Digital Diversity: Broadening Virtual Equity and Inclusion With Online Content

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Objectives

• Define diversity, inclusion, and underrepresented minority
• Understand importance of diversity
• Identify UC Davis doctrines of diversity

• Review data collection methods to develop assessments of diverse populations
• Apply digital diversity with assessments
• Next steps in supporting diverse populations
PROGRAMS

- Increased traffic for undergraduate majors
- Centralized applicant information

GRADUATE STUDIES

- Personalize user experience
- Segmentation and targeting of diverse applicants
- Partners with UCB, UCLA, USF

PROGRAMS

- October 1, 2018
- 80% of programs on Cascade
- Template design - June 2018
- Pilot group workshops

Applicant  Student  Alumni
SiteFarm Migration Series

- Content assessment
- Targeting underrepresented minority and diverse populations
- Integrating social media
- SiteFarm 101 training
- Building inquiry forms
- Workgroup collaboration
- Prioritizing home pages

Digital Engagement Workshops

- Improving digital reach through student mobilization
- Digital diversity: Broadening equity and inclusion online
- Strategic engagement: Matching program purpose with target audience journeys
- Creating content for yearly activity calendar
- Implementing skillsets in personal branding to elevate thought leadership
Digital Diversity

**Digital Marketing** captures the behaviors and needs of online users to build a trusted relationship that persuades audiences to take action with services and promote the brand of an organization.

**Diversity** is about valuing and promoting unique characteristics, personal experiences, and worldviews that arise from differences of culture, groups, and individuals. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, citizenship status, gender identity, socioeconomic status, and geographic region, and more.

**Inclusion** is about empowering and leveraging diversity by enabling individuals to contribute to their fullest potential through individual development, retention, and pluralistic work processes.
Digital Diversity

How can we empower all users to engage and belong, utilize services that provide equal opportunities for support, and include us with their lifelong journeys?
Minority

• Sociologist Louis Wirth defined a minority group as “a group of people who, because of their physical or cultural characteristics, are singled out from the others in the society in which they live for differential and unequal treatment, and who therefore regard themselves as objects of collective discrimination.

• A subordinate group whose members have significantly less control or power over their lives than members of a dominant or majority group

• A group that experiences a narrowing of opportunities (success, education, wealth, etc.) that is disproportionately low compared to their numbers in the society

American Disabilities Act

• The ADA defines a person with a disability as a person who has a physical or mental impairment that substantially limits one or more major life activity.

• This includes people who have a record of such an impairment, even if they do not currently have a disability. It also includes individuals who do not have a disability but are regarded as having a disability. The ADA also makes it unlawful to discriminate against a person based on that person’s association with a person with a disability.

• Largest minority population in the US reaching 57 million people.
Underrepresented Minority (URM)

**UC Davis**
- Refers to groups who have been denied access and/or suffered past institutional discrimination. This is revealed by an imbalance in the representation of different groups in common pursuits such as education, jobs and housing, resulting in marginalization for some groups and individuals and not for others, relative to the number of individuals who are members of the population involved. Other groups in the United States that have been marginalized and are currently underrepresented may include but are not limited to other ethnicities, adult learners, veterans, people with disabilities, lesbian, gay, bisexual and transgender individuals, different religious groups and different economic backgrounds. [https://diversity.ucdavis.edu/about/glossary](https://diversity.ucdavis.edu/about/glossary)

