on my thesis committee, as well as welcomed me with open arms into the Department of Communication and further inspired me with their wealth of expertise and knowledge. A final thank you to the students, faculty, staff, and alumni of the University of the Pacific who offered their support, time, and insight and so kindly took their time to participate in my research. Thank you all.

HIGHER EDUCATION AND THE DEI CLIMATE: EXPLORING AND UNDERSTANDING THE ROLE OF SOCIAL MEDIA, SELF ESTEEM, AND INTERCULTURAL COMMUNICATION IN DIVERSITY, EQUITY, AND INCLUSION INITIATIVES ON THE COLLEGE CAMPUS

Abstract

By Christian Cardona

University of the Pacific
2021

This study seeks to understand the effects and levels of impact that a university student's intercultural communication competence, social media usage, and self-esteem have on the students' attitudes towards diversity, equity, and inclusion (DEI) efforts implemented by institutions of higher education. By studying these three independent variables, this research seeks to improve the understanding of the university students' attitudes on DEI efforts for leaders and change agents in higher education, providing an inspiration for leaders, administrators, and change agents of higher education to continue collaborating to innovate methods and avenues towards creating a diverse, equitable, and inclusive campus climate, as well as focusing on the roles that intercultural communication competence, social media usage, and self-esteem play in this construction of DEI programming. The researcher administered a questionnaire to 351 undergraduate, graduate, and professional students from the University of the Pacific Stockton, Sacramento, and San Francisco campuses using various scales examining campus DEI climate, intercultural communication competency levels, self-esteem, and university-specific and general social media usage. The data from the surveys were analyzed to determine how the independent variables influence the students' attitudes towards the DEI efforts being implemented by their university. The results indicate that self-esteem (SE) (r= 0.30) and students' satisfaction with the

university's DEI-related social media campaigns and content (SSPDEI) (r= 0.38) are strongly correlated with the students' attitudes towards the university's commitment to DEI. Although intercultural communication competence (ICC) (r= 0.20) and how students use university-affiliated social media (USEPSM) (r= 0.21) offer levels of influence on the students' attitudes towards the university's commitment to DEI, they lag behind the levels shown by SE and SSPDEI. The results indicate that the students' satisfaction with the university's DEI-related social media campaigns and content (SSPDEI) (r= 0.35) provides a significant correlation with the students' feelings towards diversity, equity, and inclusion on the campus (DEISF). Although ICC (r= 0.20), SE (r= 0.20), and USEPSM (r= 0.19) offer levels of influence on the DEISF, they lag behind the level shown by SSPDEI. The results also indicate that the student's satisfaction with the university's DEI-related social media campaigns and content (SSPDEI) (r= 0.28) and self-esteem (SE) (r= 0.23) provide the greatest influence on evidence-based DEI (DEIEV), which includes the student's feelings and beliefs about the university's commitment to non-discrimination and respect of each student's individual qualities and demographics. Although ICC (r= 0.19) and USEPSM (0.16) offer levels of influence on DEIEV, they lag behind the level shown by SSPDEI and SE. Intercultural Communication Competency, Self Esteem, and Social Media Usage all have a significant positive relationship with a student's attitude towards the DEI efforts being implemented by their university. A regression analysis found that the variables of self-esteem and intercultural communication competency have a strong predicting effect on any variances that are seen in the students' attitudes toward the university's commitment to DEI. The students' use of social media may provide enough positive effect on the student's attitudes towards the university's efforts and actions related to DEI, however, the focus should then be placed on student satisfaction with the overall strategy and implementation. The multiple linear

regression analysis also provides further support that the variables of social media usage,

intercultural communication competence, and self-esteem are significant in moving forward the

work in creating a campus climate centered on DEI.

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CHAPTER 1: THE PROBLEM

Statement of the Problem

Diversity. Equity. Inclusion. All words that contain the understandings of differences and similarities, opportunities and segregation, inclusion and denial. All of which can be found on the campus of a higher education institution, a university, a college, a community college. "Contrary to the views of several contemporary observers, American higher education is not becoming more homogeneous but more diverse. Institutions of higher education vary widely in their organizational structure, goals, and governance patterns" (Baldridge, Curtis, Ecker, Riley, 1977, p. 367). Issues of diversity, equity, and inclusion (DEI) are more widespread than we may think, taking a great toll in our communities, in the business world, and most definitely in our schools. This is by no means a new concept; however, there is a heightened level of discussion about DEI in recent years, especially as matters of cultural and racial unrest take place. It is also a core issue in education, especially since faculty and educational leaders experience America's demographic shifts firsthand. "Diversity, equity, and inclusion is a growing focus for many colleges and universities but the intent behind this work and how it's done varies tremendously" (Anderson, 2019).

Historical Background

Harvard University, established in 1636; The College of William and Mary, established in 1693; St. John's College, established in 1696. Joliet Junior College, established in 1901. By 1910, three public junior colleges, also referred to as community colleges, were in existence. The University of North Carolina, chartered in 1789; The University of Georgia, established in 1801; and South Carolina College, established in 1801 (Collier, 2021). These names represent the

inception of America's very first private universities, public community colleges, and public

universities. The beginning of the creation and diffusion of knowledge in the United States.

> From 1638 to 1819, only 49 institutions of higher education (40 of them private ones) were established in the United States. Then the pace began to step up. From 1820 to 1859, 240 more institutions (225 private) were established. The next 40 years witnessed the greatest expansion in the pre-1940 period with 432 colleges and universities (348 private ones) established from 1860 to 1899 (Goldin and Katz, 1999, p. 42).

The closing decades of the 19th century were the high point in the founding of four-year

institutions of higher education before World War II. It is important to recall these dates of

establishment to help to lead into visualizing not only the launch of the physical institutions of

higher education but also where to begin the delve into recalling the previous works and efforts

of DEI within the realm of higher education and to understand the gap years that existed between

the inception of these institutions and the starting point of these efforts. Thus, it is highlighted

that this research being completed today is to draw attention to the inequities that existed from

the very beginning, as well as to now add to the already existing field-wide data that has been

collected in results of a similar interest in improving upon the diversity, equity and inclusion of

higher education. This subject matter, diversity, equity, and inclusion, is not new. Movement and

evolution have been achieved over the years to get us to where we are today. The interest in the

history of higher education is motivated by its relevance for understanding the patterns of today.

A few key milestones to recall in the journey to reaching the state of the DEI climate in

higher education today would first include the Morrill Act of 1890, touching upon the topic of

enrollment and institutional establishments. "The 1890 act set up many of today's historically-

Black universities and also provided income to the institutions". Relatively few institutions were

founded after the turn of the 20th century, however, a number of the ones that were founded in

the 20th century, were in response to the "barriers to entry stemming from the larger scale and

widened scope that were needed to be competitive". For example, in 1948, Brandeis University was established, "in large measure, because Jewish academics and students had long been discriminated against, because large numbers of Jewish scholars took refuge in the United States during the war, and because the Jewish community had amassed funds to found a great university" (Goldin and Katz, 1999, p. 42). As our American soldiers marched into battle during World War II to end fascism and establish democratic rule, the stew of inequitable returning rewards was brewing. Despite the reality of recognizing that all soldiers put their lives in the way of harm, the rewards, including government benefits, subsidized home loans, college tuition waivers, and well-paid jobs were apportioned by race (Gutierrez, 2013, p. 1). White veterans received these assistances, however, African American and Mexican American veterans did not fare as well, experiencing discriminatory practices that prohibited "colored" war heroes from being buried in white cemeteries and forcing even these uniformed soldiers to use segregated facilities. The GI Bill, a piece of sweeping legislation aimed at helping World War II veterans prosper after the war, "helped white Americans prosper and accumulate wealth in the postwar years, however, it did not deliver on that promise for veterans of color. In fact, the wide disparity in the bill's implementation ended up helping drive growing gaps in wealth, education and civil rights between white and Black Americans" (Blakemore, 2019). Fast forwarding to the early 1960s, led by the Reverend Martin Luther King, Jr. and organized by African Americans in response to the conditions created by white prejudice and discrimination, which were keeping the standard of living, health, and education low for the African American population, as well as other minority citizens, our country sees the passage of the Civil Rights Act of 1964, the Voting Rights Act of 1965, the Fair Housing Act of 1968, and affirmative action programs. The goal

was to eradicate the country's history of racial subordination, forge freedom for those who had been deprived and denied, and move towards a society of greater diversity, equity, and inclusion.

Nathan Glazer and Daniel Patrick Moynihan's 1915 "Beyond the Melting Pot". U.S. Senator John F. Kennedy's 1958 "A Nation of Immigrants". The Black Power movement. The Chicano, Red and Yellow movements. The recruitment of racial minorities and creation of Black, Latinx, Native American, and Asian American centers, programs, and departments during the Civil Rights movement of the 1960s. The 1965 Immigration Act.

> In the 1980's and 1990's, many colleges and universities embraced broader notions of diversity and critical multiculturalism focused not only on numeric representation, but also on curricular transformation and the creation of campus climates that were conducive to a diverse student body, faculty, and staff (Gutierrez, 2013, p. 1).

The works do not end there. These competing narratives of American history have formed the backdrop for higher education's contested work to advance racial equity, which also have been accompanied by significant legal challenges, leaving Americans in somewhat of a hindered pace in our work to creating diverse learning environments. By mapping out just a small collection of the historical events, the researcher looked to include higher educational DEI initiatives and actions related to the encouragement of representation of diverse groups of people, including people of different genders, races and ethnicities, abilities and disabilities, religions, cultures, ages, and sexual orientations. The researcher aimed to provide historical context for higher education's contested work to advance DEI in all its forms and support our nation's democratic ideals.

Diversity work is some of the most vital work being done on college campuses. Today, we are "confronting severely ingrained and historical inequities" and we have to thinkabout what this means for our efforts moving forward. Yes, many universities, colleges, and community

colleges have made the efforts to improve social justice on their campuses. However, they have fallen woefully short. "It is not sufficient to say, 'Well, bad things happened in the past.' Unless [we] are doing things to reimagine, reconstruct and actually reflect on [our] historical inequity, it will not get any better" (Reddick, 2019). If social justice is at the core of the institutions' values and principles, then higher education leaders and change agents must look for ways to improve the university, college, or community college in every way possible – on a university or college-wide level, as well as in a more targeted manner, by campus, college, division, and within and among all shareholder groups. Action is needed.

Consider the work that is being done during this year at this study's sample institution. At the University of the Pacific, President Christopher Callahan spent his first 50 days in listening and engagement "with Black faculty and staff in wide-ranging conversations about the great social injustices and systemic racism that have faced Black Americans across our nation since its founding and how those issues have played out…at Pacific" (Callahan, 2020).

In the following days and weeks, he has engaged in in-depth conversations with Black students, faculty, staff, administrators, alumni and Regents, as well as other Pacificans of color to learn about the university's past and present. These are just the first of many steps President Callahan has identified that the university must take if the University of the Pacific wants to not only improve their campus climate and culture, but to also emerge as a national leader in higher education and a model antiracist university. Other action items being taken at Pacific include creating a Cabinet-level Vice President for DEI, a new Board of Regents Policy on DEI, the appointment of school-level Directors of DEI, mandatory annual DEI training for faculty and staff, elimination of standardized tests for undergraduate admissions, new protections against racial discrimination, DEI measures in annual evaluations, recruitment and retention of diverse

faculty and staff, the maintenance and implementation of a university committee for DEI, new DEI programming for students, and a fundraising scholarship campaign for Black Students. In addition to these university-wide initiatives, there are also a growing collection of actions being taken by other leadership units within the University of the Pacific community (Callahan, 2020).

With all efforts considered, educational resources implemented, and discussions and dialogues held within a variety of realms, all of a sudden, we now have all of these DEI events, or meetings, or training opportunities, leaving a number of individuals from the university community pondering the post-implementation effect. The creation of conversations, committees and banalities "to do better" are no longer sufficient. Immediate and long term action is needed.

> It has been easy to identify the fact this actually is a need…maybe students twenty years ago were like 'Hey, diversity is a good thing. We want more'…that student generation who wanted diversity and wanted to see more people like us. Now students are saying, 'Now there are people on campus who resemble us, and we can create a critical mass.' And we can actually say, 'We want to see systemic changes actually take place.' That is as it should be…it is an appropriate response. If anything, it's a late response (Reddick, 2019).

The Problem

The problem then arises. In an effort to reach these desired systemic changes on our college campuses and with the implementation of these DEI programs, events, protocols, and policies, there is a need for an assessment of these operations and their efficacy, reliability, and accessibility in enhancing DEI efforts within the community college, state college, and private college campuses. Plain and simple, it is critical to understand applications are we seeing progress derive from and which applications are in need of improvement, adjustment, or cancellation. Plain and simple, there is a problem in a lack of understanding how these efforts benefit the audience of target: the students.

To narrow the focus, there is a need to better understand what role various forms of communication and the application of social media programming, including university-related social media accounts, related DEI accounts, and social media content and features, play in the enhancement of the DEI campus climate. As the realm of DEI is comprised of several facets and catalysts, so, too, is this DEI-related research. The researcher also would like to highlight the need to understand how intercultural communication competence and self-esteem have on a student's attitudes toward DEI efforts implemented by their institution of higher education.

Striving to consider the challenges faced by the educational sector today, an intentional focus on DEI would create significant benefits toward advancing educational opportunity, now more than ever, considering our world is facing the coronavirus pandemic. "College leaders, including presidents, provosts, student affairs professionals, surveyed by the Association of Public and Land-grant Universities, identified government funding, student mental health, diversity and inclusion, and affordability as the biggest challenges facing higher education, in that order" (Whitford, 2020). The American Association of University Professors (AAUP) has also rated "Racial Justice" and "Gender and Sexuality in Higher Education" as just two of the issues that face higher education today, with "the inequities, systemic racism, and implicit bias evident in U.S. higher education institutions reflect[ing] our country's failure to redress the harms caused by slavery and by centuries of violence and discrimination" (AAUP, 2021). Thus, leading diversity, equity, and inclusion efforts on college campuses is vital work, but also challenging and stressful. "Most college and university leaders recognize the importance of the diversity, equity, and inclusion (DEI) work being done on their campuses, but that doesn't always mean the work is happening for the right reasons or leading to the right results" (Reddick, 2019). To further expand upon the initiatives and actions taking place at this study's sample

university, University of the Pacific has created the position of a Cabinet-level Vice President for Diversity, Equity and Inclusion and has officially hired Dr. Mary Wardell-Ghirarduzzi, who is currently serving as the Vice Provost for Diversity Engagement and Community Outreach at the University of San Francisco. The University of the Pacific's President Callahan believes that "DEI issues are too important — and too far reaching — to be the responsibility of a single person. But [he] believe[s] having a Cabinet-level executive focused exclusively on these issues is a necessary first step" (Callahan, 2020). The University of the Pacific created a committee that was made up of faculty, staff and students to launch a national search for Pacific's first VPDEI. The VPDEI of Pacific is envisioned to serve as "a thought leader who has responsibility and accountability to help bring together best practices and existing initiatives to make Pacific a better and more inclusive institution. The VPDEI will be a direct report to the president" (Callahan, 2020). Pacific is one of only two West Coast Conference universities with a vice president for DEI.

Considering such work being done at this sole institution, as well as at other institutions of higher education, there is a reassurance that there is a commitment to transformational change. However, a deeper dive into understanding the student's attitudes toward such implementation of DEI initiatives will only provide a clearer answer to what works best in bringing a greater success in the ongoing and active process of ensuring the values of diversity, equity, and inclusion are integrated into the core functions and operations of the institutions of higher education, in order to realize educational equity and the full benefits of having a diverse and inclusive campus.

The idea for this study arose from personal experiences as a Latinx First-Generation college student, conversations with leaders of higher education, dialogues with the students

undergoing these events, as well as engagement in DEI efforts, programming, and advocacy at the private and state-wide level. Such exposures have led the researcher to recognize that the lack of data on higher education's current state of DEI initiatives and progress is inhibiting efforts to advance DEI across the field. The researcher believes that more diverse, equitable, and inclusive education institutions and organizations will deliver better student experiences and outcomes. In fact, research suggests that diversity increases student achievement and impacts student retention (Foundation for California Community Colleges, 2021). As our student populations continue to increasingly diversify, the imperative call to focus our research on the areas of DEI grow greater.

This study is centered around the Diversity, Equity, and Inclusion (DEI) movement at higher education institutions, specifically studying the private university, the University of the Pacific, and examines the combined effect of the Intercultural Communication Competency (ICC) levels of the University of the Pacific students, the Self Esteem (SE) levels of the University of the Pacific students, and the Social Media Usage (SMU) by University of the Pacific students in assessing their attitudes regarding the DEI climate of the Stockton, Sacramento (McGeorge School of Law and School of Health Sciences), and San Francisco (Dugoni School of Dentistry) campuses. ICC, SMU, and SE have been selected as the independent variables, as such factors are prominent topics in the field of Communication – a field in which the researcher is entering as she furthers her career in education, as well as a discipline that carries with it a vast array of theories that essentially influence the interactions between others, the creation of knowledge and reality, and the formulation of institutions. The quest for furthering research in DEI is growing rapidly in a number of fields, particularly Communication. Social media has also actively become more and more deep-rooted in our lives. Thus, this research seeks to uncover new knowledge as to how social media communication

plays a role in shaping attitudes towards efforts of DEI. This thesis looks to understand the effect

and level of impact that intercultural communication competence, social media usage, and self-

esteem have on students' attitudes, from the private university campus perspective, toward

diversity, equity, and inclusion (DEI) efforts implemented by their institution of higher

education.

Being a Latinx first-generation college graduate of the University of the Pacific, and now

continuing her academic career as a graduate student, as well as immersed in the field of higher

education, marketing, and communications, the researcher would like to study the University of

the Pacific student experience to enhance the accessibility and quality of the resources, services,

and organizations at this institution of higher education for a greater number of Pacific students,

in hopes of applying the findings from this research to other institutions of higher education at an

institutional, interactional, and individual level, in the pursuit of creating a more diverse,

equitable, and inclusive learning environment. The researcher is also passionate about such

research in growing closer to formulating knowledge that can motivate change agents and

leaders in the movement to identify actions to help dismantle systemic structures of oppression

and understanding what structural support is needed to empower our higher education

institutions.

Purpose of the Thesis

This study seeks to understand the effects and levels of impact that a university student's

intercultural communication competence, social media usage, and self-esteem have on the

dependent variable: the students' attitudes towards diversity, equity, and inclusion (DEI) efforts

implemented by institutions of higher education. By studying these three independent variables,

this research aims to improve the understanding of the university students' attitudes on DEI

efforts for leaders and change agents in higher education. The results have been obtained in hopes of providing an inspiration for leaders, administrators, and change agents of higher education to continue collaborating to innovate methods and avenues towards creating a diverse, equitable, and inclusive campus climate, focusing on the roles that intercultural communication competence, social media usage, and self-esteem play in this construction of DEI programming, as well as taking these results to better commit to the student-centered mission of a university in its programming, services, and organizations. DEI initiatives will only provide a clearer answer to what works best in bringing a greater success in the ongoing and active process of ensuring the values of diversity, equity, and inclusion are integrated into the core functions and operations of the institutions of higher education, in order to realize educational equity and the full benefits of having a diverse and inclusive campus.

Defining Key Terms

A few keywords for this study include "diversity", "equity", "inclusion", "private university", "University of the Pacific","social media", "awareness", "intercultural communication competence", "stranger", "self-esteem", "Instagram", "Facebook", "LinkedIn", "Pinterest", "TikTok", "Twitter", "Snapchat", "Reddit", "communication", and "higher education".

Diversity: Diversity is "the range of *human difference*, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and political beliefs" (Ferris State University Diversity Office, n.d.).

Equity: Equity "is about ensuring that everyone receives what they need to be successful-even if that varies across racial or socioeconomic lines" (Gunn, 2018).

Inclusion: Inclusion is "involvement and empowerment, where the inherent worth and dignity of all people are recognized…promot[ing] and sustain[ing] a sense of belonging…values and practices respect for the talents, beliefs, backgrounds, and ways of living of its members" (Ferris State University Diversity Office, n.d.).

Private University: A private school is a "college or university that often operates as an educational nonprofit organization. It does not receive its primary funding from a state government. Private schools generally are smaller than public schools and have smaller class sizes than public schools. Some private schools may have religious affiliations. Private schools usually have a smaller selection of majors but may offer more specialized academic programs" (Study in the States, 2013).

University of the Pacific: Founded in 1851, the University of the Pacific is a Private Not for Profit university, offering Bachelor's, Master's, First Professional, and Doctoral Degrees. The University of the Pacific is comprised of three campuses: Stockton (Main Campus), Sacramento (McGeorge School of Law and School of Health Sciences), and San Francisco (Dugoni School of Dentistry). For the purposes of this study, the Stockton, Sacramento, and San Francisco campuses have been researched.

The University of the Pacific's mission is "to provide a superior, student-centered learning experience integrating liberal arts and professional education and preparing individuals for lasting achievement and responsible leadership in their careers and communities" (University of the Pacific, 2021). In terms of academics the University of the Pacific has conferred 779 Bachelor Degrees, 460 Master Degrees, 87 Doctoral Degrees, and 492 Professional Degrees, within the year 2019-2020. Pacific is comprised of 410 full-time instructional faculty and 444

part-time instructional faculty, with an average class size of 23 students. The student to faculty

ratio is 14:1 (University of the Pacific, 2021).

