Designing Content For Diverse Audiences

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Grad Studies

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Objectives

• Review Digital Diversity
• Connect communications to cultural humility
• Identify questions of online audiences

• Develop framework around creating personas
• Build a simple persona based upon known data
• Identify next steps for program specific personas
UC DAVIDS

GRADUATE STUDIES

PROGRAMES

slate

• Increased traffic for undergraduate majors
• Centralized applicant information

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

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

Applicant  Student  Alumni
**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?
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.
“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
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.
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?
• 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?

“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
4 Dimensions of Personas

• Demographics
  • Who are your audiences?
  • E.g. gender, age, region

• Destinations
  • Where are they going after UC Davis?
  • E.g. industry, faculty positions, patient care

• Degrees
  • What are aspects related to your degrees?
  • E.g. M.A. students vs. Ph.D.

• Disparities
  • What are the hurdles related to your audience?
  • E.g. funding, housing, healthcare, costs associated with international student, family and partners
Journey Mapping

• How do people find information on your program?

• What happens during the application period for accepted students, potential students, students not accepted, support systems, and influencers?

• What is their experience like during their time at UC Davis?

• What happens when they leave?
Develop Personas

- Start with three personas
  - Domestic applicant
  - International applicant
  - Current student

- Dive into the fundamental needs beyond simple resources.
  - E.g. students need a reliable course list.
    - This shows what they will be learning for the next 2-5 years.
    - This list is a point of uncertainty among all the uncertainty that comes with being a graduate student.
    - An updated course schedule will lower student anxiety and demonstrates our ability to understand what impacts the well-being of students.

- Find the commonalities among all students.
Examples of Personas

• **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
Cyclical Evergreen Content

- Identify resources acquired during the year.
  - What do people look for in Fall, Winter, Spring, and Summer?
  - How can we meet their needs based upon the 4-D’s and Journey Mapping?
Create baseline conclusions that impact all students.

• 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
Advanced Personas

• Use photos and names for 5-7 student personas
• Create back stories
• Address concerns
• Develop multiple strategies to improve engagement
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.