**NIH**
- The Institutional Training Grant Funding Opportunity Announcements call for a "Recruitment Plan to Enhance Diversity" and specifies groups underrepresented in the biomedical sciences to include:
  - Individuals from racial and ethnic groups that have been shown by the National Science Foundation to be underrepresented in health-related sciences on a national basis (see data at [http://www.nsf.gov/statistics/showpub.cfm?TopID=2&SubID=27](http://www.nsf.gov/statistics/showpub.cfm?TopID=2&SubID=27) ) and the report Women, Minorities, and Persons with Disabilities in Science and Engineering ). The following racial and ethnic groups have been shown to be underrepresented in biomedical research: Blacks or African Americans, Hispanics or Latinos, American Indians or Alaska Natives, Native Hawaiians and other Pacific Islanders. In addition, it is recognized that underrepresentation can vary from setting to setting; individuals from racial or ethnic groups that can be demonstrated convincingly to be underrepresented by the grantee institution should be encouraged to participate in this program. For more information on racial and ethnic categories and definitions, see [NOT-OD-15-089](https://diversity.ucdavis.edu/about/glossary).
  - Individuals with disabilities, who are defined as those with a physical or mental impairment that substantially limits one or more major life activities, as described in the Americans with Disabilities Act of 1990, as amended .

**UC San Francisco**
- Working definition of an underrepresented minority (URM) is someone whose racial or ethnic makeup is from one of the following:
  - African American / Black
  - Asian: Filipino, Hmong*, or Vietnamese only
  - Hispanic / LatinX
  - Native American / Alaskan Native
  - Native Hawaiian / Other Pacific Islander
  - Two or more races, when one or more are from the preceding racial and ethnic categories in this list
  *Hmong is not an explicit option on the UC employment forms at this time.
Cultural Humility

- **Cultural awareness**
  - Recognize other people.

- **Cultural sensitivity**
  - Mindful of self.
  - Respect narratives of others.

- **Cultural competence**
  - Understand the baseline of diversity.
  - Checking the boxes of diversity.
  - Cultural proficiency - a higher level of competency but implies an endpoint.

- **Cultural humility**
  - A lifelong commitment to gathering information to improve the health and well-being of diverse populations.
  - Honor and celebrate narratives of the past, present, and future.
  - Advocate for societal, ethical, cultural and technological shifts.
Exploring Diversity

On topics of diversity, we are afraid to ask questions and get out of our comfort zone. Fear inhibits our ability to break through conscious and unconscious bias, develop trusted relationships, and advocate for inclusion.

Exploring diversity raises vulnerability.

Those who recognize the importance of inclusion, address bias with courage and lead through passion, practice, and persistence earn the title of an ally.

Be mindful of the process.

The process of being vulnerable; The process of taking action on our personal bias; And the process of self and others.

All of this promotes a culture of equity, equality, and inclusion and propels each of us to be champions of diversity.
Student Recruitment

- Positive impact on students sense of belonging
- Greater success in retention of employees & students
- Increases student commitment & retention
- Maximizes productivity
- Positive impact on job satisfaction

- Impacts brand reputation
- Makes recruitment easier
- Attracts new talent
- Drives Innovation
- Increases creativity
- Representative of community enhances relationship, e.g., trustworthiness, wider audience reach, and alumni participation
Four Doctrines

• UCOP Diversity Statement
  http://regents.universityofcalifornia.edu/governance/policies/4400.html

• Presidents post-doctoral fellowship

• UC Davis Principles of Community
  http://ppfp.ucop.edu/info/

• Prop 209: Commitment to diversity resolution

In 1996, California voters passed Proposition 209 which incorporated this language into article I, section 31 of the California Constitution.

“The state shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting.”

Exception:

“Nothing in this section shall be interpreted as prohibiting action which must be taken to establish or maintain eligibility for any federal program, where ineligibility would result in a loss of federal funds to the state.”
“Tools for transforming individuals into groups and groups into communities ... think more sociologically to create strategies to make this happen – for the sake of better health...”

Meredith Gould
# Models of Public Relations

Jim Grüning and Todd Hunt

<table>
<thead>
<tr>
<th></th>
<th>One-way communication</th>
<th>One-way communication</th>
<th>Two-way communication (imbalanced)</th>
<th>Two-way communication (balanced)</th>
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<tbody>
<tr>
<td>Persuasion, manipulation and influence of audience to act as the organization desires</td>
<td>Use of press releases and other one-way communication resources to distribute information. Organization or department acts as in-house journalist.</td>
<td>Persuasion, manipulation and influence to act as organization desires. Little to no research on target audience behavior and relationship to organization.</td>
<td>Communication to promote mutual understanding and respect or to negotiate with public or target audience. Greater research of target audience to increase relationship with organization.</td>
<td></td>
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<tr>
<td>Propaganda</td>
<td>Dissemination of information</td>
<td>Scientific persuasion</td>
<td>Mutual understanding</td>
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<td>monologic</td>
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<td>unbalanced monologic</td>
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Social Support