The University of the Pacific enrollment includes 3,524 undergraduate students, 1,094

graduate students, and 1,645 professional students. This totals to 6,263 students across all three

campuses. Specifically, on the Stockton campus, there is a student population of 4,692 students

total. Of the 3,524 undergraduate students (these students attend the Stockton campus), 52%

identify as female and 48% identify as male. Of the 3,524 undergraduate students, 0.3% identify

as American Indian/Alaskan Native, 37.1% identify as Asian/Pacific Islander, 3.7% identify as

Black (non-Hispanic), 22.8% identify as Hispanic, 20.6% identify as White (non-Hispanic),

5.4% identify as Multi-ethnic, and 2.1% identify as Unknown/Other. (University of the Pacific,

2021). Of the 3,524 undergraduate students, 28.9% are from San Joaquin County, 70.4% are

from Northern California, 12.9% are from Southern California, 7.2% are from out of state

(California), 7.9% are international, and 1.5% reported their origin as unknown.

Undergraduate Tuition for the 2020-21 school year includes tuition and fees of $50,370

and room and board of $13,740 (University of the Pacific, 2021).

It is pertinent to be aware of the fact that the University of the Pacific has made a

commitment to diversity, equity and inclusive excellence.

> It is our belief that diversity and inclusion are essential to the fulfillment of our
> institutional mission. Diversity is an indispensable component of academic excellence. It
> enriches the educational experience by allowing us to share knowledge, develop critical
> thinking skills, and understand new perspectives and ideas that are grounded in all of the
> ways we are different and unique (University of the Pacific, 2019).

Maintaining this mission and belief, Pacific has established the University Committee for

Diversity, Equity and Inclusion (UCDEI), which is comprised of 40 faculty, staff and students

"responsible for assisting in the development of programs, projects and policies that will enhance

diversity, equity and inclusion, with emphasis on issues related to, but not limited to, ethnicity,

gender, sexual orientation and disability". The work of the UCDEI is "ongoing and requires commitment, education, humility, innovation and accountability. We are dedicated to helping Pacificans on our three campuses build and strengthen the capacity to incorporate DEI principles into their roles at the university" (University of the Pacific, 2021). The Committee is "mindful of the incredibly rich diversity of identities represented at Pacific, and strive[s] to achieve the powerful and attainable goal expressed by our university president: to become the leading anti-racist institution in the nation." Among the work and projects completed and continued by the UCDEI are the Pacific Champions of DEI Awards, the Committee's focus on facilitating campus dialogues, financial support for university-focused programming or projects that align with the university president's initiatives, supports cultural and identity-based celebrations and similar activities throughout the academic year, and maintenance of an ongoing and

active presence on Instagram, Facebook, and Twitter (University of the Pacific, 2021).

Social Media: "Social media is computer-based technology that facilitates the sharing of ideas, thoughts, and information through the building of virtual networks and communities. By design, social media is internet-based and gives users quick electronic communication of content. Content includes personal information, documents, videos, and photos. Users engage with social media via computer, tablet or smartphone via web-based software or web application, often utilizing it for messaging" (Dollarhide, 2021). Social media may take the form of a variety of tech-enabled activities. These activities include photo sharing, blogging, social gaming, social networks, video sharing, business networks, virtual worlds, reviews and much more. Specifically within this study, "social media" refers to Instagram, LinkedIn, Facebook, TikTok, Twitter, Pinterest, Snapchat, and Reddit.

Intercultural Communication Competence: Intercultural communication competence (ICC) is the ability to communicate effectively and appropriately in various cultural contexts. There are numerous components of ICC. Some key components include motivation, self- and other knowledge, and tolerance for uncertainty (University of Minnesota, 2021). Two main ways to build ICC are through experiential learning and reflective practices (Bednarz, 2010). We must first realize that competence isn't any one thing. Part of being competent means that you can assess new situations and adapt your existing knowledge to the new contexts. What it means to be competent will vary depending on your physical location, your role (personal, professional, etc.), and your life stage, among other things. Sometimes we will know or be able to figure out what is expected of us in a given situation, but sometimes we may need to act in unexpected ways to meet the needs of a situation. Competence enables us to better cope with the unexpected, adapt to the nonroutine, and connect to uncommon frameworks. Three ways to cultivate ICC are to foster attitudes that motivate us, discover knowledge that informs us, and develop skills that enable us (Bennett, 2009). A person with appropriate intrinsic or extrinsic motivation to engage in intercultural communication can develop self- and other-knowledge that will contribute to their ability to be mindful of their own communication and tolerate uncertain situations.

Self-Esteem: Confidence in one's value as a human being is a precious psychological resource and generally a highly positive factor in life; it is correlated with achievement, good relationships, and satisfaction. Possessing little self-regard can lead people to become depressed, to fall short of their potential, or to tolerate abusive relationships and situations. Too much self-love, on the other hand, results in an off-putting sense of entitlement and an inability to learn

from failures. It can also be a sign of clinical narcissism, in which individuals may behave in a

self-centered, arrogant, and manipulative manner (Sussex Publishers, n.d.).

Instagram: Instagram is a free, online photo-sharing application and social network

platform that was acquired by Facebook in 2012. Instagram allows users to edit and upload

photos and short videos through a mobile app. Users can add a caption to each of their posts and

use hashtags and location-based geotags to index these posts and make them searchable by other

users within the app. Each post by a user appears on their followers' Instagram feeds and can also

be viewed by the public when tagged using hashtags or geotags. Users also have the option of

making their profile private so that only their followers can view their posts.

As with other social networking platforms, Instagram users can like, comment on and

bookmark others' posts, as well as send private messages to their friends via the Instagram Direct

feature. Photos can be shared on one or several other social media sites -- including Twitter,

Facebook and Tumblr -- with a single click (Holak & McLaughlin, 2017).

Facebook: Founded in 2004 by Mark Zuckerberg, the site is free to members and derives

its revenue from ads. The Facebook name came from the paper document with names and faces

issued to college freshmen to help them get acquainted with each other. Using the built-in search,

members can locate other Facebook members and "friend" them by sending them an invitation,

or they can invite people to join Facebook. Facebook offers instant messaging and photo sharing.

The Timeline (new format) or Wall (old format) is the area on Facebook where members post

comments and their current status and location as well as upload photos and videos.

The News Feed shows the activity of the people and organizations members follow, while very

active members see updates in real-time on their Ticker. The three types of representation that

exist on Facebook include a personal profile, a page, and a group (Encyclopedia, 2021).

LinkedIn: LinkedIn is a social networking website designed for business professionals. It allows one to share work-related information with other users and keep an online list of professional contacts. LinkedIn profiles are business oriented rather than professional. By using LinkedIn, you can keep in touch with past and current colleagues, which can be useful in today's ever-changing work environment. You can also connect with new people when looking for potential business partners. LinkedIn offers an "InMail" messaging service (Tech Terms, 2021).

Pinterest: Pinterest is a social networking website that allows one to organize and share ideas with others. Users can share their own content as well as things that other Pinterest users have posted. They can create Their own "boards" to organize their content and can upload images and "pin" them to relevant boards. Other Pinterest users can browse others' boards and "like", "repin", or comment on pinned items. One can follow others on Pinterest (Tech Terms, 2021).

TikTok: Users create and share videos up to 60 seconds long. Lip-synced music videos are especially popular on it. The app has given rise to a number of young social media influencers (Dictionary.com, 2021).

Twitter: A social networking service that lets anyone send alphanumeric text messages ("tweets") up to 280 characters in length to a list of followers. Launched in 2006, inline images were added in 2013. Twitter was first designed as a social network to keep coleagues and friends informed throughout the day. It became widely used for commercial and political purposes to keep customers, voters and fans up-to-date as well as to encourage feedback. Actions include forwarding a tweet (retweet), replying and commenting, as well as utilizing direct messaging. Twitter expanded "mobile blogging," the process of updating a blog from a cellphone, into

updating a short activities blog (the "microblog") and immediately sending the update to

followers (*PCMag*, 2021).

Snapchat: Snapchat is a mobile app and service for sharing photos, videos, and messages

with other people. Once one views a message received via Snapchat, it is automatically deleted.

This makes the service ideal for sharing quick updates with friends without

accumulating media or messages on your mobile device. By creating an account, one can add

friends and take "snaps" and send them to one or more of the people in the friend list or add them

to the "Story", which is viewable by friends for 24 hours. Snapchat can also be used to send

quick text messages that disappear once the recipient reads them (TechTerms, 2021).

Reddit: A social platform where users submit posts that other users 'upvote' or

'downvote' based on if they like it. If a post gets lots of upvotes it moves up the Reddit rankings

so that more people can see it. If it gets downvotes it quickly falls and disappears from most

people's view. Reddit is split out into sub-communities, or subreddits. They can be created by

any user around any subject, whether it's something broad like technology, or as specific as a

single joke. Each subreddit feeds into the full Reddit list of submissions meaning a post in any

subreddit (unless it's private) could reach the front page of the website (Brand Watch, 2021).

Higher Education: In its most simple of expressions, "higher education is education,

training and research guidance that takes place after at the post-secondary level" (JBICI Studies,

n.d., p. 1). However, as such an institution includes the vast topics of diversity, equity, and

inclusion, a more comprehensive, subjective, and qualitative definition in reference to the

purpose of higher education is summarized best here: "Higher education institutions – most

prominently universities – have three functions in total. In addition to education, these are

research and contributing to society" (JBICI Studies, n.d., p. 1). In regards to society, as products

of higher education institutions are encouraged to transfer the knowledge they have gained, from the years spent in research, to society, as "it is becoming important to expand higher education so that a wide range of human resources can be developed and the entire society's level of knowledge can be raised" (JBICI Studies, n.d., p. 6). Thus, it is imperative that we understand the current society – we must look at the individual levels that are affiliated with higher education to discover the whole and locate the gaps in the implementation of diversity, equity, and inclusion.

Significance of the Study

Moving forward, this research aimed to add to this call to promote and sustain DEI on the college campus, as well as creating a look into the students' viewpoints of the actions that are being taken to make the University of the Pacific a leader in higher education for diversity, equity, and inclusion implementation. Completing this research will add to the vision that is held by many professional societies, as well as diversity officers, advocates, and agents, to lead higher education toward inclusive excellence through institutional transformation. The reasoning behind committing this study to diversity, equity, and inclusion excellence is best summarized in the words of the Association of American Colleges and Universities:

> A great democracy cannot be content to provide a horizon-expanding education for some and work skills, taught in isolation from the larger societal context, for everyone else....It should not be liberal education for some and narrow or illiberal education for others (*AAC&U* Board of Directors, 2010).

At all levels of United States education, there are ingrained practices that bolster inequities—and that lead to vastly different outcomes for different students, in particular for low-income students and students of color. The very students who must be included in becoming our future leaders and citizens.

Today, we must commit to keeping and bringing to life the promises our country has promised for generations: universal access to opportunity. One can say that, within America, opportunity continues to be disproportionately distributed and the effects of this inequality are evidenced in the cavernous and incessant gaps in education, income and wealth. What is even more concerning and troublesome is that these gaps are widening as our nation becomes more diverse.

By 2027, 49 percent of high school seniors will be students of color. Yet, historically and today, African American, Latinx, and Native American students are notably less likely than students from other racial and ethnic groups to enter and complete college (Witham, Malcom-Piqueux, Dowd, and Mara Bensimon, 2015). In addition, only 9 percent of students in the lowest income quartile complete a bachelor's degree by age twenty-four. As increasingly large numbers of high-income students complete college, the equity divides in US college attainment have deepened dramatically (Cahalan and Perna, 2015, p. 31).

Higher education has a role to play in addressing this issue and it is our responsibility, as leaders in higher education, to the students we serve as well as to America's culture of democracy and the future of our nation's economy. It is time for us to step up and lead for diversity, equity, and inclusive excellence. This commitment to such excellence is the first step.

> To serve students and society well, higher education will need to make a pervasive commitment to equity and inclusive excellence—both preparing students for and providing them with access to high-quality learning opportunities, and ensuring that students of color and low-income students participate in the most empowering forms of college learning (*AAC&U*, 2015, p. 4).

This work to advance DEI excellence will be achieved in the form of a series. A series of publications, activities, needed dialogue, self-assessment, and action. Leaders and educators

must be brought together across divisions and departments "to engage in an internal assessment process and to conduct necessary dialogues, all aimed at charting a path forward to improve all students' success and learning" (*AAC&U*, 2015, p. 4).

Taking a look at an actual campus guide for committing to equity and expanding opportunity, it is advised to ask questions to create the educational equity that the American society needs. Such questions include

> Where is my institution in relation to…knowing who your students are and will be…committing to frank, hard dialogues about the climate for undeserved students on your campus, with the goal of effecting a paradigm shift in language and actions…investing in culturally competent practices that lead to the success of undeserved students and of all students…setting and monitoring equity-minded goals and devoting aligned resources to achieve them…(*AAC&U*, 2015, p. 5-6).

Thus, such questions are asked through this study. In the research survey tool implemented in the data collection process, the focus is on asking questions of a students' intercultural communication competence, self-esteem, and social media usage, in relation to the DEI work and action that is being planned and carried out at the University of the Pacific. The significance behind this study is to achieve ground in answering the questions that will hopefully contribute to Pacific becoming a full, proactive, and successful commitment to diverse, equitable and inclusive excellence and, in a broader spectrum, achieving such a commitment at many of the institutions of higher education.

As a future leader in higher education and an agent of change in the realm of DEI, the researcher envisions cultural inclusivity on the college campus. "A culturally inclusive environment requires mutual respect, effective relationships, clear communication, explicit understandings about expectations and critical self-reflection" (USC, 2020, p. 1). In an inclusive environment, people of all cultural orientations can freely express who they are, their own opinions and points of view; fully participate in teaching, learning, work and social activities;

and feel safe from abuse, harassment or unfair criticism. Thus, in this research, the variables of intercultural communication, self-esteem, and the use of social media have been included, as a great portion of university DEI programming and events are either held on or advertised through social media platforms and networks.

The benefits behind achieving a culturally inclusive university include "the ability for individual students to participate fully in classes, aim to study better, aim to achieve better academic results, experience less stress and have enhanced career prospects; the ability for all staff to interact more fully with other staff and students, and can extend and develop their own cultural awareness; and the benefit to the university as an organization from culturally diverse staff and students through exposure to alternate perspectives and experiences" (USC, 2021, p. 1).

Why diversity? Diverse colleges provide several benefits for students and society. "Students in diverse classrooms had improved intellectual engagement, self-motivation, citizenship and cultural engagement, as well as enhanced cognitive abilities" (Tsuo, 2015). "Students educated in diverse environments are forced to interact with people outside their normal comfort zone. These interactions improve communication abilities. Along, the same lines, working with other forces students to challenge their stereotypes. These students will be more tolerant of others after graduation" (Espinosa, 2017), especially as employers seek employees that can easily communicate with a variety of clients and team members. The concept of diversity has broadened from familiar categories of gender, geography, race, and the like, to an understanding of difference as any characteristic that the dominant group in a particular context might consider "other." "In this broader understanding, true diversity is a diversity of perspective…a range of informed opinions, educated views, and ideas; and it is perhaps the best source of innovation and organizational creativity" (Egon Zhender, 2011, p. 2).

Institutions of higher education are also striving for inclusion and equity – to help students feel welcome on campus and to share their experiences and learn from others. There are other reasons, including to recognize and respond to historical underrepresentation. Examples of inclusion efforts include student-led organizations, such as a Black Student Union, Women's Centers, an LGBT Affairs office, or a Director of Religious Life. "These efforts provide spaces for students to interact, as well as with guidance, support, and information tailored to their needs" (Borkowski, 2021). Striving for an excellence in inclusion and equity, the responsibility shifts for diversity and inclusiveness to everyone on campus, as opposed to one individual or department shouldering that responsibility alone. One person can drive the process; but the responsibility for change and inclusiveness is assumed by every person in an office, division or the campus (Trevino, Walker, Leyba, 2009).

With these findings, this research is significant in moving forward the study of diversity, equity, and inclusion, as there is a prominent amount of research completed, yet many questions are unanswered. This research will enhance knowledge in the field about diversity, equity, and inclusion in educational organizations. This research will also move forward our drive to bridge the opportunity gaps that exist within higher education, continue to diversify our campuses by increasing the diversity of our student populations, and create a more well-rounded equitable and inclusive environment within our institutions of higher education.

> Diversity is a constant benefit to be actively, intentionally, and consistently engaged with the objective of achieving numerous learning and organizational outcomes. Stated differently, the gifts, talents, history, traditions, worldviews, and cultures that the Jewish, LGBTQ+, Latinx, Native American, Women and Men, African American, Asian, International, Disability, White, Religious and other communities bring to [the higher education institution] is a form of "gold" that can be "mined" to produce a multiplicity of educational outcomes and improve the climate for inclusiveness at the university (Trevino, Walker, Leyba, 2009).

Diversity is not an occasional element to be considered on special occasions or measured simply by numbers. Diversity is not an issue to be managed, contained and problem-avoided.

By focusing the research on the use of social media in this effort to strengthen DEI in higher education, there is the hope to move our institutions further into the future at a rate that is in tune with the changes in the greater society. The field of communications and marketing is growing at such a fast rate and social media is a tool that is at the center of the collection of resources that are being implemented to reach audiences across the world. Higher education is also a myriad of departments, including Enrollment Management, Admissions, Student Life, and the individual schools that exist within the larger entity. It used to be said that the students' experience begins the moment he or she steps onto campus. However, now, the students' experience begins the moment he or she clicks onto the university website, scrolls through the university's Instagram feed, or interacts with current students, faculty, and staff via a Zoom info session, Instagram Live event, or a chat in the comments. Thus, this research is dedicated to expanding the probe into the use of social media in increasing and sustaining the DEI efforts in higher education; into creating a more diverse, equitable, and inclusive student experience; into highlighting the fact that such change that our greater communities and societies seek begins in education. Our prospective and current students are the future of our workforces, our governments, our neighborhoods, our corporations and businesses.

After attending a variety of trainings, dialogues, discussion, and events related to the research and promotion for DEI, the researcher is inspired and has drawn the significance for the research from many historical, passionate, strong, and novel activists and leaders in the field. With our combined strengths, passions, and patience, we can change the world and the

researcher would like to be a part of this journey, taking an inventory, which will lead to an

analysis and, with a drive, lead to action, by contributing her findings and time.

CHAPTER 2: REVIEW OF THE LITERATURE

Diversity, Equity, and Inclusion and Student Attitude

Definitions of Diversity, Equity and Inclusion Within Higher Education

To begin, it is beneficial to understand the terms of diversity, equity, and inclusion appropriated to this study, as can be expanded upon in the "Defining Key Terms" section. These terms are specific to higher education and there are benefits behind including these practices on a college campus. The goal of diversity, equity and inclusion can be observed in all strategic frames among higher education administrators across the country.

Diversity refers to people of diverse groups who can be represented for their richness and flexibility. Driscoll points out five key areas we need to address in higher education related to diversity, including income differences, racial/cultural differences, experience with education, transfer history, and admissions requirements (Driscoll, 2019). He continues by contributing a definition of equity, which he says is "not equality, where everyone receives the same treatment. Equity refers to each student receiving what he or she needs for an equal opportunity to succeed" (Driscoll, 2019). The clear conceptualization of equity suggests the major task facing higher education. Every higher education staff member, faculty member and administrator should be asking whether they truly understand their students, their needs and challenges. We need commitments to developing equity-based assessments that do not privilege or value certain types of learning and evidence of learning over others. We should empower our students for success through a fair process. "We should make intentional efforts to address inequalities in our structures, create clear transparent pathways, and ensure that credits and credentials are awarded

for demonstration of learning, in whatever form that may take" (Driscoll, 2019, p. 16). Such can be seen in action on the college campus, as explained further.

In its most simple of expressions, "higher education is education, training and research guidance that takes place after at the post-secondary level" (JBICI Studies, n.d., p. 1). However, as such an institution includes the vast topics of diversity, equity, and inclusion, a more comprehensive, subjective, and qualitative definition in reference to the purpose of higher education is summarized best here: "Higher education institutions – most prominently universities – have three functions in total. In addition to education, these are research and contributing to society" (JBICI Studies, n.d., p. 1). In regards to society, as products of higher education institutions are encouraged to transfer the knowledge they have gained, from the years spent in research, to society, as "it is becoming important to expand higher education so that a wide range of human resources can be developed and the entire society's level of knowledge can be raised" (JBICI Studies, n.d., p. 6). Thus, it is imperative that we understand the current society – we must look at the individual levels that are affiliated with higher education to discover the whole and locate the gaps in the implementation of diversity, equity, and inclusion. "This work is not and cannot be done solely by faculty. It really requires partnership and collaboration to make a huge change" (California Community Colleges, 2021). The University of the Pacific Associated Students understands the gravity of the commitment to collaboration, as they have emphasized the need for administrative leadership and student leadership in creating an inclusive, welcoming, and effective environment on the college campus. Zaunama'at Nuru Bates, a student of the Class of 2022 and Pacific's first director of Diversity, Equity and Inclusion for Associated Students expanded, "There must be intentional actions performed more than once. It's is not enough to say we are an inclusive school or that you support everyone…

You have to have intent and do that every time. That is the key for creating an inclusive

environment" (University of the Pacific, 2020). Nuru-Bates further explained that

> the "intentional" aspect of that definition [of inclusive leadership] is crucial, and they
> applies that approach to work with ASuop, Brave Black Voices, the Pride Resource
> Center and other efforts. The leadership role is especially important and challenging with
> students off campus due to the COVID-19 pandemic (University of the Pacific, 2020).