• Emotional support
  • Reduces imposter syndrome
  • Emanates belonging and purpose
  • Validates behaviors and feelings
  • Reduces anxiety and depression
  • Provides a roadmap of life
  • Combats disparities

• Informational support
  • Reference and a resource
  • Content based upon user needs
  • Pathway to resources
  • Readily accessible information
  • Simple and easy choices

Love & Survival, Dean Ornish, M.D.
Implicit Bias

- People
  - Networked individuals
  - Social groups shift over time
  - Generational biases
- Cause
  - Purpose over organization
- Content
  - Adult content, health information, politics, directions, email, food

Unconscious Bias

- Assumptions and stereotypes on the fly
- Part of our human nature
- Activated involuntarily by a trigger
- Affects our daily interactions and relationships with others
Assessment of 67 Graduate Programs

• URM’s
• Diverse communities
• User data:
  • Perspective students
  • Current students
• Successful recruitment visits
• Information accessibility

• Events focused
• Low perception of available mentors and social integration
• Higher cost; same yield
• Sporadic social media
• Repository of content and policy
• Difficult to connect audiences to faculty research and diverse backgrounds, including first generation
Prospective Graduate Student Questions

- Is this degree worth the cost?
- Will I have a faculty mentor? One that understands my challenges?
- What are the TOEFL scores and what if my English is poor?
- Will I find a job as a DACA student? Will I finish my degree?
- Am I good enough for this program?
- How can I benefit from this program?
- Can I live a balanced life? Relationship? Family?
- Will I be able to eat? What about housing? Mental health resources?
- Will I fit in or continue to be the ‘other’?
- Will my voice be heard?
“We are all skilled at naming the currents we swim against; it is much harder to notice the currents that propel us forward.”

Robin diAngelo

- How do we highlight our many programs and resources at UC Davis?
- What resources do our student populations require to be successful at applying and attending UC Davis?
- How do we identify the needs of our diverse student applications and current students?
- How can we collect data on the journeys of our students to identify their needs?
Deciphering the Journey

• CRM - Slate
  • Examine user behavior to track interactions and draw conclusions
  • Automate engagement and integrate systems

• Website and social media analytics
• Surveys
• Sociology and well-being of a target population
• Key informant interviews
• Personas
Three Perspective Graduate Student Personas

• Human Development
  • Graduate coordinator, three graduate students, IT website designer

• Key informant interviews with 3-5 graduate students
  • Potential, current, alumni

• Social demographics

• Journey mapping

• Destination and degree

• Disparities and hurdles
Human Development Workshop

- Demographics
  - Website users
    - Applicants, current students
  - Family and relationships
  - International status
  - Regions
  - Generations

- Destination/Degree
  - Master vs. PhD

- Disparities
  - Transportation
  - Childcare
  - Mentorships
  - Funding
Human Development Workshop

- **Persona 1: Domestic applicant**
  - Info for funding/TA
  - Identify % of students who receive positions
  - Course list
  - Faculty profiles that connect applicants

- **Persona 2: International applicant**
  - Funding constraints for international students
  - TOEFL scores and cultural integration
  - Building relationships with faculty, fellow students, partners
  - Managing isolation, loneliness, mental health, and the U.S. healthcare system

- **Persona 3: Current student**
  - Accurate course list
  - Stable funding
  - Balancing life, work, family, and collaboration with fellow students
  - Authentic diversity and cultural integration
Baseline conclusions

• Greater opportunities for engagement with potential faculty.
  • Emails, names, and photos
  • Labels like “First Generation”
  • Outcomes of research
• Impact international student confidence as they migrate across the world
• Current and accurate class list is a beacon of uncertainty and anxiety
• Social integration and authentic diversity
• Diverse narratives that demonstrate success among diverse populations influence acceptance to programs
Aldreen

International student

Studied in the United States during Undergraduate years on a student visa.