Pacific's Vice President for Diversity, Equity, and Inclusion and Chief Diversity Officer, Dr.

Mary Wardell-Ghirarduzzi, contributes the contributions of the institution's academic programs

and community engagement initiatives to reaching an inclusive and equitable campus climate

(University of the Pacific, 2021).

Equity work is about removing barriers, especially for minoritized populations, thus it is

critical as our institutions work toward increasing faculty diversification that all aspects of the

search and hiring process are examined with an equity lens. "Colleges need to acknowledge that

in order to achieve the outcome of increased faculty diversity, they must approach the task with

equity-mindedness. That principle is first and foremost" (Lara, 2019). Documented by

established peer reviewed literature that affirms that students who benefit from a racial and

ethnic diverse faculty are better prepared for leadership, citizenship, and professional

competitiveness (California Community Colleges, 2021). Faculty and staff diversity is a driver

for the educational achievement and the social mobility of students.

The third principle of DEI, inclusion, suggests that people feel included and empowered

(Carter, 2021). "Inclusion is about a feeling of being a part of the process, not being ignored or

excluded" (Carter, 2021). In short, a superior student-centered learning experience requires

diversity, equity and inclusiveness in our curricular, and co-curricular programming, university

climate, recruitment, admissions, hiring and retention (University of the Pacific, 2016). The more

higher education leaders and administrators can implement all the goals of diversity, equity and

inclusion, the more likely all students will feel comfortable and competent in their personal development. For example, Pacific's University Committee for Diversity, Equity and Inclusion utilizes the DEI Dialogues and social media pages, aiming to implement DEI in as many forms as possible within and amongst the campus community to achieve this comfortability and competence for the students.

Institutions within the United States, including the California Community Colleges, have taken action to support the diversity, equity, and inclusion at their colleges, including monitoring the campus climate and curriculum through campus dialogue and taking an audit of classroom climate and action plans, to create inclusive classrooms and anti-racist curriculum (California Community Colleges, 2021). Other actions include creating, reviewing and updating equity plans "with the goal of infusing actions to uplift the most vulnerable and socially disadvantaged students"; efforts to include the student voice to inform overarching board policies and actions related to campus diversity; creation and review of board policies and statements in support of diversity, equity, and inclusion, and identifying actions related to diversity in hiring practices" (California Community Colleges, 2021).

Silver (2002) pointed out diversity is one of the unique characteristics in our higher educational institutions. He added that diversity of thought in academic settings results from "diversity of the people who work there, the people who receive its services, and the people who are its trustees and supporters" (Silver, 2002, p. 357). Silver also emphasized that this fundamental diverse thinking in diverse institutions is the unique nature of our institutions and we should recognize and appreciate this distinctiveness.

Diversification of Higher Education

According to Chung and Ting-Toomey (2012), nearly 30 percent of the present workforce in the United States is represented by immigrants and minority group members. Thus, there is a vital need for flexible intercultural communication. Looking to the future, and looking at higher education at the community college, private university, and state university levels, the student body population is forever diversifying, with the number of Hispanic and Asian students representing a larger majority, and the number of African-American and Native American student population slowly but steadily rising, as administrators push for greater diversity, equity, and inclusion in higher education. No longer are universities dominated by White Americans. In fact, in a report by Excelencia in Education, an organization focused on Latinx students' success, it was found that "enrollment in higher education institutions has increased among Latinx students and the number of Hispanic-serving institutions (HSIs) continues to grow" (Inside Higher Ed, 2020). In the last year, Latinx student enrollment has increased from 1.2 million to 1,442,110, according to the research. Other avenues of growth in diversity, equity, and inclusion amongst the higher education realm includes, for example, the expansion of the Second Chance Pell pilot program by the U.S. Education Department, "to allow certain inmates to use Pell grants for their postsecondary education…at 130 colleges and universities in 42 states and the District of Columbia" (Dembicki, 2020). U.S. Education Secretary Betsy DeVos said that expanding the program will provide "a meaningful opportunity for more students to set themselves up for future success in the workforce" (Dembicki, 2020). Thus, as we are enlightened by these findings, it is vital that we pay attention to the importance of understanding how and why to manage the cultural differences that are not only associated with race and ethnicity, but also with gender, sex orientation, economic background, education levels and history, location, and many more.

"Students need to see themselves amongst our staff, amongst our faculty, amongst our administrators. Because if they don't see themselves reflected in the institution, how then can they imagine that they can also be occupying and making an impact in their communities, in roles in education…in other professions" (California Community Colleges, 2021).

Thus, it is also important as we focus on the topic of diversifying higher education that we also focus on the diversification of the faculty and staff and start making these conversations of the reality of this diversification regular and engage more around the idea of faculty diversification and how to achieve that by looking at the practices of our institutions and policies around those areas. Studies on the relationship between student diversity and faculty hiring and retention repeatedly suggested faculty of diverse racial and ethnic backgrounds have a positive impact on student educational outcomes. Students who benefit from a diverse faculty are "better educated and better prepared for leadership, citizenship, and professional competitiveness" (Taylor et al., 2010). Retention efforts and a clear commitment to diversity are two ways institutions can meet the needs of their students and changing demographics (Hurtado, 2001). As the student body of higher education institutions continue to increasingly diversify, with universities, including the University of the Pacific, serving greater numbers of diverse students, the need for faculty diversity increases (Robinson et al., 2013). To add, hiring faculty from diverse populations in itself will not change a campus culture or improve student outcomes; faculty must also be retained and supported. These efforts to keep diverse faculty are essential (Robinson et al., 2013).

Thus, we see the ongoing work of DEI in higher education. It simply does not end there.

Staff diversity also plays an important role in student completion and success. Students value having staff and administrators who will advocate, and address concerns related to campus

climate and diversity (Parnell, 2016). This translates that the recruitment and retention of racially

and ethnically diverse staff is equally important to hosting a diverse faculty. The benefits of

having a diverse staff on college campuses is the same as in the case of companies. The most

innovative companies have deliberately engaged in the hiring of diverse work teams, as "diverse

working groups are more productive, creative, and innovative than homogeneous groups" (Fine,

& Handelsman, 2010).

Witnessing the horrific events of the year 2020 and 2021, centering around racism, hate,

and violence towards specific ethnic and cultural populations, including the Black Lives Matter

Movement and #StopAsianHate, we have learned that there is still work to be done and that there

are many opportunities that exist to serve students.

> My hope is that we just don't go back to normal because normal was really status quo
> and normal allowed for a lot of populations, Black and Brown students in particular and
> people of color, to really struggle. We don't want normal to be normal again because we
> won't be a better society for those individuals (Taylor- Mendoza, 2021).

Providing a welcoming campus climate, to begin, is critical. For one, it is critical to retaining and

recruiting student support staff, such as academic, student, and multicultural affairs staff

members, who are keenly aware of how much "minority students [are] disadvantaged and

dissatisfied". They do their personal best to help students, but generally do not believe that

voicing these concerns to upper administration would have any benefit and could ultimately hurt

their jobs (Hurtado & Harper, 2007, p. 19). Non-classroom settings are often where students

"process, communicate, and engage around the topic of racial diversity and, as a result, student

affairs professionals are often expected to support students in those settings" (Parnell, 2016),

leading to the suggested thought from other scholars that student affairs professionals are

unfairly expected to be the only staff on campus to engage in topics about racial and ethnic

diversity (Robinson, Byrd, Louis, Bonner, 2013).

If institutions of higher education are seeking transformational change, which essentially and significantly is a total holistic institutional cultural upheaval, then our universities also need key administrative leaders guiding the change. To change cultures, leaders cannot simply "espouse commitments to diversity" – it requires a close examination of programs (Hurtado & Harper, 2007). In addition, senior leadership staff support is needed to help racial and ethnic staff in their work to transform racial campus climates by ensuring a culture where staff can communicate with senior level administrators without fear (Hurtado & Harper, 2007). Cultural change such as this requires "equity-mindedness"(USC Center for Urban Education, 2021) practices that consists of "actions that demonstrate individuals' capacity to recognize and address racialized structures, policies, and practices that produce and sustain racial inequities" (Bensimon & Malcolm, 2012). It is advised that campus leadership be open to routinely examine practices, policies, new initiatives, reports, and other structures to ensure equity is central in diversity efforts, if the university it to attain this equity-mindedness (Bensimon & Malcolm, 2012). Although the academic, student and multicultural affairs staff is the primary group that interacts with administrators, faculty, and students, they also need support in their work "to avoid personal or professional fatigue, which makes professional development or support from others who are affirming racial diversity in settings external to their individual campuses important for campus staff" (Parnell, 2016).

Intercultural Communication

Variations Amongst Cultures

Each student, just as every person, will bring with them different study habits and needs, as well as cultural practices. "Culture is a learned meaning system that consists of patterns of traditions, beliefs, values, norms, meanings, and symbols that are passed on from one generation

to the next and are shared by varying degrees by interacting members of a community" (Chung

& Ting-Toomey, 2012, p. 16). Culture is also the

> values, beliefs, traditions, behavioral norms, linguistic expression, knowledge, memories, and collective identities that are shared by a group of people and give meaning to their social environments. Culture is learned and inherited behavior that distinguishes members of one group from another group. Culture is not static and can change over time (Abu-Lughod, 1991).

Indeed, a higher education institution, and in this review, we are focusing on a private university,

will have its own culture. Whether or not the higher education institution's culture embodies "a

value of student-centered education" will make an essential difference on the efforts of striving

for diversity, equity, and inclusion for the future. Thus, may be the reasoning behind an

institution's desire for "cultural change", which can be thought of as

> the stages of development or new patterns of culture that occur as a response to changing societal conditions…Effective cultural change in an organization involves moving the organization toward a new vision or desired state. This change is influenced by many factors including effective leadership in all aspects of the change process, intentional alignment of structures, systems and policies with the new culture, ensuring staff and stakeholder participation, clear and frequent communication regarding the cultural change, obtaining feedback and evaluating progress, and managing any emotional response to the change (Gibson & Barsade, 2003).

With a higher education institution containing its own culture and the students of the institution

bringing their own, it is key to have an overall well-developed intercultural communication

knowledge. "Intercultural knowledge can deepen our awareness of who we are, where we

acquired our beliefs and values in the first place, and how we make sense of the world around

us" (Chung & Ting-Toomey, 2012, p. 15). Eight reasons given by Chung and Ting-Toomey

(2012) in gaining and deepening our intercultural knowledge include "increased global

workplace heterogeneity, increased domestic workforce diversity, engaging in creative problem

solving, comprehending the role of technology in global communication, facilitating better

multicultural health care communication, enhancing intercultural relationship satisfaction,

fostering global and intrapersonal peace, and deepening cultural self-awareness and other-awareness (p. 5)". "With a solid intercultural knowledge base, we may begin to understand the possible value differences and similarities between our cultural system and that of another cultural system" (Chung & Ting-Toomey, 2012, p. 14). With this solid intercultural base, there is always room for further knowledge. We can move forward in better understanding those valuable differences amongst our student population, current and potential, as well as the similarities between the varying cultural systems, and then applying this knowledge to strive for a greater and improved capacity for diversity, equity and inclusion.

A competence of the variations amongst cultures matters, as well, due to the ever-expanding demographic shifts in our society, as the population increasingly diversifies. "Culturally diverse requirements require appropriate and respectful methods to interact, communicate, collaborate and build relationships within people from diverse backgrounds" (De Guzman, Durden, Taylor, Guzman, Potthoff, 2016). Our societies, including that of higher education, are also becoming increasingly globalized. "Technology has made interacting and social networking across cultures around the globe a much more common experience. Many industries currently have a significant amount of international collaboration, and careers in many fields increasingly entail working with people from different countries, both directly and indirectly" (De Guzman, Durden, Taylor, Guzman, Potthoff, 2016). Even just taking a look at the origin of the undergraduate student population at Pacific, 7.9% of the undergraduate students are from international origins. Pacific also currently has over 400 international student enrolled, with 46 nationalities represented (University of the Pacific, 2021). With this diversification and globalization taking place, at Pacific, as well as at many other institutions of higher education, the necessity and gravity of this intercultural competence becomes even more apparent. As we

have seen just in the past year of 2020 and continuing into 2021, issues around cross-cultural contact, discrimination, and related challenges persist. "Issues surrounding inequality, bias, and breakdowns in intercultural communications persist. There are numerous factors that perpetuate inequalities at both the individual and institutional levels" (De Guzman, Durden, Taylor, Guzman, Potthoff, 2016). Finally, based in the root of humanism and well-being, and self-esteem, discrimination and bias in various forms are hurtful all around. "Even subtle incidences can have cumulative and serious consequences for socio-emotional well-being. These not only affect the victim but also contribute to a hostile environment in the broader setting. Biases and stereotypes have negative effects all around – for individuals and institutions, as well as for the targets of bias and for those holding such biases" (De Guzman, Durden, Taylor, Guzman, Potthoff, 2016).

Drawing from personal experiences, including my personal career path and ventures, ethnic culture and background, educational history, and socioeconomic culture, I am particularly interested in understanding how to best market diversity in higher education and how does the diversity brand affect admission and retention rates of students who apply to a university. Such a specific interest in this segment of university branding stems from aspirations to one day work in the field of higher education administration, with an overarching calling to aid in the bridging of opportunity gaps for underrepresented populations. How can universities bring awareness to the existence of the diversity, equity, and inclusion efforts on campus? Or perhaps, in hopes of bringing awareness of these efforts, realize the lack of diversity, equity, and inclusion on campus? As well as, how do the social media campaigns of a university affect the students' perceptions of the campus DEI climate?

Intercultural Communication, Anxiety, and Uncertainty

As we move forward in this movement for Diversity, Equity, and Inclusion, it is important to remember that each student is a part of their own culture, and with each culture comes a variance in beliefs, values, practices, needs and viewpoints. This understanding is a branch of the larger topic of "cultural competence" or

> the ability to honor and respect the beliefs, language, interpersonal styles and behaviors of those receiving and providing services. Individuals practicing cultural competency have knowledge of the intersectionality of social identities and the multiple axes of oppression that people from different racial, ethnic, and other minoritized groups face (Denboba, 1993).

However, it is not enough to solely understand a culture as a general whole. We must keep in mind the individual. The Intercultural Communication Theories presented by William B. Gudykunst, specifically the theories focusing on effective outcomes, seem to be the most supportive in aiding us in this effort for diversity, equity, and inclusion. "Mutual understanding can be approached but never perfectly achieved" (Gudykunst, n.d., pg 184). Due to cultural differences, the meaning we want to get across will not be understood in totality – the efforts we want to highlight on our campuses may not be well adapted by or accepted by the various culture groups. Our efforts may not be viewed with the same positivity and hope that we contain. "Individuals striving to develop cultural competence recognize that it is a dynamic, on-going process that requires a long-term commitment to learning…It entails and interpersonal awareness and sensitivities, learning specific bodies of cultural knowledge, and mastering a set of skills" (Denboba, 1993). Such causes for this are the level of management of anxiety and uncertainty.

Uncertainty refers to a situation in which one feels too nervous and uncomfortable to explain or predict the attitudes of others. Anxiety refers to the feelings of being tense, worried, and uneasy. The levels of each determine effective communication. The moderating process is

the mindfulness we place and being aware of the uncertainty and anxiety involved with

intercultural communication that may hamper a student's cultural fluency or

> "the ability to effectively interact with people from different cultures, racial, and ethnic groups. It includes an awareness of how to properly respond to differences in communication and conflict as well as the appropriate application of respect, empathy, flexibility, patience, interests, curiosity, openness, the willingness to suspend judgement, tolerance for ambiguity, and sense of humor" (Inoue, 2007).

It would be in the diversity champions' best interest to pay close attention to the self-concept,

motivation to interact with strangers, reactions to strangers, social categorization of strangers,

situational processes, and connections with strangers all while being in contact with the many

students and faculty on campus. By being aware of these superficial causes, diversity champions

can attest to managing for the uncertainty and anxiety levels of the students. Diversity

champions, such as The University of the Pacific's Vice President for Diversity, Equity, and

Inclusion and Chief Diversity Officer, Dr. Mary J. Wardell Ghirarduzzi, strengthen an

institution's focus on diversity, equity, and inclusion, by providing an informed, experienced,

and ever-growing wisdom in this realm of work. "The values of diversity, equity and inclusion

are most powerful when we understand how our past histories inform our present community

needs. This requires empathy and a commitment to ongoing learning about ourselves as well as

learning about others" (University of the Pacific, 2021).

To clarify, a diversity champion "exemplifies an unyielding commitment to diversity and

inclusion throughout their campus communities, across academic programs, and at the highest

administrative levels" ("Insight into Diversity Magazine", 2019). In fact there is "a limited

number of colleges and universities across the nation that have been selected for this

honor…known for visionary leadership…diversity champions are institutions that set the

standard thousands of other campus communities striving for diversity and inclusion" ("Insight

into Diversity Magazine", 2019). Among these institutions, the 2018 Diversity Champions include Clemson University, Columbia University, Florida State University, Indiana University Bloomington, Medical University of South Caroline, Metropolitan State University, Oklahoma State University, Rochester Institute of Technology, Texas Tech University, The University of Alabama at Birmingham, University of Cincinnati, University of Kentucky, University of North Florida, and Virginia Tech.

Based on this review of literature of Intercultural Communication Competency, the following hypothesis has been proposed:

H1: The student's intercultural communication competence will have a positive effect on the student's attitude toward DEI.

Self-Esteem

Society and the Adolescent Self-Image, published by Rosenburg in 1965, was the imminent large-scale sample survey of self-esteem and also produced Rosenberg's Self-esteem scale. With the creation of this scale, scholars could begin to collect empirical data regarding self-esteem and works such as, *Conceiving the Self,* published in 1979, could come into existence, as large forms of data sets could be produced. He noted that self-esteem refers to an individual's overall subjective evaluation of his or her value or worth. In the book, "Rosenberg maps out the conceptual territory of the self-concept, identifies principles and processes of self-concept formation, and analyzes the conditions under which they operate" (Gecas, 2018, p. 1042). Rosenberg's set of concepts creates a framework that can be used to understand the self and how a person may understand how they perceive the self. The term self-esteem is referred to as a person's overall positive perception of the self (Gecas 1982; Rosenberg 1990; Rosenberg et al., 1995). Thus, with self-esteem being explained in this way, it is deduced that a positive perception of the self is preferred. To better understand how self-esteem is created, research has

been conducted and it has been determined that self-esteem has two dimensions and they are described as, "the competence dimension (efficacy-based self-esteem) that refers to the degree to which people see themselves as capable and efficacious and the worth dimension (worth-based self-esteem) that refers to the degree to which individuals feel they are persons of value" (Caste and Burke, 2002, p. 1042). Additional research was conducted to explore each of these different dimensions. Scholars continue to use Rosenberg's scale to better understand the dimensions.

One issue has been noted regarding the use of the scale to measure self-esteem, associated with the use of self-reporting scales regarding self-esteem. As previously noted, there is an established and widely held idea that positive self-esteem is of greater value, which may encourage respondents to inflate the measure of their own self-esteem. Although this may prove problematic, the ease of use and concise nature of the scales make the Rosenberg scale especially well-suited for survey research. The issue of inflated self-reports must be considered when reporting the data collected with self-reporting self-esteem scales. The use of the scale has been reported in various studies designed to better understand communication variables, including empowerment (Dong & Cao, 2006), motivation (Gecas, 1986), and education outcomes (Baumeister, 1993; Smesler, 1989), highlighting the relationship between self-esteem and socially related concepts.

Research has also been conducted to relate self-esteem to internal self concepts. Dong (2005) studied the relationship between self-esteem and emotional intelligence competencies, finding that self-esteem aids in increasing intercultural sensitivity.

Based on this review of literature of Self-Esteem, the following hypothesis has been proposed:

H2: The student's level of self-esteem will have a positive effect on the student's attitude toward DEI.

Social Media Usage and DEI Campus Climate

This study is analyzing and assessing the effectiveness of social media in creating and sustaining a diverse, inclusive, and equitable university campus.

> Social media provides the way people share ideas, content, thoughts, and relationships online. Social media differs from so-called mainstream media in that anyone can create, comment on, and add to social media content. Social media can take the form of text, audio, video, images, and communities (Scott, 2020).

He further adds that the beauty of the web is that one benefits from instant access to conversations one could never have participated in before.

The University of the Pacific, in particular, has amplified their use of social media amongst the COVID-19 pandemic, which has prompted a rather new and, in some cases, difficult transition for student life, from on-campus to off-campus and at-home learning and living.

> We have been using social media to keep engaged. Connecting with students on social media has been very meaningful in ways that are more impactful than being involved in person. It can be a little awkward or intimidating at first, and social media helps in that regard" (University of the Pacific, 2020).

Dr. Mary Wardell-Ghirarduzzi, VP of DEI and Chief Diversity Officer at the University of the Pacific, adds to this curiosity related to the role that social media plays in this venture towards leading these essential responsibilities and helping our institutions become student-focused universities. "We live in a complex, interconnected world where diversity, equity and inclusion, shaped by globalization and technological advance, form the fabric of modern society" (University of the Pacific, 2021). Wardell-Ghirarduzzi includes technology as a shaping factor in understanding and acknowledging the globalization of our society and the call to move forward to meet the newness of our human population in higher education. In fact, "connecting" is one suggested method in becoming more culturally competent.

> One of the first steps in becoming culturally competent is to meet new people and make new connections. Stepping outside of your comfort zone and creating meaningful

relationships with someone from a different culture or background is a great way to broaden your global perspective (De Guzman, Durden, Taylor, Guzman, Potthoff, 2016).

David Meerman Scott coins this splurge of social media as a "communication revolution", where people "want authenticity, not spin…people want participation, not propaganda…social networks like Twitter, Facebook, and LinkedIn allow people all over the world to share content and connect" (Scott, 2020). Connection is definitely a facet of social media usage, as an estimated 81% of Americans have a social media account (Tankovska, 2021). LinkedIn hosts 500 million members and "offers a variety of ways to expand your network by finding and connecting with relevant professionals in your industry". Twitter, with its 328 million users, enables users to "know in real-time about developments in your areas of interest…share, comment and be part of a global conversation that extends beyond people you are friends with". With the largest number of users – more than two billion worldwide – Facebook, "is the most powerful and influential of the social networks…a great way to connect with family, friends and friends of friends…the platform played a critical role in spreading information and disinformation [in the 2016 election]". Instagram has grown to 800 million users and brings the opportunity to utilize features, like Instagram Stories, to tell a narrative using multiple photos and videos, as well as learn about particular users and their culture, as well as find out what is influencing decision-makers in different fields (Sreenivasan, S., n.d.).

Listening is also a vital piece to becoming more culturally competent, in the drive of creating and sustaining a diverse, equitable, and inclusive campus climate, and can be amplified through the use of social media and video dialogue.

When having a cross-cultural conversation, it is important to be an active and respectful listener. Having empathy is a critical skill in these kinds of conversations. Due to cultural and language differences, miscommunication can be a common occurrence in cross-

cultural environments. In these situation, you need to be patient and objective in order to understand the perspective of others (De Guzman, Durden, Taylor, Guzman, Potthoff, 2016).

The University of the Pacific's University Committee for Diversity, Equity, and Inclusion, as solely one example of Pacific's efforts in contribution to a series of first steps to improve social justice and diversity at Pacific, has established a presence on Instagram, Facebook, and Twitter. With the creation, implementation, and maintenance of the Committee's social media channels, they are joining in an effort to make the university a model antiracist institution and a national leader on diversity, equity and inclusion in higher education. To complement the UCDEI Diversity, Equity, and Inclusion Dialogues, they have organized three media campaigns, which include #LetsMoveMonday, #LetsTalkTuesday, and #WhatsInAWordWednesday. Through the topics covered and the content delivered, the UCDEI utilizes their social media channels to begin a movement, to continue the action, dialogue, and conversation that has been started in efforts to move forward and make room for others to come forward. The UCDEI's content seeks to encourage thought, innovation, and discussion. Followers, including students, faculty, staff, alumni, and community members, are encouraged to engage in the conversation, by talking and listening, to contribute to the movement to abolish racism and learn to appreciate and embrace the beauty of our differences. Followers are also encouraged to leave questions for clarification, topics for discussion, or ideas that need further explanation and exploration.

"Different forms of communication have made it easier than ever for people of diverse backgrounds to connect" (Pacific UCDEI, 2021). Diversity, equity, and inclusion initiatives support the realization that everyone is different. Social media reinforces this fact, demonstrating that we're more connected and have more in common with each other as we

communicate using different platforms. It's an opportunity for individuals to connect with people

of all different backgrounds—to find commonalities, to share experiences, and to solve problems

in new ways. On social media, it's through sharing one's experience of an action that's taking

place, an image that evokes different responses, or a hashtag that provokes an array of thoughts.

According to the Centre for Global Inclusion, two distinct social media features include, the

elimination of national boundaries, which leads to the second feature, and enhanced global

inclusion. At its core, social media is about sharing information across boundaries. And,

according to the International Association of Business Communicators, "We can now find out

what we want from whomever we want. Social media is breaking down hierarchical, regional,

age and cultural boundaries, to name a few. Social media are the new World Wide Web" (Pacific

UCDEI, 2021).

During the Pacific UCDEI's presentation during the 2021 NADOHE Annual Conference,

"Promoting DEI Concepts and Action Through Dialogues: A Case Study of the University of the

Pacific", Committee representatives communicated that "we should empower our students for

success through a fair process". This can be achieved utilizing social media by

> providing the space to ask questions regarding the topics of diversity, equity, and inclusion…Providing the space to hold these "uncomfortable conversations" that are necessary in the mission to progress from a moment to a movement. This is a safe space or, rather, a brave space…Sharing University events, resources, services, and organizations that are related to diversity, equity, inclusion, intercultural student success, interfaith, career success, educational equity, leadership, as well as spiritual/mental/physical health and wellness…Posing opportunities to provide feedback on UCDEI programming via the comments section and stories (Pacific UCDEI, 2021).

A LEARN approach has been proposed to promote DEI concepts and action. The LEARN

approach includes the actions to "Listen to all stakeholders…Empower people to participate…

Aspire to a higher level goal…Research, asking questions, finding answers…and Network is the

key" (Pacific UCDEI, 2021). Through the implementation of this approach and referencing

research from theorists in the field, such as Discoll, who emphasizes that it is critical to develop

a clear conceptual understanding of diversity, its richness and flexibility. This understanding

includes a grasp on the differences in our students, faculty and community and

diversity flexibility includes differences on our pedagogy, assessment and diverse services and

resources. Thus, the UCDEI has leveraged social media to help develop this clear conceptual

understanding of diversity for the students, faculty, and staff.

Implementing Albert Bandura's social cognitive theory within this idea of cultivating a

campus climate centered on DEI through social media, the theory proposes that "humans have

multiple capabilities", and one of them is vicarious learning. Vicarious learning empowers

humans to learn things indirectly through models (Bandura, 1986). Learning through models is

also referenced as the "modeling theory", which offers a great mechanism for promoting

diversity, equity and inclusion.

> "People learn the concepts of DEI through models and understand these important
> concepts through other presenters, which is one of the most effective ways of learning.
> Model presenters tend to use their personal stories to elaborate on DEI, which better
> connects to the viewers' thoughts, feelings and behavioral orientation" (Pacific UCDEI,
> 2021).

Thus, draws my interest in understanding how social media affects the students' attitudes

towards the work that is being done on the college campus to cultivate a climate that is diverse,

equitable and inclusive, as well as learn which platforms and programs draw out this ability to

vicariously learn and implement model presenters in the most effective manner.

For example, the "University of the Pacific's Fall 2020 Pacific Together Series'

showcases the "Diversity, Equity and Inclusion Dialogue: Cultivating Transformative Leaders".

The DEI dialogues have included a talk with guest speakers, including ESPN Senior VP, Kevin Merida on "The Intersection of Race, Sports, and Media" and a talk with disability advocates on "Invisible Disabilities to Erase the Stigma". These dialogues create wonderful conversation among students faculty and staff about social justice and diversity issues through the weeky "Pacific Together" series. These DEI dialogues, attended by nearly 800 total viewers during the Fall 2020 semester, address social, cultural, and structural inequities in society and helped educate, engage and encourage viewers to be transformative leaders in the fight for social justice (Pacific UCDEI, 2021).

Piecing together what has been collected as suggested methods to become more culturally competent, including connecting and listening, the DEI dialogues, generally representing a virtual conversation on DEI-related topics, pieces these catalysts together through the dialogue format – a "user friendly" way to engage students, faculty and staff about DEI issues, implementing celebrity speakers, in discussing a wide-range of topics, in efforts to create a common language and shared meaning to attach to these topics. These dialogues are then supported, before and after the event, by the UCDEI's social media platforms, where the conversation is continued through images, narratives, video, and infographics. The Transportation-Imagery Model, presented by Green & Brock, adds the findings that "individuals can become immersed or transported into the narrative world" by "combining the vivid mental imagery produced by the narrative" to eventually "foster belief change". This model depicts the interactive relationship between transportation, uncritical and intense processing, leading to persuasion. Clearly, there is potential for social media to continue to become a tool for the work of DEI champions and change makers on the college campus. Think of the possibilities! Within

this study, the efficacy of social media in creating a diverse, equitable, and inclusive campus climate will be researched to gain a clearer understanding of the attitudes and beliefs of the students' about the work that is being done on their campuses. "The mental imagery is expected to help viewers develop the experience of narrative events similar to real-life experiences" (Green & Brock, 2002). The Pacific DEI dialogues and social media are intended to produce this mental imagery among the viewers. "Vivid imagery facilitates simulating or imagining story events and this simulation experience can be particularly influential in shaping people's attitudes (Green, Bilandzic, Fitzgerald & Paravati, 2020). Moving forward with these theories, colleges and universities have the potential to establish such dialogue and social media platforms to also develop more DEI story lines, which are likely to orient people's feelings and liking toward DEI concepts.

University Branding and Marketing

Having established the gravity of Diversity, Equity, and Inclusion incorporation on a college campus, as well as provided background on the history, demographics, and efforts of the university under research, it is fitting that we move to pieces of literature that aid in this theory of university branding and marketing, as well as the tactics for highlighting university diversity through the use of a variety of channels, such as the internet, social media, and print.

We will first take a look at "Defining the Essence of a University: Lessons from Higher Education Branding" by Arild Waeraas and Marianne N. Solbakk. This article mainly covers the topics of branding and organizational identity within the quest of understanding the tactics of marketing within the realm of higher education. According to the article, branding "entails defining the essence of what a university 'is', what it 'stands for', and what it is going to be known for" (Waeraas & Solbakk, 2009, p. 449). Throughout the study provided in this article,

researchers focus on one particular university in Northern Norway (coined "the University" within the article) and explains what happened in the process of defining the essence of this regional university, as well as "addresses the challenges…and reveals that the notions of consistency, precision, and commitment generated resistance from faculty members and made the process very difficult to fulfill" (Waeraas & Solbakk, 2009, p. 449). The concluding finding "is that a university may be too complex to be encapsulated by one brand or identity definition" (Waeraas & Solbakk, 2009, p. 449). Why a sudden interest in branding? "In the face of increased national and international competition, universities and colleges in all parts of the world have begun a search for a unique definition of what they are in order to differentiate themselves and attract students and academic staff" (Waeraas & Solbakk, 2009, p. 449). We also see a change in the identity of a university as this topic of branding comes about. Institutions of higher education appear to begin functioning like an industry and a "stakeholder university" rather than a "republic of scholars". One valuable point that the researchers point to is the lack of research on specific cases of university branding efforts and believe that more attention and focus is needed. The article defines four essences of what a university needs to define in order to take the first step in branding: "what are we, what do we stand for, what do we want to be, what do we want to stand for" (Waeraas & Solbakk, 2009, p. 450). Before research, the common belief was that "this definition should be as precise and consistent as possible, and communicated very consistently…all employees must…become brand managers and preferably 'live the brand'" (Waeraas & Solbakk, 2009, p. 450). Although this is the expectation, there is skepticism to how this will apply successfully to a university, which are typically very complex organizations.

Resulting from the posed research questions including "What happened in the course of the branding process? Why was it so difficult to define the University's essential characteristic

functions? What lessons for branding higher education institutions can be retained from this process?" (Waeraas & Solbakk, 2009, p. 453), the researchers present a list of findings. Among these, the researchers suggest that a pragmatic approach to higher education branding would imply building on the variety that exists within the organization; communicate differently to different audiences; the University has many profiles and therefore should have many voices. Thus, emphasize a repertoire of identities and meanings; express unique strengths and virtues; avoid a too stringent focus on precision, consistency and corporate commitment; and more questions should be raised and more research is needed in the form of case studies.

So, how can we best highlight the efforts of our Diversity Champions to reach and relate to a broader audience? A current audience? A future audience? Christopher Carter, in his article, "Marketing Excellence in Higher Education", states that we must focus on "excellence". "The idea of excellence extends across classifications – alongside concepts like service, accountability, and flexibility – and it typically connotes the viability of higher education in the global marketplace" (Carter, 2005, p. 2). To add, Carter notes that the inclusion of excellence in institutional branding signals a comparative advantage. "Schools who claim it not only express pride in their general accomplishments, they claim to eclipse other schools in their market sector. In everything from academics to community service to sports, competitive competence sharpens brand name appeal" (Carter, 2005, p. 7). Carter references the efforts of one school, that falls under the Carnegie Classification, who seeks to achieve brand name status by excelling targeted areas: Roosevelt University. Roosevelt University "insists on marketing the name both to those already working within the school as well as consumers and potential supporters outside the university. Where such marketing succeeds, that name will immediately evoke communal awareness and intellectual distinction" (Carter, 2005, p. 7). In specific to marketing the

"excellence" of "diversity" on a college campus, he references David Harvey, who "emphasizes 'diversity' as a way to bolster the school's brand-name marketability", specifically instructing that "we must make this university look like this city, this country, and this world" in reference to NYU (Carter, 2005, p. 9). However, although Carter does admire Harvey's efforts toward "cultural heterogeneity on campus", he notes that other aspects within the university need to also be on the same page as those promoting diversity, such as that he uses the example of NYU, who's efforts in "advertis[ing] its inclusivity" are undermined by its essential "reprod[uction] of division through its tuition rates and admission standards" (Carter, 2005, p. 10). "In many instances, advertising diversity as a marker of excellence means meritocracy, diversity must be carefully policed. Making our schools look like our world very seldom means granting entrance to anyone who wishes to attend. Such a policy would threaten academia's role as gatekeeper for capital" (Carter, 2005, p. 10).

With this literature in mind, a very interesting theory is presented to better organize our marketing efforts, as well as incorporate what we seek to highlight: diversity. Christine Moorman and George S. Day in "Organizing for Marketing Excellence" present "four elements of marketing organization, collectively referred to as MARKORG (capabilities, configuration, human capital, and culture), that play the most important role in marketing excellence" (Moorman & Day, n.d., p. 2). These four elements are mobilized through seven marketing activities (7As) that occur during the marketing strategy process. "How well these seven activities are managed throughout the marketing strategy process determines the performance payoffs from marketing organization" (Moorman & Day, n.d., p. 2). Moorman and Day provide a well-rounded definition of each element.

First is a firm's marketing capabilities, which are the complex bundles of firm-level skills and knowledge that carry out marketing tasks and firm adaptation to marketplace changes. Second, marketing configuration comprises the organizational structures, metrics, and incentives/control systems that shape marketing activities. Third, marketing leaders and employees are the human capital that creates, implements, and evaluates a firm's strategy. Fourth, by creating values, norms, and behaviors that facilitate a focus on the market over time, culture guides thinking and actions throughout the firm" (Moorman & Day, n.d., p. 2).

The 7As include "anticipation, adaptation, alignment, activation, accountability, attraction, and asset management" (Moorman & Day, n.d., p. 2). Within this article, the researchers provide a set of research questions, as well as future research priorities, which spark some interest. One question including: "what are the short-term and long-term effects of marketing capabilities on firm performance? (Moorman & Day, n.d., p. 3). Keeping these capabilities and activities in mind, we will then join the number of "presidents and chancellors at some of the nation's leading colleges and universities" in this interest in "integrated marketing – the process by which institutions coordinate all their outreach activities to try to enhance their particular image or 'brand' in the educational marketplace" (Moore, 2004, p. 2). Robert M. Moore in his article, "The Rising Tide: "Branding" and the Academic Marketplace", highlights that "academic leaders are realizing that if they want to attract the right faculty, win important contracts, and recruit the desired students, a clear and consistent set of messages about institutional character and value can cut through the clutter more effectively than a cacophony of voices" (Moore, 2004, p. 2). According to a Moore "a brand is the promise of an experience" and the best brands are "entirely authentic" (Moore, 2004, p. 3). In relation to higher education, "the authenticity of the promise conveyed by a brand name is particularly important in higher education, where the college or university brand becomes part of individuals' identities" (Moore, 2004, p. 3). An eye-opening point that Moore makes is that "if you choose a college or university – or trust your child to one – based on the promise of a specific experience and then that promise is not fulfilled,

the impact can be profound, embittering, and lasting" in comparison with trying a restaurant that

serves less-than-average food and promised a five star meal, for example. In simpler terms,

"branding in higher education has become increasingly used as a mechanism of differentiation

among competitors to attract prospective students" (Stephenson, Heckert & Yerger, 2016, p. 2).

In fact, there are "nearly 6800 institutions of higher education, leading to stringent competition

among institutions for students" (Stephenson, Heckert & Yerger, 2016, p. 2). Thus, I would like

to contribute to differentiating the University of the Pacific from the rest, focusing on the current

DEI efforts employed by the University Committee for Diversity, Equity, and Inclusion, as well

as the other schools, departments, and organizations.

So, why is branding and marketing the next step towards differentiation and identification

of a university, in efforts to attain and retain students and other stakeholders?

> Branding allows organizations to differentiate themselves from competitors…a university
> brand operates as an identifying device and functions as a stamp of excellence.
> Additionally, branding affords individuals the opportunity to gain membership in the
> group and ultimately creates a sense of identification or definition of the self by
> association with the organization (Stephenson, Heckert & Yerger, 2016, p. 3).

As other scholars have touched upon, the university is a very diverse and decentralized

institution. Thus, "a well-planned and well-executed integrated marketing process can have a

positive effect on the larger institution and all its constituent units" (Moore, 2004, p. 4). That is

what I strive for in my research: to make a positive impact "on the larger institution and all its

constituent units" (Moore, 2004, pg. 4). Utilizing Moore's four elements of success for

university branding, including "culture", "condition", "champion", and "course of action", I am

ready to pose further based upon the presented literature.

> Robert Moore provides the following definitions for the four elements of success:

> Culture – a spirit of cooperation among many units that will be involved – from academic
> leaders to professionals in communications, enrollment management, development,

student life, physical plant, etc…requiring people to be comfortable with softening their silos and seeing how their efforts might best support and relate to each other; Condition – typically, there are 'presenting conditions' that encourage the launch of an integrated marketing process…the marketing initiative should consider how it can help meet overall institutional goals; Champion – somebody has to take on the task of engaging colleagues, encouraging them to think in a different fashion, calling the meetings, cajoling the reluctant, setting the agenda; and a Course of Action – without a plan, there will be no way to stay on course, or no way to know when you've succeeded (Moore, 2004, p. 7).

As a student member of the University of the Pacific Diversity Committee, implementing Robert Moore's four elements of success, I seek to understand and answer questions such as "What messages are communicated to the audience through the implemented media channels of the University of the Pacific's Diversity Committee, specifically including the future Instagram and Facebook of the University Diversity Committee?" "What social media platforms do students enjoy utilizing most often to express their interests, opinions, and beliefs, as well as gain further knowledge and competency of other cultures?" and "What platform and postings perform best in instilling a brand of Diversity, Equity, and Inclusion at the University of the Pacific, based upon the social media data analytics collected and comprised from the followers of the social media platforms?"

My end goal is to help stakeholders of the University of the Pacific understand the real merits of the institution and the value it holds for them.

In the end, it is worth the effort. Effective marketing programs can and do make colleges and universities – and their component units – stronger, more able to withstand changing market conditions, more ready to take advantage of opportunities as they develop (Moore, 2004, p. 7).

"Social Inclusion in Higher Education" by Tehmina N. Basit, Sally Tomlinson, and Yolanda T. Moses does an excellent job of defining collaborative mission in creating such a brand:

It is clear that most colleges and universities want to maximize their enrolments with the new students of the 21st century. It is also clear the most colleges and universities have embraced, at least the mission level, the value of diversity in the student body. It is not clear, however, that colleges and universities are developing the strategies needed to

reach out to those diverse populations (on all measures of diversity, but especially race/ethnicity), recruit tem and provide them with the collegial environment in which they can succeed. Success is defined as achieving the higher educational goals that the students set out to achieve (Basit, Tomlinson, & Moses, 2012, p. 5).

Moving forward with this research, it is also important to keep in mind that "profound changes have occurred in higher education over the past forty years" leading to "the huge increase in the number and variety of people seeking some form of learning from our colleges and universities" (Bok, 2013, p. 2). In essence, we are seeing a greater increase in nontraditional students. This will be key in moving forward with the creation of media channels, as I hope to grow and attract a large audience of supporters and followers from the university.

Based on the review of literature on Social Media Usage in Relation to The DEI Campus Climate, the following hypothesis has been proposed:

H3: The student's level of social media usage will have a positive effect on the student's attitude toward DEI.