Not a U.S. citizen making external funding limited

Identified two STEM programs.

One program noted on their website that no funding is available for an international student unless they had a fellowship before applying. A call to the faculty advisor verified this.

One program available but funding is limited.

Concerns: Food scarcity, housing, social integration, support for international students during the current administration.

Resources: Narratives of successful students, prioritize content, opportunities for integration and leadership, food pantry and affordable housing before arriving
Max

First generation and identifies as LGBTQ+
Award-winning writer
Applied for a program with little diverse representation from faculty and social media.
Diversity statement includes diversity group with no activity since 2016
UC Davis offers modest funding while Stanford, Berkley, and MIT include financing and a climate of diversity.
Concerns: Social integration, mentorship from faculty that understands backgrounds and how to achieve a faculty position
Resources: Engagement with diverse graduate students, success stories of diverse students under mentors
Courtney

Applying for Public Health and Performance Students PhD

Research: Impacts of Brazilian culture on happiness, including music, dance, and cultural competencies.

No African-American representation in Public Health and one potential African-American faculty is retiring.

Concerns: Imposter syndrome, lack of mentors, diversity burnout, onboarding faculty, pre-qualifying exams

Resources: Confidence to apply, stories on surviving pre-qualifying exams and of the diverse student population in healthcare.
Conclusions

• Health outcomes
• Accessibility
• Inclusion
• Recruitment
• Business
Conclusions

• Data guides the conversation, actual use, and needs of our audiences.
• Personas give us guidance for developing resources and tools for accessibility
• Utilize multiple data points to reduce bias and clarify audience needs
• The lens of diversity allows a culture of inclusion
• Practice cultural humility
• Move from a repository of content to a reference and a resource
Education Yourself & Get Involved!

**Champion Diversity**

- Understand the four doctrines
- Provide detail for First Generation students
- Be a champion for change
- Encourage students to consider advanced studies
- Apply culturally sensitive pedagogy

**Education**

- Embrace cultural humility
- Learn more about diversity, AB 540, undocumented students, LGBTQIA issues.
- Familiarize yourself with campus diversity efforts
- Passion, practice, and persistence; become a diversity Ally and support diverse populations
- Learn about culturally sensitive pedagogy
Resources

• Grad Studies Diversity
  https://grad.ucdavis.edu/current-students/diversity

• Center for Educational Excellence, CEE, http://cee.ucdavis.edu/

• Women’s Center, http://wrrc.ucdavis.edu/calendar.html

• Culturally relevant pedagogy,

• UC Davis’ Principles of Community online course,
  http://occr.ucdavis.edu/poc/living_poc_online_course.html

• AB 540 and Undocumented Student Center – Student Community Center http://undocumented.ucdavis.edu/

• LGBTQIA center, http://lgbtqia.ucdavis.edu/

• International Students & Scholars http://sis.s.ucdavis.edu/
Suggested Reading

• *Pivotal Moments*  
Roberta Espinoza

• *The Social Determinants of Mental Health*  
Michael T Compton and Ruth S. Shim

• *Everyday Bias*  
Howard J Ross

• *Courageous Conversations About Race*  
Glenn E Singleton and Curtis Linton

• *The Networked Nonprofit*  
Allison Fine and Beth Kanter

• *Social Media in Clinical Practice*  
Bertalan Meskó

• *Networked: The New Social Operating System*  
Barry Wellman and Lee Rainie

• *Health Care Disparities and the LGBT Population*  
Vickie L. Harvey and Teresa Heinz Housel
Questions?
References

- Aase, L. (2012). *Seven Thoughts on Social Media Strategy in Mayo Clinic Center for Social Media, Bringing the Social Media Revolution to Health Care* (15-16). Mayo Foundation for Medical Education and Research.