Summary of the Literature

Within this research, the variables of social media usage (SMU), intercultural communication competence (ICC), and self-esteem (SE) have been selected as the independent variables and the dependent variable is the students' attitudes toward diversity, equity and inclusion efforts implemented by the institutions of higher education. Frankly, this research is conducted with the theory that SMU, ICC, and SE have effects on the students' attitudes toward diversity, equity and inclusion efforts implemented by the institutions of higher education. What is not known is to what degree do these variables affect the dependent variable and how these variables relate to one another in terms of strength in driving forward DEI work and action on a college campus. The students' attitudes toward DEI efforts implemented by the institutions of

higher education was chosen as the dependent variable in this study to better understand the effect that the independent variables may have, as well as to analyze and assess the efficacy of the current efforts of our higher education leaders and administrators in their journey towards creating a diverse, equitable and inclusive college campus climate, with students at the center. It is a broad measure of the students' attitudes, their thoughts, their outlooks and points of view in an ever-diversifying setting with varying numbers of people and varying demographics. The broad measure of the students' attitudes is ideal for the measure of the wide-ranging independent variables in this study. The independent variables of self-esteem and intercultural communication competence represent the social influences on people as communicators. Social media, the third independent variable, also represents a social influence on people as communicators, however, in a new manner, as an indirect tool that is outside of the person's biological psych, as a social influence. These social influences, in turn, are drivers of diversity, equity, and inclusion on a college campus and in higher education and represent different facets that have a touch on the ever-diversifying realm of higher education and the need to further explore how diversity plays a role in not just the college campus climate, but also the other departments and branches of higher education, including admissions, enrollment management, marketing and branding, and student life programming.

Intercultural communication competence represents the ability to communicate effectively and appropriately in various cultural contexts, with numerous key components including motivation, self- and other knowledge, and tolerance for uncertainty. Self-esteem represents a person's value and perception of themselves, with a positive self-perception being desired and a driver of one's ability to communicate with others. Social media usage represents a person's exposure to expanded communication beyond the physical, in-person world,

engagement in conversation with others within the campus community and beyond, and participation in and awareness of the higher education institution's DEI programming through various social media networks and channels. These three variables taken together represent the influences that may affect a students' attitudes toward the DEI efforts being implemented on the college campus.

Although the selected variables are far from encompassing all influences that may affect a student's attitude toward the diversity, equity, and inclusion efforts that are being implemented on a college campus, with attention being drawn towards students' demographics at points also, they will allow the researcher to understand the impact of self-esteem, intercultural communication competence, and social media usage on the students' attitudes.

CHAPTER 3: METHODOLOGY

Sample

Participants for this study included 351 students from the University of the Pacific Stockton, Sacramento (McGeorge School of Law and School of Health Sciences), and San Francisco (Dugoni School of Dentistry) campuses, who were between the ages of 18 and 59. They were all full-time students enrolled at the University of the Pacific Stockton, San Francisco, or Sacramento campuses. Each school within the University of the Pacific was invited to participate, including the Eberhardt School of Business, the School of Engineering and Computer Science, the Conservatory of Music, the College of the Pacific, Benerd College, the Thomas J. Long School of Pharmacy and Health Sciences, the Arthur A. Dugoni School of Dentistry, the McGeorge School of Law, and the School of Health Sciences.

The participants indicated their sex, with 36% reporting male, 62% reporting female, and 2.3% declining to state their sex. The participants indicated their gender, with 35% reporting "man", 61% reporting "woman", 1.2% reporting "transgender/gender non-conforming, and 0.4% whose preferred response was not listed. If participants reported "transgender/gender non-conforming, they indicated a choice that best described them. 5.4% reported "gender non-conforming, 2.7% reported "genderqueer, 48.6% declined to state, and 43.2% whose preferred response was not listed. The participants indicated their sexual orientation, with 81.6% reporting "heterosexual", 6.7% "bisexual, 0.8% "gay/lesbian", 1.6% "queer", 2.4% "questioning, 1.2% "asexual", 5.1% declining to state, and 0.8% whose preferred response was not listed.

The participants indicated their racial or ethnic groups with which they identified. 4% reported "African American/Black", 26.2% reported "Asian American/Asian", 21.9% reported

"Hispanic/Latino/a". 3.1% reported "Middle Eastern/North African", 1.1% reported "Native American/Alaskan Native", 26.8% reported "White", and 3.7% reported "Other".

The participants indicated whether they were born in the United States. 83.3% were born in the United States and 16.7% were not born in the United States. Of the participants born in the United States, the states represented in which the participants reside included Alaska, Arizona, California, Colorado, Florida, Hawaii, Illinois, Michigan, Nebraska, Nevada, New York, Oregon, Texas, and Washington. Of the participants not born in the United States, the countries represented in which the participants were born included Belarus, Canada, China, Denmark, Ecuador, Egypt, France, Ghana, Guatemala, India, Lebanon, Mexico, Nepal, Nigeria, Pakistan, the Philippines, Poland, Puerto Rico, Saudi Arabia, South Korea, Sri Lanka, Thailand, Ukraine, and Vietnam.

The participants indicated their generation status, with 25.3% reporting that both sets of grandparents and both parents were born in the United States, 16.7% reporting that both parents were born in the United States, 12.8% reporting that at least one parent was born in the United States, and 45.1% reporting that neither parents were born in the United States.

The participants indicated whether they have a disability. 10.2% of the participants reported that they do have a disability and 89.8% reported that they do not have a disability.

The participants indicated whether that have ever served in the U.S. Armed Forces, Military Reserves, or National Guard. 0.4% reported that they are currently serving, 2.3% reported that they are no longer serving, and 97.3% reported that they have never served.

The participants indicated the choice that best described the educational experience of their parents/guardians. 30% reported that neither parent/guardian attended college, 16.3%

reported that neither parent/guardian has a four-year degree but one or both attended college, and 53.7% reported that one or both parents/guardians have a four-year degree.

The population was chosen because diverse departments were represented by the students enrolled in these classes. The students were of freshman, sophomore, junior, senior, graduate student, or professional student standing. A sample comprised of Pacific students was selected, since the topic of the research is centered around Pacific DEI Climate Awareness from the student viewpoint. Additionally, the survey utilized was an online survey via Qualtrics that was completed by the students independently and collected by the Qualtrics system, primarily due to the inability to pass out surveys in person due to changes and limitations presented by the Covid-19 pandemic. The participants represent a convenience sample of respondents that were available at the time it was distributed.

Procedure

The goal of sampling strategies in survey research is to obtain a sufficient sample that is representative of the population of interest, which at this time is the students of Pacific. It is often not feasible to collect data from an entire population of interest (e.g. all students from Pacific); therefore, a subset of the population or sample was used to estimate the population responses. To draw accurate conclusions about the population, the sample must include individuals with characteristics similar to the population. Thus, a well-rounded collection of responses was collected through the randomized correspondence with Pacific faculty, staff, and student leaders, in order to distribute the online research tool to their courses and student organizations, which vary in classes, majors, educational backgrounds, genders, ethnicities, and living demographics. The population was chosen because diverse departments were represented by the students enrolled in these classes.

A self-administered questionnaire was distributed to students at the University of the Pacific Stockton, Sacramento, and San Francisco campuses. Additionally, the survey utilized was an online survey through Qualtrics. The participants represent a convenience sample of respondents that were available at the time it was distributed. The survey was completed within public speaking, interpersonal communication, and other general education courses; human resources, management, career, international management, marketing, and leadership courses within the Eberhardt School of Business; computer science and engineering courses within the School of Engineering and Computer Science; ensemble courses within the Conservatory of Music; seminar English courses within the College of the Pacific; clinical education and athletic training graduate courses; courses within the Ed.D. and M.A. programs within Benerd College; doctorate and master's programs at the School of Health Sciences; graduate and doctorate programs within the Dugoni School of Dentistry; and graduate and doctorate programs within the McGeorge School of Law. The survey was also completed by a vast collection of student organizations at each Pacific campus, including professional organizations and societies, academic organizations and societies, multi-cultural clubs and organizations, Greek Life organizations, educational equity organizations, and other student-life clubs and organizations. By surveying each of these pods of students, a broader representation of the population was enabled. Students at the university are required to take many general education courses, which means each of the general education and breadth requirement classes had an array of students from different fields of study.

As this research utilized survey methodology, it is key to consider that survey research methodology may utilize a variety of data collection methods, with the most common of forms being questionnaires and interviews. Due to the current situation of the year 2020 and 2021,

including an international COVID-19 pandemic, which has led to the methods of remote

learning, a link to the survey was sent out via email to the administration, faculty and staff of the

various schools and colleges of the University of the Pacific Stockton, Sacramento, and San

Francisco campuses, which was forwarded to the students of each school or college. One of the

benefits of choosing a survey method was that the research could be completed remotely using

the Internet and the survey could be self-administered. The online survey link was also sent out

via email to the student leaders for the various student organizations and clubs in order to reach

an audience beyond a course virtual classroom and gather a greater number of responses. The

advantages to an online survey included accessing a larger target, having greater statistical

power, gaining a quicker response time, and completing data compilation in a quicker amount of

time. The researcher's university institutional review board reviewed, approved, and granted

permission for this study prior to research being conducted. All respondents to the survey were

18 years of age or older and voluntarily completed the survey. Participants were given a brief

introduction to the survey and its purpose prior to beginning the questionnaire, which also

included a brief overview of the study, requirements for participation, the participant's rights,

and the researcher's and the IRB contact information. After the introduction, students were

provided with the insight that the survey questionnaire may take approximately 15-20 min to

complete. In addition, the email invitation sent out by the faculty and staff included a Qualtrics

link that directed participants to the online questionnaire. The requirements for participation in

this study included a minimum age of 18 years and full-time enrollment with the University of

the Pacific. This study did not provide any type of material payment incentive.

Measurement

The questionnaire contained six sections to measure the participants' personal reports of their university's campus climate, as well as assess the participants' attitudes, behaviors and experiences regarding diversity, equity, and inclusion on their college campus at Pacific. The specific sections pertained to college campus diversity, equity, and inclusion; intercultural communication; self-esteem; social media usage and social media usage related to the student's university; and "about the student" or a section where students provided additional information about themselves. The questionnaire included one hundred and one items and was developed with Qualtrics software. Eighty-four questions utilized a Likert 5-point scale (1-5; Strongly Disagree to Strongly Agree). One question (Do you follow your college/university Diversity, Equity, and Inclusion related social media pages?) was in the form of a multiple choice question (Yes or No). One question (What are the social media applications you use (please select all that apply) was in the form of a multiple choice multiple answer question. One question (Out of the social media applications that you use, what are the top three applications you find yourself using on a daily basis? (please type in a 1 (most frequently used), 2, 3 (most frequently used but less so than the other two))) was in the form of a rank order question. Seventeen of the questions were demographical questions.

Section 1 is the informed consent form.

Section 2 is designed to be a report on Attitudes toward DEI at Pacific. This section assesses the views and attitudes Pacific students may hold about DEI at Pacific, including whether or not the student feels that Pacific is dedicated to their mission of DEI; clarifies their valuation of DEI in learning, programming, and the campus climate; is deeply committed to maintaining and promoting a civil community that facilitates opportunities for shared

understanding and expression of individual and collective truths. Other questions assess topics such as discrimination on campus, personal experiences with discrimination, inclusion on campus, awareness of DEI efforts of Pacific, and satisfaction with the opportunities provided by Pacific to engage and interact with others in diverse settings on campus. This section further allows the researcher to provide findings that can be used to relate the independent and dependent variables. There are twenty items in this scale, and each of them was drawn from the University of Michigan Campus Climate Survey on Diversity, Equity and Inclusion, student survey version (2016-2017). Each item is measured using a Likert scale from "strongly disagree" to "strongly agree". When it came time to analyzing the data, this section was divided into three new variables including DEIC (Students' Attitudes toward the University of the Pacific's Commitment to Diversity, Equity and Inclusion; includes items 1, 2, 3, 4, 5, and 14), DEISF (Self feelings about Diversity, Equity, and Inclusion at Pacific; includes items 6, 7, 8, 12, 15, 20, and 16; items 15, 7, and 8 were reversed coded), and DEIEV (Evidence-based Diversity, Equity, and Inclusion at Pacific; includes items 9, 10, and 11).

Section 3 is designed to be a report of Intercultural Communication Competency (ICC). This section discovers the level of intercultural communication competency the student resides at currently. This is an important part of the discovery process because it allows the research to discover why students may hold the certain attitude they do about DEI at Pacific, according to their levels of comfortability with interacting with others outside of their culture, interacting with a group of people from different cultures, engaging in a group discussion with people from different cultures, and leading or starting a conversation with people from different cultures. These questions allow the researcher to separate students who have a high level of confidence and comfortability in interacting with others outside of their culture from students who have a

low level of confidence and comfortability in interacting with others outside of their culture. This highlights very important findings about a difference between students of varying levels of ICC and their views on the current DEI at Pacific. This scale was adapted from the originally designed scale of James McCroskey. There are 14 items in this scale. Each item is measured using a Likert scale from "strongly disagree" to "strongly agree". When it came time to carrying out the analysis of this section, a variable titled ICC was created. Items 2, 4, 6, 8, 11, 13, and 14 were reversed coded.

Section 4 is designed to be a report of Self Esteem, which measures global self-worth by measuring both positive and negative feelings about the self. People high in self-esteem claim to be more likable and attractive, to have better relationships, and to make better impressions on others than people with low self-esteem, but objective measures disconfirm most of these beliefs. Self-esteem is also referenced in the research as it the levels of self-esteem have been found to be related to the willingness of an individual to speak up in groups and to criticize the groups approach, leadership, and in-group favoritism. Overall the benefits of high self-esteem fall into two categories: enhanced and pleasant feelings, which the researcher was curious to understand how these categories affect the attitudes held towards DEI by the students at Pacific. Thus, these questions highlight how self-esteem of the student affects the attitude held towards DEI at Pacific, in accordance with the understanding of the claims made above about the level of self-esteem. This scale is the Rosenberg Self-Esteem scale (1965). The Rosenberg scale had a Cronbach's Alpha of .88. There are 10 items in this scale. Each item is measured using a Likert scale from "strongly disagree" to "strongly agree". When it came time to carry out the analysis of this section, a variable titled SE was created. Items 2, 5, 6, 8, and 10 were reversed coded.

Section 5 is designed to be a report of Social Media Usage. This section assesses the frequency of use of social media for the student, along with what social media platforms are most frequently used, enjoyed, and found to be informative by the student. This section also allows the research to gain insight into the awareness of the student on matters of DEI covered by the social media platforms of Pacific. By looking into the social media usage of the student, the research unveils an insight into why the student holds certain attitudes toward campus DEI by unveiling which platforms are most frequently used and the satisfaction with the platform content pertaining to topics of campus DEI. This scale was developed by the researcher to collect data specifically for this study. The scale contains forty items and is split into two parts. Part A, with twenty-two items, measures the students' social media usage in general, covering topics such as frequency of use of social media and cellular phone devices; belief or disbelief in the validity of the presented information on social media; enjoyment, frequency, and attitudes towards the efficacy in informing of the social media platforms; use of social media to bring awareness to causes and current events related to DEI; and the social media applications used. When it came time to analyzing this section's results, the variables created included GSMF (General Social Media Usage Frequency; including items 1, 3, 19, and 22) and SMUADV (the student's use of social media to advocate for DEI related events and current events; including items 20 and 21). Part B, with items twenty-three through forty, is a report on social media usage related to the participants' university, covering topics related to if the participant is following the university's affiliated social media accounts; whether the participant feels they are made aware of events related to DEI through the university's affiliated social media accounts; whether the participant feels free to engage in conversation on the university's social media sites; student engagement overall; diversity of topics covered on the university's social media accounts;

attitudes towards the inclusiveness of the social media related to the university; the reasoning behind being a follower of the university's social media accounts; and the efficacy of driving forward the DEI work and action of the university through the use of social media by the university. Each item is measured using a Likert scale from "strongly disagree" to "strongly agree". This scale allowed the study to collect personal reports of the participants' general and university-related social media usage. When it came time to analyzing the data from this section, new variables were created including SSPDEI (Student Satisfaction with Pacific DEI Social Media; including items 24, 25, 26, 27, 28, 29, 33, 36, 37, 39, and 40) and USEPSM (How Student's Use Pacific-affiliated Social Media; including items 30, 31, 32, 34, 35, and 38).

Section 6 is designed to cover participant demographics. This section asks very fundamental questions about the student, such as about their gender, sex, sexual orientation, age, race or ethnicity, the Pacific campus they attend, their respective year in school (i.e. expected graduating year, class status, year in school), hometown and state, generation status, religion, whether the student identifies as a first-generation college student, whether the student has a disability, and if the student has ever served in the U.S. Armed Forces, Military Reserves, or National Guard. These questions are very important for us to understand what type of students contain a certain attitude towards the DEI at Pacific. This section contains 17 questions in total. These items are important to allow the researcher to segment the responses of the population in the study. In terms of the students' attitudes towards the DEI efforts that are being implemented at the university, the information gathered in this section may help in the understanding of how a respondent's background may contribute to differing attitudes.

Statistical Analysis

For this research, the IBM Statistical Package for the Social Sciences (SPSS) software was utilized to analyze the dataset derived from the Qualtrics survey.

Tests were carried out to analyze the reliability of 9 newly created variables. These variables were created by piecing together related items from the questionnaire dataset. These variables include DEIC, DEISF, DEIEV, ICC, SE, GSMF, SSPDEI, USEPSM, and SMUADV.

DEIC (Students' Attitudes toward the University of the Pacific's Commitment to Diversity, Equity and Inclusion), DEISF (Self-feelings about Diversity, Equity, and Inclusion at Pacific), and DEIEV (Evidence-based Diversity, Equity, and Inclusion) correspond to the independent variable of Student Attitudes regarding campus DEI, the dependent variable of the research. These variables were created to hit upon the main topics of interest regarding diversity, equity, and inclusion in higher education, including analyzing the overall student attitude toward the University of the Pacific's commitment to creating a diverse, equitable, and inclusive campus climate on a variety of levels, beginning with the mission, vision, and goals of Pacific and moving towards the visibility of administrators' and leaders' fostering of diversity, equity, and inclusion. These variables also serve the purpose of forming a clearer picture of the students' feelings of inclusion and valuation within the University of the Pacific and the overarching DEI mission, vision and goals of Pacific. This would include the students' feelings of individual value, feelings of discrimination based on race, ancestry, and/or color, feelings of inclusion, feelings of isolation or rejection that may transpire into thoughts of leaving the university, feelings of belonging, experiences of administrators, leaders, faculty, staff, and/or coaches sending off insensitive remarks, and experiences of faculty and staff creating a space for open expression of opens and beliefs in the classroom. The variable DEIEV or Evidence-based

Diversity, Equity, and Inclusion covers the analysis of experienced discriminatory or non-discriminatory actions.

A reliability analysis was taken of each of these variables. DEIC produced a 0.912 Cronbach's Alpha. DEIEV produced a 0.710 Cronbach's Alpha. DEISF produced a Cronbach's Alpha of 0.801. This reliability analysis proved an acceptable level of reliability of the variable DEIEV and a very good reliability level of DEIC and DEISF.

The variable of ICC (Intercultural Communication Competence) correspond to the levels of Intercultural Communication Competence of the students, one of the independent variables of the research. This research was interested in understanding the correlation between the ICC levels of the students and the students' attitudes toward DEIC, DEIEV, and DEISF, which the researcher hypothesized that "the student's intercultural communication competence will have a positive effect on the student's attitude toward DEI". A reliability analysis test was taken of the variable ICC and a Cronbach's Alpha of 0.92 was produced, which expresses a strong level of reliability.

The variable of SE (Self-Esteem) corresponds to the levels of Self-Esteem of the students, another independent variable of the research. This research was also interested in understanding the correlation between the SE levels of the students and the students' attitudes towards DEIC, DEIEV, and DEISF, which the researcher hypothesized that "the student's level of self-esteem will have a positive effect on the student's attitude toward DEI". A reliability analysis test was taken of the variable SE and a Cronbach's Alpha of 0.910 was produced, which expresses a strong level of reliability.

The variables of GSMF (General Social Media Usage Frequency), SSPDEI (Student Satisfaction with Pacific DEI-related social media), USEPSM (how students use Pacific social

media), and SMUADV (students' use of social media to advocate for DEI topics/events and current events) correspond to the general social media usage and Pacific-affiliated social media usage of the students', the third independent variable of the research. These variables were created to hit upon the main topics of students' general social media usage including the frequency of using social media, regularity of checking cellular devices for updates, alerts, and messages from social media applications, frequency of using the messaging capabilities of social media, and the level of likability for using social media. These variables also serve the purpose of forming a clearer picture of the students' satisfaction with the Pacific DEI-related social media, including the specific University Committee for Diversity, Equity and Inclusion social media pages and any other programming, content, events, and departments related to DEI at Pacific on social media accounts belonging to the university. This would also include the students' awareness of events related to DEI through Pacific's social media accounts, feelings of freedom to engage in conversation on Pacific's social media pages, level of excitement related to Pacific's events and programming pertaining to DEI when viewing promotional material through Pacific's social media pages, feelings towards the levels of diversity, equity, and inclusion of student testimonials and other content on Pacific social media, levels of enjoyability in utilizing a link presented on Pacific social media for academic or educational purposes, ability to learn new things about other cultures via the Pacific social media, feelings about whether by engaging with Pacific via social media has helped the students socially, beliefs of whether Pacific creates a good amount of content pertaining to DEI on social media, and interests in seeing more content related to DEI on Pacific's social media pages. The variable USEPSM looks into how students utilize Pacific social media, for example, to collaborate with other students, to stay connected with student organizations and clubs at the university, to complete research for school

assignments, to collect updates on the news or current affairs, to engage in educational research, or to form social connections with other students. Lastly, the variable SMUADV is looking into if students utilize social media to advocate for DEI related causes and whether the students spread awareness of current events through social media.

A reliability analysis was taken of each of these variables. GSMF produced a 0.84 Cronbach's Alpha. SSPDEI produced a 0.895 Cronbach's Alpha. USEPSM produced a 0.87 Cronbach's Alpha. SMUADV produce a 0.894 Cronbach's Alpha. This translates that these variables have a strong level of reliability.

CHAPTER 4: RESULTS

This chapter explains the findings from the statistical analysis of the data. Based on these results, some important and useful information can be gathered in terms of understanding the population.

Demographic Information

Demographic background information was collected from the participants. The sample for this study consisted of a convenient sample of students. Participations in this study were students enrolled in classes at University of the Pacific (Stockton, Sacramento and San Francisco campuses) (N=351). To add to the demographic results presented in *Chapter 3: Methodology: Sample*, the students enrolled in the classes were undergraduate, graduate, and professional students. Class standings included freshmen, sophomores, juniors, seniors, graduate students, and professional students (21.2%, 13.1%, 18.1%, 20.5%, 18.9%, 8.2%, respectively). For full demographic results, please reference *Chapter 3* of this thesis.

Independent Variables and Dependent Variables

All of the scales used in the study provide to be highly reliable. For the Cronbach's Alphas of the newly created scales, please reference *Chapter 3: Methodology: Statistical Analysis*.

Table 1 shows descriptive statistics for the independent and dependent variables in the proposed hypotheses. The mean score for DEIC was (M= 3.90) and the standard deviation was 0.73. The mean score for DEISF was (M= 3.98) and the standard deviation was 0.71. The mean score for DEIEV was (M= 3.96) and the standard deviation was 0.75. Each variable was newly

created using the items measured on a 5-point Likert type scale measuring from 1 "strongly

disagree" to 5 "strongly agree".

Table 1
Descriptive Statistics for Variables: Dependent Variable: DEI

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
DEIC	280	1.33	5.00	3.8958	.72611
DEISF	279	1.43	5.00	3.9795	.70624
DEIEV	281	1.00	5.00	3.9644	.75087
Valid N (listwise)	277				

The mean score for ICC was (M= 4.08) and the standard deviation was 0.73. The mean score for

SE was (M= 3.52) and the standard deviation was 0.79. The mean score for GSMF was (M=

3.65) and the standard deviation was 0.94. The mean score for SSPDEI was M= 3.14) and the

standard deviation was 0.72. The mean score for USEPSM was (M= 2.88) and the standard

deviation was 0.91. The mean score for SMUADV was (M= 3.16) and the standard deviation

was 1.22). Please see Chapter 3: Methodology: Measurement for the items included from the

questionnaire to create each.

Table 1
Descriptive Statistics for Variables: Independent Variables: ICC, SE, SMU

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
ICC	260	2.14	5.00	4.0780	.59926
SE	259	1.00	5.00	3.5239	.78841
GSMF	258	1.00	5.00	3.6521	.94234
SSPDEI	255	1.00	5.00	3.1419	.72240
USEPSM	257	1.00	5.00	2.8820	.91163
SMUADV	259	1.00	5.00	3.1583	1.21682
Valid N (listwise)	247				

Correlation Analysis

A correlation analysis was run to explore the relationships between the variables in the proposed in the research questions. Figure 2 and Table 2 show a correlation matrix of the correlations between DEIC, DEISF, and DEIEV and the independent variable of ICC. Figure 2 and Table 2 also demonstrate statistically significant correlations obtained within the study. More precisely, DEIC was significantly positively correlated, a moderate correlation strength, with ICC ($r= 0.20$, $p < 0.01$). DEISF was significantly positively correlated, a moderate correlation strength, with ICC ($r= 0.20$, $p < 0.01$). DEIEV was significantly positively correlated, a moderate correlation strength, with ICC ($r= 0.19$, $p < 0.01$).
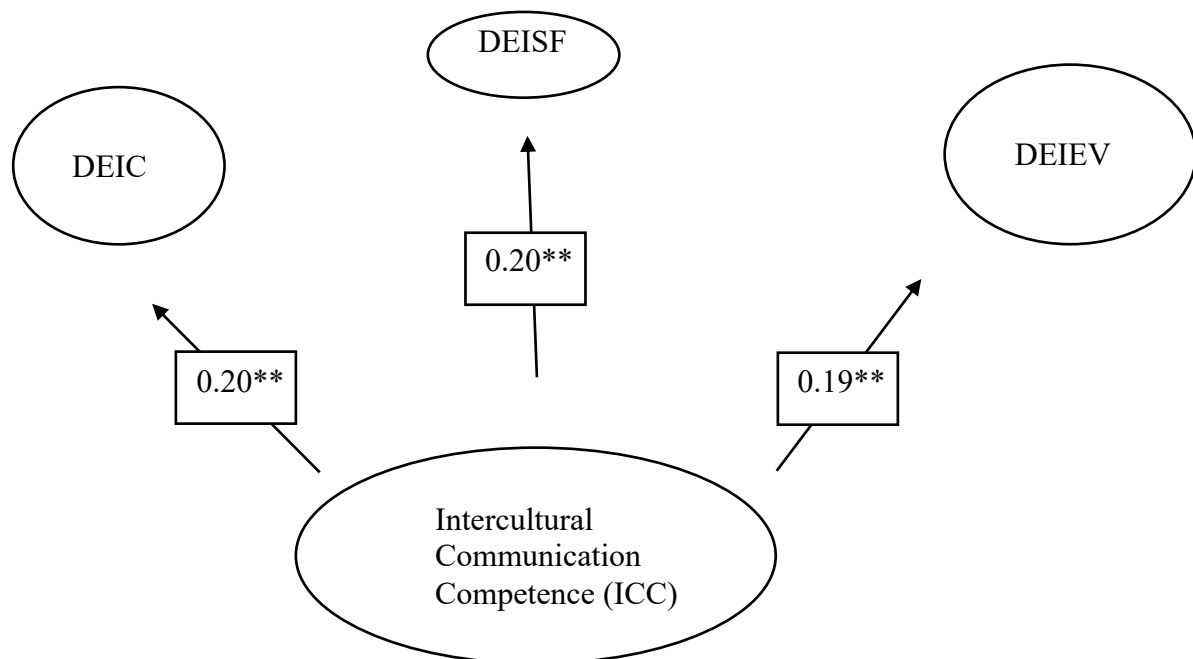
Figure 1. Correlation Analysis of independent variable (ICC) on students' attitudes towards the DEI efforts exhibited by their university.

From this correlation analysis, it can be translated that the higher a student's Intercultural Communication Competence levels, the more positive a student's attitude toward the university's

commitment to DEI will be; the more positive a student's feelings of valuation and inclusion from the university will be; and the more a student will feel that the university exhibits non-discrimination of its members, respect for its members, and adequately addresses issues on campus related to discrimination.

The correlations exhibited in the data support the hypothesis predicted in the study. The first hypothesis was associated with intercultural communication competency levels of the students and its effect on the overall students' attitudes towards the DEI efforts and actions implemented by the university. Hypothesis 1 stated, "The student's intercultural communication competence will have a positive effect on the student's attitude toward DEI." This hypothesis is supported by the correlations.

Table 2

Cont. Correlation Analysis of Independent Variable (ICC) on Students' Attitudes Towards the DEI Efforts Exhibited by Their University
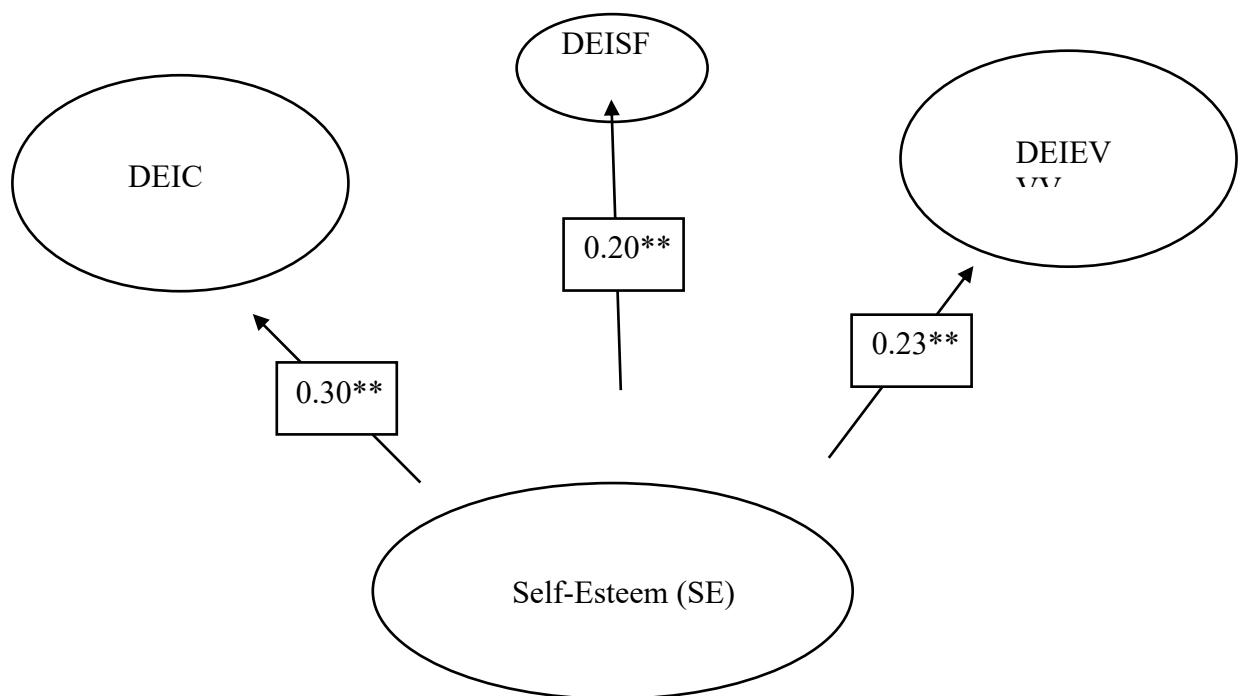
	Correlations				
		DEIC	DEISF	DEIEV	ICC
DEIC	Pearson Correlation	1	.673**	.686**	.199**
	Sig. (2-tailed)		.000	.000	.001
	N	280	277	280	260
DEISF	Pearson Correlation	.673**	1	.556**	.195**
	Sig. (2-tailed)	.000		.000	.002
	N	277	279	278	259
DEIEV	Pearson Correlation	.686**	.556**	1	.194**
	Sig. (2-tailed)	.000	.000		.002
	N	280	278	281	260
ICC	Pearson Correlation	.199**	.195**	.194**	1
	Sig. (2-tailed)	.001	.002	.002	
	N	260	259	260	260
**. Correlation is significant at the 0.01 level (2-tailed).					

A correlation analysis was also run to explore the relationships between the independent variable, SE, and the dependent variable, DEI, proposed in the research questions. Figure 3 and

Table 3 show a correlation matrix of the correlations between DEIC, DEISF, and DEIEV and the independent variable of SE. Figure 3 and Table 3 also demonstrate statistically significant correlations obtained within the study. More precisely, DEIC was significantly positively correlated, a moderate correlation strength, with SE (r= 0.30, p < 0.01). DEISF was significantly positively correlated, a moderate correlation strength, with SE (r= 0.20, p < 0.01). DEIEV was significantly positively correlated, a moderate correlation strength, with SE (r= 0.23, p < 0.01).

Figure 2. Correlation Analysis of independent variable (SE) on students' attitudes towards the DEI efforts exhibited by their university.

The correlations exhibited in the data support the hypothesis predicted in the study. The second hypothesis was associated with self-esteem levels of the students and its effect on the overall students' attitudes towards the DEI efforts and actions implemented by the university.

Hypothesis 1 stated, "The student's self-esteem will have a positive effect on the student's attitude toward DEI." This hypothesis is supported by the correlations.
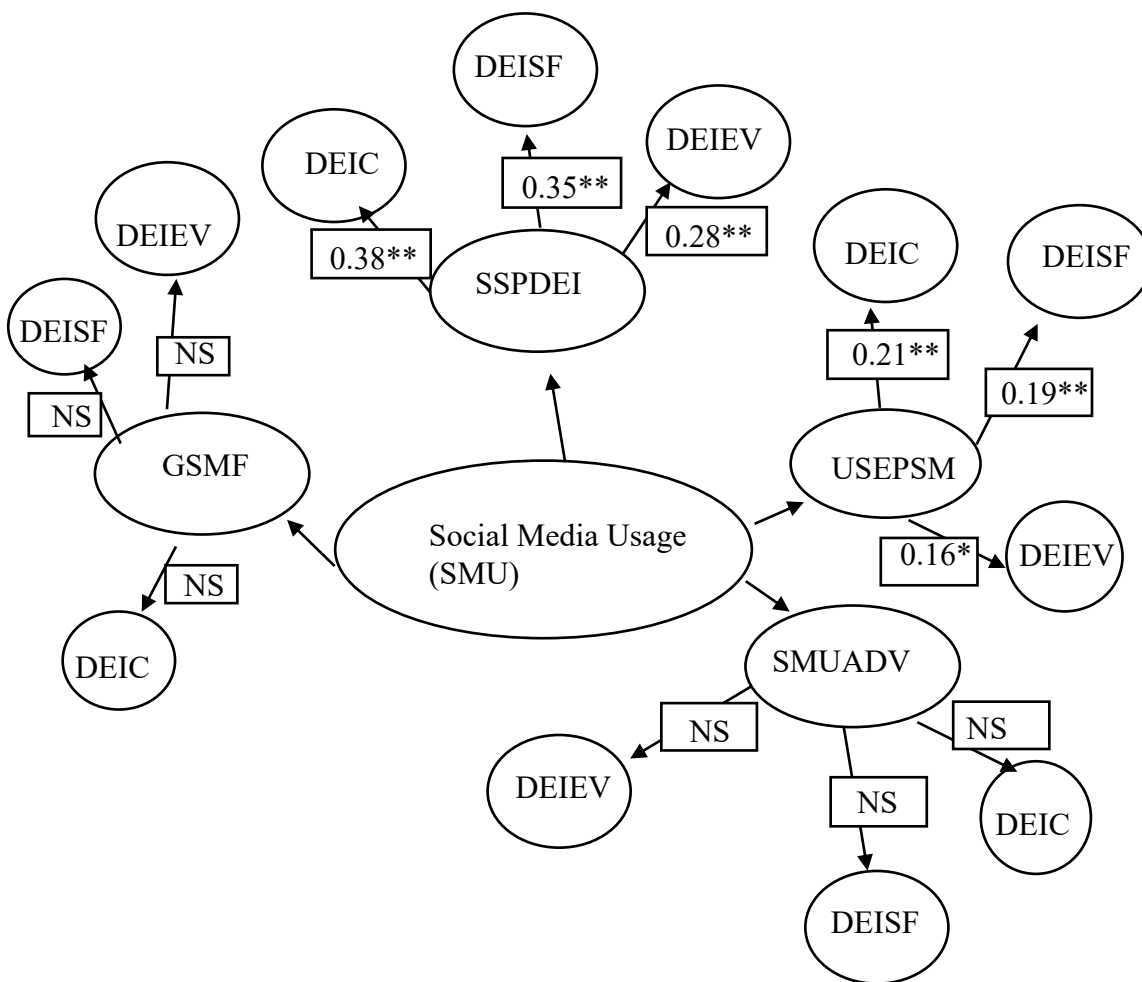
Table 3

Cont. Correlation Analysis of Independent Variable (SE) on Students' Attitudes Towards the DEI Efforts Exhibited by Their University

		DEIC	DEISF	DEIEV	SE
Correlations					
DEIC	Pearson Correlation	1	.673**	.686**	.281**
	Sig. (2–tailed)		.000	.000	.000
	N	280	277	280	258
DEISF	Pearson Correlation	.673**	1	.556**	.295**
	Sig. (2–tailed)	.000		.000	.000
	N	277	279	278	258
DEIEV	Pearson Correlation	.686**	.556**	1	.226**
	Sig. (2–tailed)	.000	.000		.000
	N	280	278	281	259
SE	Pearson Correlation	.281**	.295**	.226**	1
	Sig. (2–tailed)	.000	.000	.000	
	N	258	258	259	259

**. Correlation is significant at the 0.01 level (2–tailed).

A correlation analysis was also run to explore the relationships between the independent variable, SMU, and the dependent variable, DEI, proposed in the research questions. Figure 2 and Table 4 show a correlation matrix of the correlations between DEIC, DEISF, and DEIEV and the independent variable of SE, represented by the created items, GSMF, SSPDEI, USEPSM, and SMUADV. Figure 2 and Table 4 also demonstrate statistically significant correlations obtained within the study. More precisely, DEIC was significantly positively correlated, a moderate correlation strength, with SSPDEI ($r = 0.38$, $p < 0.01$), and was also significantly positively correlated, a moderate correlation strength, with USEPSM ($r = 0.21$, $p<0.01$). DEISF was significantly positively correlated, a moderate correlation strength, with SSPDEI ($r = 0.35$, $p < 0.01$), and was also significantly positively correlated, a moderate to weak correlation strength, with USEPSM ($r = 0.12$, $p < 0.01$). DEIEV was significantly positively

correlated, a moderate correlation strength, with SSPDEI (r= 0.28, p < 0.01), and was also

significantly positively correlated, a moderate to weak correlation strength, with USEPSM (r=

0.16, p < 0.05).

Figure 3. Correlation Analysis of independent variable (SMU) on students' attitudes towards the DEI efforts exhibited by their university. (NS signaling non-significance).

The correlations exhibited in the data support the hypothesis predicted in the study. The

third hypothesis was associated with the social media usage of the students and its effect on the

overall students' attitudes towards the DEI efforts and actions implemented by the university.

Hypothesis 1 stated, "The student's level of social media usage will have a positive effect on the

student's attitude toward DEI." This hypothesis is supported by the correlations on the fronts of

student satisfaction with university-affiliated social media and how the students utilize the

university-affiliated social media. In specific, the student's satisfaction with Pacific DEI-related

social media and how they utilize the Pacific social media is correlated with the student's attitude

toward the university's commitment to DEI, the student's feelings of inclusion and valuation at

the university, and the evidence-based DEI of Pacific. On the other hand, DEIC was

insignificantly positively correlated, a weak correlation strength, with GSMF (r= 0.01), and was

also insignificantly negatively correlated, a weak correlation strength, with SMUADV (r= -0.07).

DEISF was insignificantly positively correlated, a weak correlation strength, with GSMF (r=

0.01), and was also insignificantly negatively correlated, a weak correlation strength, with

Table 4
Cont. Correlation Analysis of Independent Variable (SMU) on Students' Attitudes Towards the DEI Efforts Exhibited by Their University

		DEIC	DEISF	DEIEV	GSMF	SSPDEI	USEPSM	SMUADV
DEIC	Pearson Correlation	1	.673**	.686**	.009	.381**	.213**	−.074
	Sig. (2-tailed)		.000	.000	.883	.000	.001	.234
	N	280	277	280	257	254	256	258
DEISF	Pearson Correlation	.673**	1	.556**	.012	.352**	.186**	−.023
	Sig. (2-tailed)	.000		.000	.853	.000	.003	.711
	N	277	279	278	257	254	256	258
DEIEV	Pearson Correlation	.686**	.556**	1	.029	.284**	.159*	−.067
	Sig. (2-tailed)	.000	.000		.646	.000	.011	.286
	N	280	278	281	258	255	257	259
GSMF	Pearson Correlation	.009	.012	.029	1	.362**	.420**	.514**
	Sig. (2-tailed)	.883	.853	.646		.000	.000	.000
	N	257	257	258	258	253	255	258
SSPDEI	Pearson Correlation	.381**	.352**	.284**	.362**	1	.800**	.415**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000
	N	254	254	255	253	255	255	254
USEPSM	Pearson Correlation	.213**	.186**	.159*	.420**	.800**	1	.432**
	Sig. (2-tailed)	.001	.003	.011	.000	.000		.000
	N	256	256	257	255	255	257	256
SMUADV	Pearson Correlation	−.074	−.023	−.067	.514**	.415**	.432**	1
	Sig. (2-tailed)	.234	.711	.286	.000	.000	.000	
	N	258	258	259	258	254	256	259

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Linear Regression Analysis

A linear regression analysis was conducted to determine the strongest predictors amongst the independent variables toward the students' attitudes towards university DEI efforts and actions. This analysis is helpful in gaining insight into whether a model is effective at predicting a level of variance between independent variables and dependent variables. In this analysis, the dependent variable is DEIC, the overall commitment to DEI by the university. This item was selected to represent the dependent variable as the research has shown the greatest correlation to the independent variables and serves as the overarching, main idea behind the original creation of the DEI dependent variable – understanding the students' attitudes towards the university's overall commitment to creating a diverse, equitable, and inclusive campus. The independent variables included GSMF, SSPDEI, USEPSM, and SMUADV, as these are the representative items of the SMU independent variable of the research. In this case, the researcher wanted to determine the strongest predictors from the SMU variable collection.

Table 5 is showing the model summary from the Linear Regression Analysis. The model summary table reports the strength of the relationship between the model and the dependent variable. R, the multiple correlation coefficient, is the linear correlation between the observed and model-predicted values of the dependent variable. Its large value indicates a strong relationship. The Adjusted R Square is 0.22. Thus, 22% of variances can be explained by SMUADV, SSPDEI, GSMF, and USEPSM.

Table 5

Linear Regression Analysis SMU: Model Summary

					Change Statistics				
Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.482[a]	.232	.220	.64555	.232	18.654	4	247	.000

a. Predictors: (Constant), SMUADV, SSPDEI, GSMF, USEPSM

Table 6 is showing the ANOVA summary from the Linear Regression Analysis. The

ANOVA summary table allows the researcher to analyze several groups of data, to gain

information about the relationship between the independent and dependent variables and the

significance in the independent variables' ability to predict the dependent variable.

Taking a look at the Sig. column, the value is 0.000. If Sig. is smaller than 0.05, then the

relationship is significant. Thus, this model can be used to significantly predict changes in DEIC.

Table 6

Linear Regression Analysis SMU: ANOVA Summary

		ANOVA[a]				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	31.095	4	7.774	18.654	.000[b]
	Residual	102.932	247	.417		
	Total	134.027	251			

a. Dependent Variable: DEIC

b. Predictors: (Constant), SMUADV, SSPDEI, GSMF, USEPSM

Table 7 is showing the Coefficients summary form the Linear Regression Analysis. The

Coefficients summary table tells you how much the dependent variable is expected to increase

when the independent variable increases by one, holding all the other independent variables

constant. Taking a look at B, for one unit increase in GSMF (General Social Media Usage

Frequency), there will be a 0.6% decrease in DEIC (students' confidence in the university's

commitment to DEI). For one unit increase in SSPDEI (Student Satisfaction with Pacific DEI social media), there will be a 65.2% increase in DEIC. For one unit increase in USEPSM (how student's utilize Pacific social media), there will be a 14.7% decrease in DEIC. For one unit increase in SMUADV (social media usage for advocacy of DEI related events and topics), there will be a 16.3% decrease in DEIC.

Table 7

Linear Regression Analysis SMU: Coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.800	.212		13.190	.000
	GSMF	-.006	.052	-.008	-.117	.907
	SSPDEI	.652	.094	.646	6.912	.000
	USEPSM	-.147	.076	-.184	-1.930	.055
	SMUADV	-.163	.041	-.272	-4.011	.000
a. Dependent Variable: DEIC						

A linear regression analysis was also conducted to determine the strongest predictors amongst the independent variables of ICC and SE toward the students' attitudes towards university DEI efforts and actions. In this analysis, the dependent variable is DEIC, the overall commitment to DEI by the university. The independent variables included ICC and SE. In this case, the researcher wanted to determine the predictive strength of ICC and SE.

Table 8 is showing the model summary from the Linear Regression Analysis. The Adjusted R Square is 0.95. Thus, 95% of variances can be explained by SE and ICC. This is a strong result, as ideally, 100% is desired.

Table 8

Linear Regression Analysis SE, ICC: Model Summary

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.320[a]	.103	.095	.70350	.103	14.397	2	252	.000

a. Predictors: (Constant), SE, ICC

Table 9 is showing the ANOVA summary from the Linear Regression Analysis for ICC and SE.

Taking a look at the Sig. column, the value is 0.000. If Sig. is smaller than 0.05, then the relationship is significant. Thus, this model can be used to significantly predict changes in DEIC.

Table 9

Linear Regression Analysis SE, ICC: ANOVA Summary

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.250	2	7.125	14.397	.000[b]
	Residual	124.717	252	.495		
	Total	138.967	254			

a. Dependent Variable: DEIC

b. Predictors: (Constant), SE, ICC

Table 10 is showing the Coefficients summary form the Linear Regression Analysis for ICC and SE. Taking a look at B, for one unit increase in ICC (Intercultural Communication Competency of the students), there will be a 17.6% increase in DEIC (students' confidence in the university's commitment to DEI). For one unit increase in SE (Self-esteem of the students), there will be a 23.4% increase in DEIC.

Table 10

Linear Regression Analysis SE, ICC: Coefficients Summary

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.327	.328		7.091	.000
	ICC	.176	.079	.140	2.228	.027
	SE	.234	.059	.248	3.951	.000

a. Dependent Variable: DEIC

CHAPTER 5: DISCUSSION

Implications of the Study

There is definitely a collection of important takeaways from this study and some interesting associations that the data may point to. In order to understand the results of this study, the hypotheses proposed in this study must first be considered regarding the results of the data collected. Whether these hypotheses were supported and analyzing a reasoning behind their support will be addressed. The new scales created for this study need to be considered, and finally, some implications regarding the model introduced by the results of this study should be addressed.

The first important takeaway is the scale reliability for the newly created and customized scales used in this study. The research was able to produce strong Cronbach's Alpha reports on the scales including DEIC (0.94), DEIEV (0.71), and DEISF (0.80). These three new scales provide researchers a whole new set of devices to quantify attitudes associated with DEI climate. Taken together, they provide a set of measures that can be used to gain understandings into campus DEI climate and students' attitudes. The research was also able to produce strong Cronbach's Alpha reports on the scales including GSMF (0.84), SSPDEI (0.90), USEPSM (0.87), and SMUADV (0.89). These four new scales provide researchers a whole new set of devices to quantify general and university-specific social media usage associated with DEI climate. Taken together, they provide a set of measures that can be used to gain understandings into campus DEI climate and the effects of social media usage by students.

The results are intriguing as these variables are key in understanding how students feel and view the actions and efforts of the university in an effort to create a campus climate that is

diverse, equitable, and inclusive. Taking the University of the Pacific as a specific example, the

institution is striving to be a national leader of DEI in higher education. The institution also holds

them self highly and brands themselves on offering a student-centered education and

environment. Thus, taking a closer look at the students' viewpoints of and attitudes toward the

current efforts and actions of the university and the planned efforts and action plans in this

pursuit of diversity, equity, and inclusion is the evident force behind this study. Understanding

the students' viewpoints and attitudes, providing a space for the students to share these insights,

is all in efforts to maintain commitment to this student-centered mission, vision, and goals. If we

are to move forward with this commitment to both DEI and student-centeredness, then students

are the population of interest and, within this research, they are.

The variables of ICC (intercultural communication, SE (self-esteem), and SMU (social

media usage) were selected after careful review of past completed research and published

literature and were found to be three of the more prominent catalysts that drive student attitudes

and beliefs in the realm of higher education. Thus, they have been applied as independent

variables upon the dependent variable of students' attitudes towards DEI efforts an actions by a

university to assess and provide important insights into how they can be amplified or de-

amplified, changed or unchanged, implemented or considered to be implemented, to grow closer

to this creation of a campus climate centered around DEI. In addition, the scales may provide

resources to better understand the prominence and strength of a student's intercultural

communication competence levels, self-esteem levels, and social media usage in improving the

action plans of higher education institutions to becoming a "model institution" of DEI.

The results indicate that self-esteem (SE) ($r= 0.30$) and students' satisfaction with the

university's DEI-related social media campaigns and content (SSPDEI) ($r= 0.38$) provides the

greatest influence on the students' attitudes towards the university's commitment to DEI. Although intercultural communication competence (ICC) (r= 0.20) and how students use university-affiliated social media (USEPSM) (r= 0.21) offer levels of influence on the students' attitudes towards the university's commitment to DEI, they lag behind the levels shown by SE and SSPDEI.

The results indicate that the students' satisfaction with the university's DEI-related social media campaigns and content (SSPDEI) (r= 0.35) provides the greatest influence on the students' feelings of and towards diversity, equity, and inclusion on the campus (DEISF). Although ICC (r= 0.20), SE (r= 0.20), and USEPSM (r= 0.19) offer levels of influence on the DEISF, they lag behind the level shown by SSPDEI.

The results also indicate that the student's satisfaction with the university's DEI-related social media campaigns and content (SSPDEI) (r= 0.28) and self-esteem (SE) (r= 0.23) provides the greatest influence on evidence-based DEI (DEIEV), which includes the student's feelings and beliefs about the university's commitment to non-discrimination and respect of each student's individual qualities and demographics. Although ICC (r= 0.19) and USEPSM (0.16) offer levels of influence on DEIEV, they lag behind the level shown by SSPDEI and SE.

If what is shown by the research is the case, then there needs to be a dialogue regarding the gravity that falls upon the inclusion of diverse content and an implementation of a strategy that is centered on promoting these concepts of diversity, equity and inclusion via the university social media pages, as student satisfaction with the implementation of or lack of DEI themes holds the greatest influence on the students' attitudes towards the DEI efforts and actions of the university in creating a diverse, equitable and inclusive campus climate. For example, this can be done by assessing whether the images posted to the university website and social media

authentically reflect the levels of diversity at the campus; evaluating the social media and website photos to see if they perpetuate stereotypes; encouraging students to tell their personal stories in their own authentic way; recognizing the university's role in this effort to promote DEI via social media; prioritizing representation and amplifying diverse voices on the university accounts; showing, instead of telling, where the university stands on matters of DEI and what the action plans are to follow, highlighting the actions of leaders, administrators, faculty, staff, students, and alumni, as they fit into this social media DEI narrative; and focusing on how the university brings the principles of DEI to all of the work that is being done and not just on social media platforms. It should also be noted that because the data shows that there is value in focusing on students' self-esteem levels and their satisfaction with university-related DEI content and strategy, moving forward with a strategic marketing plan that highlights DEI and providing resources, materials, organizations, and events that may boost a student's level of self-esteem may yield the most impact. Looking to other facets of higher education, it may be intriguing to isolate these two variables in a separate study to better understand how they may impact other processes such as admissions and enrollment, student retention, yield rates, and student success. The new scales should also be key tools for researchers separately as well. Each of the scales provides a new way to measure the DEI-related variables within higher education and this is vital as our institutions of higher education continue to diversify and the processes of admission, enrollment, student retention, and student success become impacted by such diversity and globalization. Deciding to take one of the new scales created from this study and apply it to research that exists may yield important findings through the ability to quantify these behaviors. Collecting these findings, there are also other findings from this study that should be considered significant.

The linear regression analysis models that were reported in this study may also present effective methods to better understand, centralize, and improve student attitudes towards the DEI efforts and actions being implemented by the university and the university's commitment to DEI. The results are stimulating because they lead to a discussion regarding the future of higher education and the quest to provide a campus climate that is diverse, equitable, and inclusive in the most authentic of manners. Taking the findings from the model summaries, it is clear that both the variables of self-esteem and intercultural communication have a very strong impact on any variances that are seen in the students' attitudes toward the university's commitment to DEI. Thus, it will be of value to provide opportunities for students to increase their overall intercultural communication competency levels and levels of self-esteem. This is already being done through courses, trainings, programs, and events on the topics of intercultural communication and cultural intelligence and awareness, as well as resources and opportunities that can bolster a student's overall levels of self-esteem, whether they may be career-related, school-related, or spiritually-related. It then proves important to continue teaching these courses and providing these trainings, programs, and opportunities on the college campus. The coefficients model supports this finding further as we learn from the data and analysis that increases in both ICC and SE account for a good percentage of the increase in the students' attitudes towards the overall commitment of the university to DEI (DEIC). For just a unit increase in either ICC and SE, there is already above a 15% increase in DEIC. The students' use of social media may provide enough positive effect on the student's attitudes towards the university's efforts and actions related to DEI, however, the focus should then be placed on student satisfaction with the overall strategy and implementation. The linear regression analysis ANOVA model also provides further support that the variables of social media usage,

intercultural communication competence, and self-esteem are significant in moving forward the work in creating a campus climate centered on DEI. Both models indicate that a conversation regarding the role of student satisfaction with the university's social media is on the right track, as levels of high satisfaction were found, clueing in strategic managers and marketing/communication staff to continue this strategy, which can only be improved upon, such as by furthering this focus on the student satisfaction and audience. The strategy, the content, the accounts created may be sufficient for this current population, however, these facets must also continue to grow as the diversity and globalization of the student population continues to grow. Now, taking a look at the variable of social media usage models, this provides rather interesting findings. For one unit increase in GSMF (General Social Media Usage Frequency), there will be a 0.6% decrease in DEIC (students' confidence in the university's commitment to DEI). This relationship translates that the more frequently students utilize various social media platforms, going beyond the university accounts, and moving into the wide atmosphere of online content, then their confidence in the university's commitment to DEI decreases slightly. This may be due to exposure to other accounts that touch on these topics in an even more authentic, powerful, and moving manner. This can also be viewed as a motive for the university to continually assess neighboring and competing institutions DEI content, as well as keep up to date on the current events related to DEI that impact the institution and its members. It is also seen that for one unit increase in SSPDEI (Student Satisfaction with Pacific DEI social media), there will be a 65.2% increase in DEIC. This relationship is consistently made clear across each model of analysis and reliability checks. Lastly, for one unit increase in USEPSM (how students utilize Pacific social media), there will be a 14.7% decrease in DEIC and for one unit increase in SMUADV (social media usage for advocacy of DEI related events and topics), there will be a 16.3% decrease in

DEIC. These relationships may point to the notion that how students utilize Pacific social media and the ways in which they increase their usage of social media for advocacy is uncontrollable by the university and is a separate entity from the university's commitment, mission, vision, and goals related to DEI. This topic indicates a needed conversation of bringing together the university, the students, the faculty and staff, and the alumni to achieve a solid, understood, and common vision for DEI for the future of the higher education institution.

Hypothesis 1 stated, "The student's intercultural communication competence will have a positive effect on the student's attitude toward DEI." This hypothesis is supported by the correlations. More concretely, DEIC was significantly positively correlated, a moderate correlation strength, with ICC ($r= 0.20$, $p < 0.01$). DEISF was significantly positively correlated, a moderate correlation strength, with ICC ($r= 0.20$, $p < 0.01$). DEIEV was significantly positively correlated, a moderate correlation strength, with ICC ($r= 0.19$, $p < 0.01$). Hypothesis 2 stated, "The student's level of self-esteem will have a positive effect on the student's attitude toward DEI." This hypothesis is supported by the correlations. More concretely, DEIC was significantly positively correlated, a moderate correlation strength, with SE ($r= 0.30$, $p < 0.01$). DEISF was significantly positively correlated, a moderate correlation strength, with SE ($r= 0.20$, $p < 0.01$). DEIEV was significantly positively correlated, a moderate correlation strength, with SE ($r= 0.23$, $p < 0.01$). Hypothesis 3 stated, "The student's level of social media usage will have a positive effect on the student's attitude toward DEI." This hypothesis is supported by the correlations. More concretely, DEIC was significantly positively correlated, a moderate correlation strength, with SSPDEI ($r= 0.38$, $p < 0.01$), and was also significantly positively correlated, a moderate correlation strength, with USEPSM ($r= 0.21$, $p<0.01$). DEISF was significantly positively correlated, a moderate correlation strength, with SSPDEI ($r= 0.35$, $p <$

0.01), and was also significantly positively correlated, a moderate to weak correlation strength, with USEPSM ($r = 0.12$, $p < 0.01$). DEIEV was significantly positively correlated, a moderate correlation strength, with SSPDEI ($r = 0.28$, $p < 0.01$), and was also significantly positively correlated, a moderate to weak correlation strength, with USEPSM ($r = 0.16$, $p < 0.05$). Therefore, all the hypotheses proposed in this study were supported by the data that was collected. The demographic data collected from the respondents was also analyzed for correlations with the dependent variable.

The study results indicate that there are significant correlations between whether a student has a disability and DEIC and DEISF (Table 11); whether a student was born in the United States and DEIC (Table 12); and between DEISF and gender, sex and DEIC and DEISF, and sexual orientation and DEIC and DEISF (Table 13). The results are important because there may be some who consider these demographic variables an important factor when measuring DEI.

Table 11
Correlations Between DEIC and DEISF and Disability

Correlations		DEIC	DEISF	DEIEV	15. Do you have a disability?
DEIC	Pearson Correlation	1	.673**	.686**	.213**
	Sig. (2–tailed)		.000	.000	.001
	N	280	277	280	255
DEISF	Pearson Correlation	.673**	1	.556**	.210**
	Sig. (2–tailed)	.000		.000	.001
	N	277	279	278	255
DEIEV	Pearson Correlation	.686**	.556**	1	.113
	Sig. (2–tailed)	.000	.000		.071
	N	280	278	281	256
15. Do you have a disability?	Pearson Correlation	.213**	.210**	.113	1
	Sig. (2–tailed)	.001	.001	.071	
	N	255	255	256	256

**. Correlation is significant at the 0.01 level (2–tailed).

Table 12
Correlations Between DEIC and International Origin of Student

Correlations		DEIC	DEISF	DEIEV	9. Were you born in the United States?
DEIC	Pearson Correlation	1	.673**	.686**	.125*
	Sig. (2–tailed)		.000	.000	.045
	N	280	277	280	256
DEISF	Pearson Correlation	.673**	1	.556**	.101
	Sig. (2–tailed)	.000		.000	.108
	N	277	279	278	256
DEIEV	Pearson Correlation	.686**	.556**	1	.096
	Sig. (2–tailed)	.000	.000		.126
	N	280	278	281	257
9. Were you born in the United States?	Pearson Correlation	.125*	.101	.096	1
	Sig. (2–tailed)	.045	.108	.126	
	N	256	256	257	257

**. Correlation is significant at the 0.01 level (2–tailed).

*. Correlation is significant at the 0.05 level (2–tailed).

Table 13

Correlations Between DEISF and Gender, Sex and DEIC and DEISF, and Sexual Orientation and DEIC and DEISF

Correlations

		DEIC	DEISF	DEIEV	5. What is your gender? – Selected Choice	6. If you are transgender/ gender non–conforming, please indicate which of the following best describe you. – Selected Choice	4. What is your current sex? – Selected Choice	7. What is your sexual orientation? – Selected Choice
DEIC	Pearson Correlation	1	.673**	.686**	−.113	−.015	−.136*	−.132*
	Sig. (2–tailed)		.000	.000	.069	.928	.029	.036
	N	280	277	280	258	37	258	254
DEISF	Pearson Correlation	.673**	1	.556**	−.183**	.021	−.137*	−.161*
	Sig. (2–tailed)	.000		.000	.003	.902	.028	.010
	N	277	279	278	258	37	258	254
DEIEV	Pearson Correlation	.686**	.556**	1	−.118	−.037	−.104	−.110
	Sig. (2–tailed)	.000	.000		.057	.829	.094	.080
	N	280	278	281	259	37	259	255
5. What is your gender? – Selected Choice	Pearson Correlation	−.113	−.183**	−.118	1	−.186	.884**	.353**
	Sig. (2–tailed)	.069	.003	.057		.271	.000	.000
	N	258	258	259	259	37	259	255
6. If you are transgender/ gender non–conforming, please indicate which of the following best describe you. – Selected Choice	Pearson Correlation	−.015	.021	−.037	−.186	1	.005	−.160
	Sig. (2–tailed)	.928	.902	.829	.271		.978	.343
	N	37	37	37	37	37	37	37
4. What is your current sex? – Selected Choice	Pearson Correlation	−.136*	−.137*	−.104	.884**	.005	1	.255**
	Sig. (2–tailed)	.029	.028	.094	.000	.978		.000
	N	258	258	259	259	37	259	255
7. What is your sexual orientation? – Selected Choice	Pearson Correlation	−.132*	−.161*	−.110	.353**	−.160	.255**	1
	Sig. (2–tailed)	.036	.010	.080	.000	.343	.000	
	N	254	254	255	255	37	255	255

**. Correlation is significant at the 0.01 level (2–tailed).

Limitations and Future Research

This study had some implementations that should be taken into consideration. The present COVID-19 pandemic and its implications for learning, taking students outside of the classroom, with requirements to attend courses and work from home, posed great difficulty in gathering participants for this study. Although the power of electronic mail has its strengths, it also posed a great issue in gaining the commitment, support, energies and interest of the students'. The researcher was not able to enter a physical classroom, present the introduction of the study to the students face-to-face, in efforts to establish familiarity, trust, and excitement. Data collection, survey distribution via email, began in January 2021 and persisted up until April

28, 2021. This task proved strenuous and very time-consuming as over 600 email and message inquiries were sent out to faculty and staff, students and their respective organizations, as well as administrators, deans, and associate deans of the university schools and colleges. Many of the inquiries were met with acceptance, however, due to unfamiliarity with myself, the sensitivity of the topic, as well as differing school schedules between the Sacramento, Stockton, and San Francisco campuses, data proved difficult to collect.

There are other types of future research that can follow this study. The scales that were developed for this study can all be used for further research. The development of the DEI scales (DEIC, DEISF, and DEIV) provides future researchers with tools to be utilized to quantify the attitudes exhibited by students related to DEI commitment, feelings of inclusion and value within the current DEI climate, and evidence-based DEI experiences amongst the higher education institution campus. The new scales also allows for the collection of data that may be used to explore the relationships between DEI and other facets of higher education such as admissions and enrollment and student retention and success. In addition, the scales can be utilized to focus on the student-centered mission, vision, and goals in combination with the other scales utilized in this study. The development of the four new SMU scales provide researchers a whole new set of devices to quantify general and university-specific social media usage associated with DEI climate. Taken together, they provide a set of measures that can be used to gain understandings into campus DEI climate and the effects of social media usage by students.

More research should be conducted to better understand the students' attitudes of individual and specific groups (specific in demographic categories). This study only scratches the surface of the effect of intercultural communication competence, social media usage, and self-esteem on a student's attitude toward the DEI actions and efforts implemented by the

university. Beyond the general population of the higher education institution, it will be key to also research how these independent and dependent variables play out when applied to specific groups within higher education, such as students from a specific racial/ethnic group, students with disabilities, veteran students, international students, and first-generation students to name a few. The results also indicate that more discussion may need to be had with first, those who are leading the social media initiatives for the university, being the marketing and communication team, individual social media managers of the schools, colleges, organizations, and departments, as well as those who may be leading the university social media realm in terms of visibility, followings, and popularity; those whose profiles and content will be viewed the most often and with the highest reach to the audiences. This may include the university president, student athletes and leaders, coaches, and other university administrators. The findings regarding social media usage are perhaps the topics that need the most further discussion and research moving forward. This would include further studying to find out why the general social media usage by the students lowers the students' confidence in the university's commitment to DEI. This relationship translates that the more frequently students utilize various social media platforms, going beyond the university accounts, and moving into the wide atmosphere of online content, then their confidence in the university's commitment to DEI decreases slightly. Further research then should also be held to identify what outside forces and platforms play a role in this relationship between student and university and researchers are encouraged to find the organizational accounts that are models for sending an authentic, powerful, and moving message so that institutions of higher education can follow suit. This can also be viewed as a motive for the university to continually assess neighboring and competing institutions DEI content, as well as keep up to date on the current events related to DEI that impact the institution and its

members. Lastly, research is encouraged to better understand the relationships between how students utilize their university's social media and their usage of social media for advocacy of DEI related events and topics in relation to the student's attitude towards the university's commitment to DEI. Focuses should be put on how students utilize university social media and the ways in which they increase their usage of social media for advocacy and whether or not these topics are truly the responsibility of the university as they look to increase student's confidence in their commitment to DEI.

Conclusion

This study sought to understand the effects and levels of impact that university students' intercultural communication competence, social media usage, and self-esteem have on the dependent variable: the students' attitudes towards diversity, equity, and inclusion (DEI) efforts implemented by institution of higher education. This study resulted in numerous highly significant findings. The university students' intercultural communication competency, self-esteem, and social media usage levels all were positively correlated to the students' attitudes towards diversity, equity, and inclusion (DEI) efforts implemented by institutions of higher education. The data indicated that each of these relationships was statistically significant. How students utilize university social media, they ways in which they use social media for advocacy, and general social media usage are negatively related to the students' attitudes towards the university's commitment to DEI, and these relationships are also significant. The relationships are worth mentioning because this study highlights the multifaceted nature of the variables included. The findings that each of the variables is associated with higher education and diversity, equity, and inclusion work in significant relationship confirms the gravity of each in higher education and DEI research. The distinction between the amount of effect that each has

suggests that there should be further research and emphasis on the variables that have the greatest effects, including intercultural communication competency, self-esteem, and student satisfaction with the university DEI-related content and messaging. This study suggests that each of the variables has value in its own right. It also indicates the different combinations of variables have the ability to impact student attitudes towards the DEI efforts and actions implemented by the institution of higher education.

Researchers must attempt to better understand the relationship between social media usage and students' attitudes towards the university's commitment to DEI. A deeper understanding will contribute to future research related to other facets of higher education and DEI work, such as admissions and enrollment, student retention, student success, and bridging opportunity gaps for underrepresented students in the system of higher education. Social media usage has been shown to have effects on students' attitudes that encourages researchers to attempt to find ways to quantify it and gain a better understanding of how it is related to other pieces of higher education.

This thesis can offer new insights into the research that encourages the consideration of a few key outlooks of the way higher education and DEI are understood, administered, and implemented. This study provides new scales for higher education and DEI research that permit future research into intercultural communication competence, self-esteem, social media usage, and DEI. Each of them proved to be reliable enough to be considered integral tools in higher education and DEI research. The model of social media usage that resulted from the data in the study indicates that there is a need to discuss the roles of how students utilize social media, the use of social media for advocacy by the students, and students' general social media usage frequency in higher education and DEI work. The idea of achieving a common ground around

the overall DEI commitment of the university community via social media, as well as the

continuation and improvement of intercultural communication and self-esteem education and

resources may need to be considered more fully. In addition, the individual groups that make up

the overall population of higher education may need to be provided closer research, especially as

our systems of higher education continue to diversify and globalize.

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APPENDIX A: LETTER OF CONSENT AND SURVEY TOOL

Institutions of Higher Education: Campus Diversity, Equity, and Inclusion Climate

Q1 *Institutions of Higher Education: Campus Diversity, Equity, and Inclusion Climate* You are invited to participate in the Institutions of Higher Education: Campus Diversity, Equity, and Inclusion (DEI) Climate Research Study, which will involve measuring college campus DEI, intercultural communication competency, levels of self-esteem, and social media usage. Your participation will involve the voluntary completion of this questionnaire, which will take approximately 15 minutes to complete. My name is Christian Cardona, and I am a graduate researcher at the University of the Pacific,Department of Communication. You were selected as a possible participant in this studybecause of your status as a current student at University of the Pacific (Stockton, Sacramento, and San Francisco campuses). The purpose of this survey is to assess university students' attitudes, behaviors and experiences regarding diversity, equity, and inclusion on their college campus. This survey is being administered to a wide range of students enrolled at the University of the Pacific. You should complete this questionnaire only once. If you are in an additional class or group asked to complete the questionnaire, do not complete the questionnaire a second time. Your responses will be completely anonymous, since there is no way to link the responses from completed questionnaires with any particular respondent. Your participation in this study will last 15 minutes. Please answer as openly as possible. It is anticipated that your participation in completing this survey will be an interesting experience that will contribute to understanding more about diversity issues and multiculturalism on college campuses. The content of some of the items on the questionnaire may raise your level of awareness of certain feelings; otherwise, there are no risks or benefits associated with your participation. You may choose to withdraw your participation at any time; however, the return of your completed questionnaire will be considered as your consent to participate in this survey. Once you have completed your survey, please return it as instructed. Thank you for taking the time to complete this questionnaire. If you have any questions, please feel free to contact the Research Coordinator Dr. Qingwen Dong, Professor of Communications and Chair of the Communications Graduate Program at the University of the Pacific, via email qdong@pacific.edu. If you have any questions about your rights as a participant in a researchproject please call the Institutional Review Board office at 209-946-3903 or email irb@pacific.edu. Any information that is obtained in connection with this study and that can be identified withyou will remain confidential and will be disclosed only with your permission. All surveys willbe assigned a numeric value for coding. This numeric value will ensure that your name orpersonal information does not appear anywhere in the data or results. The data obtained will bemaintained in a safe, locked location and will be destroyed after the study is

completed. Your participation is entirely voluntary and your decision whether or not to participate willinvolve no penalty or loss of benefits to which you are otherwise entitled. If you decide toparticipate, you are free to discontinue participation at any time without penalty or loss ofbenefits to which you are otherwise entitled. By completing and submitting this survey you indicate that you are at least 18 years of age andhave read and understand the information provided above, that you willingly agree toparticipate, that you may withdraw your consent at any time and discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled, that you willreceive a copy of this form, and that you are not waiving any legal claims, rights or remedies. Results of the study can be obtained via e-mail request at c_cardona3@u.pacific.edu.

End of Block: Default Question Block

Start of Block: Block 1

Q3 Section 2: College Campus Diversity, Equity, and InclusionDirections: The 20 statements below are comments frequently undertaken for inquiry by people with regard to Diversity, Equity, and Inclusion on college campuses. Please indicate how much you agree with these statements

by marking a choice representing your response to each statement using the following choices: Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree.

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1. My college/university is dedicated to their mission of diversity, equity, and inclusion. (1)	○	○	○	○	○
2. My college/university clarifies their valuation of diversity, equity, and inclusion in learning. (2)	○	○	○	○	○
3. My college/university clarifies their valuation of diversity, equity, and inclusion in curricular and co-curricular programming. (3)	○	○	○	○	○
4. My college/university clarifies their valuation of diversity, equity, and inclusion in the campus climate. (4)	○	○	○	○	○
5. My college/university is deeply committed to promoting and maintaining a civil community that facilitates opportunities for shared understanding and expression of individual and collective truths. (5)	○	○	○	○	○

6. I feel valued as an individual at my college/university. (6)	○	○	○	○	○
7. I feel discriminated against at my college/university on the basis of my race ancestry, and/or color. (7)	○	○	○	○	○
8. I have experienced a time when a coach or another college/university staff or faculty member or administrator made an insensitive or disparaging remark. (8)	○	○	○	○	○
9. My college/university does not discriminate on the basis of religion. (9)	○	○	○	○	○
10. My college/university is respectful of a persons sex/gender. (10)	○	○	○	○	○
11. My college/university adequately addresses issues on campus related to discrimination. (11)	○	○	○	○	○

12. I feel included at my college/university. (12)	○	○	○	○	○
13. I am not aware of the diversity, equity and inclusion committee on my college/university campus. (13)	○	○	○	○	○
14. This university/college has visible leadership from administrators to foster diversity, equity, and inclusion. (14)	○	○	○	○	○
15. I have considered leaving my college/university because I felt isolated or unwelcome. (15)	○	○	○	○	○
16. Faculty create an environment in the classroom that is conducive to free and open expression of opinions and beliefs. (16)	○	○	○	○	○
17. I am overall satisfied with the programs that exist to increase awareness of diversity and respect for diverse cultures. (17)	○	○	○	○	○

18. I feel that my college/university needs to create more opportunities for students to relate and interact with diverse persons on campus. (18)	○	○	○	○	○
19. I have opportunities at my college/university for academic success that are similar to those of my peers. (19)	○	○	○	○	○
20. I have found one or more communities or groups where I feel I belong at my college/university. (20)	○	○	○	○	○

End of Block: Block 1

Start of Block: Block 2

Q4 **Section 3: Report of Intercultural Communication**Directions: The 14 statements below are comments frequently made by people with regard to communication with people from other cultures. Please indicate how much you agree with these statements by marking a choice

representing your response to each statement using the following choices: Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree.

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1. Generally, I am comfortable interacting with a group of people from different cultures. (1)	○	○	○	○	○
2. I am tense and nervous while interacting with people from different cultures. (2)	○	○	○	○	○
3. I like to get involved in group discussion with others who are from different cultures. (3)	○	○	○	○	○
4. Engaging in a group discussion with people from different cultures makes me nervous. (4)	○	○	○	○	○
5. I am calm and relaxed with interacting with a group of people who are from different cultures. (5)	○	○	○	○	○
6. While participating in a conversation with a person from a different culture, I get nervous. (6)	○	○	○	○	○

7. I have no fear of speaking up in a conversation with a person from a different culture. (7)

○ ○ ○ ○ ○

8. Ordinarily I am very tense and nervous in a conversation with person from a different culture. (8)

○ ○ ○ ○ ○

9. Ordinarily I am very calm and relaxed in conversations with a person from a different culture. (9)

○ ○ ○ ○ ○

10. While conversing with a person from a different culture, I feel very relaxed. (10)

○ ○ ○ ○ ○

11. I am afraid to speak up in conversations with a person from a different culture. (11)

○ ○ ○ ○ ○

12. I face the prospect of interacting with people from different cultures with confidence. (12)

○ ○ ○ ○ ○

13. My thoughts become confused and jumbled when interacting with people from different cultures. (13)	○	○	○	○	○
14. Communicating with people from different cultures makes me feel uncomfortable. (14)	○	○	○	○	○

End of Block: Block 2

Start of Block: Block 3

Q5 **Section 4: A Report on Self Esteem**Directions: The 10 statements below are a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement by marking a choice representing your response to each

statement using the following choices: Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree.

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1. On the whole, I am satisfied with myself. (1)	○	○	○	○	○
2. At times I think I am no good at all. (2)	○	○	○	○	○
3. I feel that I have a number of good qualities. (3)	○	○	○	○	○
4. I am able to do things as well as most other people. (4)	○	○	○	○	○
5. I feel I do not have much to be proud of. (5)	○	○	○	○	○
6. I certainly feel useless at times. (6)	○	○	○	○	○
7. I feel that I'm a person of worth, at least on an equal plane with others. (7)	○	○	○	○	○
8. I wish I could have more respect for myself. (8)	○	○	○	○	○
9. I take a positive attitude toward myself. (9)	○	○	○	○	○

| 10. All in all, I am inclined to feel that I am a failure. (10) | ○ | ○ | ○ | ○ | ○ |

Q6 **Section 5 PART A: Report on Social Media Usage**Social media is ever more present in our lives. We are interested in gathering information on your use of social media and how we might better match that usage with our educational objectives and your learning experiences. Directions: The 40 statements below are a list of statements dealing with your social media usage. Please indicate how strongly you agree or disagree with each statement by marking a

choice representing your response to each statement using the following choices: Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree.

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1. I use social media frequently. (1)	○	○	○	○	○
2. I believe the information I gather from social media is valid. (2)	○	○	○	○	○
3. I check my phone regularly for social media updates, messages, and alerts. (3)	○	○	○	○	○
4. I enjoy using Twitter. (4)	○	○	○	○	○
5. I use Twitter often. (5)	○	○	○	○	○
6. I find Twitter to be informative. (6)	○	○	○	○	○
7. I enjoy using Instagram. (7)	○	○	○	○	○
8. I use Instagram often. (8)	○	○	○	○	○
9. I find Instagram to be informative. (9)	○	○	○	○	○

10. I enjoy using Facebook. (10)	○	○	○	○	○
11. I use Facebook often. (11)	○	○	○	○	○
12. I find Facebook to be informative. (12)	○	○	○	○	○
13. I enjoy using LinkedIn. (13)	○	○	○	○	○
14. I use LinkedIn often. (14)	○	○	○	○	○
15. I find LinkedIn to be informative. (15)	○	○	○	○	○
16. I enjoy using TikTok. (16)	○	○	○	○	○
17. I use TikTok often. (17)	○	○	○	○	○
18. I find TikTok to be informative. (18)	○	○	○	○	○
19. I utilize the messaging capabilities on the social media platforms frequently. (19)	○	○	○	○	○

20. I use social media to advocate for diversity, equity, and inclusion related causes. (20)	○	○	○	○	○
21. I spread awareness of current events through social media. (21)	○	○	○	○	○
22. I like using social media a lot. (22)	○	○	○	○	○

Q26 What are the social media applications you use? (please select all that apply)

☐ Instagram (1)

☐ LinkedIn (2)

☐ Facebook (3)

☐ TikTok (4)

☐ Twitter (5)

☐ Pinterest (6)

☐ Snapchat (7)

☐ Reddit (8)

Q27 Out of the social media applications you use, what are the top three applications you find yourself using on a daily basis? (please type in a 1 (most frequently used), 2, 3 (most frequently used but less so than the other two)).

_____ Instagram (1)
_____ LinkedIn (2)
_____ Facebook (3)
_____ TikTok (4)
_____ Twitter (5)
_____ Pinterest (6)
_____ Snapchat (7)
_____ Reddit (8)

Q7 **PART B: Report on Social Media Usage Related to Your College/University**

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
23. I am a follower of my college/university affiliated social media accounts (i.e. Instagram, Facebook, Twitter). (1)	○	○	○	○	○
24. I am aware of events related to diversity, equity, and inclusion through my college/university social media affiliated accounts. (2)	○	○	○	○	○
25. I feel free to engage in conversation on the social media sites belonging to my college/university. (3)	○	○	○	○	○
26. My college's or university's social media gets me excited to engage in events and programming pertaining to diversity, equity, and inclusion. (4)	○	○	○	○	○
27. My college/university posts many student testimonials and stories on their social media platforms. (5)	○	○	○	○	○

28. I feel that my college/university posts content that is diverse in topic. (6)

○   ○   ○   ○   ○

29. I feel that my college/university's posts are inclusive and equitable to many populations. (7)

○   ○   ○   ○   ○

30. I use social media to collaborate with other students from my college/university. (8)

○   ○   ○   ○   ○

31. I use social media to stay connected with student organizations and clubs at my college/university. (9)

○   ○   ○   ○   ○

32. I often reference my college/university social media accounts to do research for school assignments. (10)

○   ○   ○   ○   ○

33. When my university/college posts a link to a PDF or academic journal article, book chapter, or eBook, I enjoy utilizing the link and reading to learn more. (11)

○   ○   ○   ○   ○

34. I use my college/university social media for updates on the news or current affairs. (12)

○ ○ ○ ○ ○

35. I use my college/university social media sites for educational purposes (13)

○ ○ ○ ○ ○

36. I learn new things about other cultures via my college/university affiliated social media. (14)

○ ○ ○ ○ ○

37. Engaging with my university/college via social media has helped me socially. (15)

○ ○ ○ ○ ○

38. I have formed social connections with other students via the college/university social media. (16)

○ ○ ○ ○ ○

39. I notice that a lot of content via the college/university affiliated social media is related to diversity, equity, and inclusion. (17)

○ ○ ○ ○ ○

40. I am interested in seeing more content related to diversity, equity, and inclusion on my college/university affiliated social media pages. (18)

○ ○ ○ ○ ○

Q28 Do you follow your college/university Diversity, Equity, and Inclusion related social media pages?

○ Yes (1)

○ No (2)

End of Block: Block 4

Start of Block: Block 5

Q8 **Section 6: About You**Almost done! Please provide some additional information about yourself. This information will be very helpful to this survey. Please check only one in the following questions where a choice is to be made and complete the fill-in-the-blank type questions according to the requested information. THANK YOU!

Q31 1. What is the name of the campus that you attend? (i.e. University of the Pacific Stockton Campus, Sacramento Campus, or San Francisco Campus)

_____

Q9 2. What is your current class ranking?

○ First-Year Community College (1)

○ Second-Year Community College (2)

○ Freshman (3)

○ Sophomore (4)

○ Junior (5)

○ Senior (6)

○ Graduate Student (7)

○ Professional/Doctorate Student (8)

Q10 3.   What is your current age (in years)?

_____

Q11 4. What is your current sex?

○ Male (1)

○ Female (2)

○ Declined to State (3)

○ Preferred Response Not Listed (please specify below) (4)

_____

Q12 5. What is your gender?

○ Man (1)

○ Woman (2)

○ Transgender/Gender Non-Conforming (3)

○ Declined to State (4)

○ Preferred response not listed (please specify below) (5)

_____

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Q13 6. If you are transgender/ gender non-conforming, please indicate which of the following best describe you.

○ Transgender Man (1)

○ Transgender Woman (2)

○ Gender non-conforming (3)

○ Genderqueer (4)

○ Declined to state (5)

○ Preferred response not listed (please specify below) (6)

_____

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Q14 7. What is your sexual orientation?

○ Heterosexual (1)

○ Bisexual (2)

○ Gay/Lesbian (3)

○ Queer (4)

○ Questioning (5)

○ Asexual (6)

○ Declined to State (7)

○ Preferred response not listed (please specify below) (8)

_____

Q15 8. Please indicate the racial or ethnic groups with which you identify. (please select all that apply)

☐ African American/Black (1)

☐ Asian American/Asian (2)

☐ Hispanic/Latino/a (3)

☐ Middle Eastern/North African (4)

☐ Native American/Alaskan Native (5)

☐ Native Hawaiian/Other Pacific Islander (6)

☐ White (7)

☐ Other (Please specify) (8)

_____

Q16 9. Were you born in the United States?

○ Yes (1)

○ No (2)

Q17 10.   If yes, what is the state in which you reside? (i.e. CA)

_____

Q30 11. If yes, what is the city in which you reside? (i.e. San Francisco)

_____

Q18 12. If no, in which country were your born?

_____

Q19 13. Please indicate your generation status.

○ All of my grandparents and both of my parents were born in the United States (1)

○ Both of my parents were born in the United States (2)

○ One of my parents was born in the United States (3)

○ Neither of my parents were born in the United States (4)

Q20 14.   What is your religion?

_____

Q21 15. Do you have a disability?

○ Yes, I have a disability. (1)

○ No, I do not have a disability. (2)

Q22 16. Have you ever served in the U.S. Armed Forces, Military Reserves, or National Guard?

○ I am currently serving. (1)

○ I am no longer serving. (2)

○ I have never served. (3)

- -

Q23 17. Which of the following best describes the educational experience of your parents/guardians?

○ Neither parent/guardian attended college (1)

○ Neither parent/guardian has a four-year degree but one or both attended college (2)

○ One or both parents/guardians have a four-year degree (3)

End of Block: Block 5