Spring 2018

Studying Abroad: A Travel Campaign

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Studying Abroad: A Travel Campaign

An Honors College Project Presented to
the Faculty of the Undergraduate
College of Arts and Letters
James Madison University

by Flora Catriona Nottonson Lindsay
May 2018

Accepted by the faculty of the School of Media Arts & Design, James Madison University, in partial fulfillment of the requirements for the Honors College.

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PUBLIC PRESENTATION

This work is accepted for presentation, in part or in full, at the Honors Symposium on April 18, 2018.
In dedication to my parents, Marci and James, for instilling in me the love of travel, and for sending me abroad twice to two of the most beautiful cities, Salamanca and London. My life is richer in many ways thanks to them.
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of Figures</td>
<td>4</td>
</tr>
<tr>
<td>Acknowledgments</td>
<td>5</td>
</tr>
<tr>
<td>Abstract</td>
<td>6</td>
</tr>
<tr>
<td>Literature Review</td>
<td>7</td>
</tr>
<tr>
<td>The Client</td>
<td>17</td>
</tr>
<tr>
<td>SWOT</td>
<td>20</td>
</tr>
<tr>
<td>Creative Strategy Statement</td>
<td>22</td>
</tr>
<tr>
<td>Deliverables</td>
<td>28</td>
</tr>
<tr>
<td>References</td>
<td>40</td>
</tr>
</tbody>
</table>
## List of Figures

<table>
<thead>
<tr>
<th>Figures</th>
<th>Image Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Postcard 1</td>
<td>27</td>
</tr>
<tr>
<td>2</td>
<td>Postcard 2</td>
<td>28</td>
</tr>
<tr>
<td>3</td>
<td>Postcard 3</td>
<td>29</td>
</tr>
<tr>
<td>4</td>
<td>Postcard 4</td>
<td>30</td>
</tr>
<tr>
<td>5</td>
<td>Postcard 5</td>
<td>31</td>
</tr>
<tr>
<td>6</td>
<td>Postcard Back</td>
<td>32</td>
</tr>
<tr>
<td>7</td>
<td>Flier side 1</td>
<td>33</td>
</tr>
<tr>
<td>8</td>
<td>Flier side 2</td>
<td>34</td>
</tr>
<tr>
<td>9</td>
<td>Web banner</td>
<td>35</td>
</tr>
<tr>
<td>10</td>
<td>T-shirt</td>
<td>36</td>
</tr>
<tr>
<td>11</td>
<td>Stickers</td>
<td>37</td>
</tr>
<tr>
<td>12</td>
<td>Video Key Frame</td>
<td>38</td>
</tr>
</tbody>
</table>
Acknowledgements

I would like to pay special thanks and appreciation to the people below who made my research successful and assisted me throughout the last year:

My advisor, Dr. Holman for her vital support and assistance. She encouraged me to see this project through, assisted me throughout my research and kept me focused on my goal.

My reader, Dr. Mitchell for her expertise and support surrounding the creative endeavors of this project. She provided vital feedback to complete my deliverables to the best of my abilities.

My reader and client, Dr. Wang for his help with research and providing me with the goal of the campaign. His encouragement to study abroad in Salamanca, Spain made this whole project possible.
Abstract

This project displays the steps taken in order to create a successful marketing campaign for the Center for Global Engagement at James Madison University. It explores the history of studying abroad, its perceived benefits, concerns, and existing marketing strategies. The client is studied in depth in order to create a SWOT analysis of its current state. From this research a creative strategy statement is created to better understand the target audience, competition and strategies for the campaign. The campaign idea then comes to life in the deliverables to be used by the client for marketing efforts.
Literature Review

The onset of globalization made travel easier, intercultural communication an essential area of study and the desire to be a global citizen intensify. Varying ways exist for the latter to occur at different stages in life. Young adults, ages 18-23, belong to an essential age group as they have sufficient life experience to appreciate what it means to be a global citizen and they are just shy of completing brain development. This age group makeup undergraduate populations at higher education institutions where study abroad programs are offered. The topic of study abroad has a complex history in the United States, addressing both support for and concerns about study abroad programs, including impact, benefits, influences, participation issues and effectiveness.

Each of these areas are essential to recognize before addressing how study abroad programs are marketed and advertised to students attending higher education institutions. In order to fully understand study abroad and its marketing so that it may be applied to the marketing of James Madison University’s Salamanca Semester Program, this literature review will cover: 1) the history of the United States’ involvement with study abroad programs; 2) the proposed benefits 3) the various concerns and possible downfalls; and 4) and how various institutions with successful study abroad programs market them.

History

The University of Delaware claims to have created America’s first study abroad program in 1923, although short-term programs were also established at Indiana University as early as 1879 (Hulstrand, 2006). Raymond W. Kirkbride, a professor in the Modern Languages Department and a WWI veteran, proposed the program at the University of Delaware in 1923 (University of Delaware, 2016). Kirkbride had been exposed to the extreme reality of war and gained an appreciation of the importance of cross-cultural understanding. His idea at the time
was inconsistent with the increased tendency of non-interventionist tendencies that trailed World War I. In July of that year the first group of University of Delaware students set sail to France.

The proposal by Kirkbride set the ball in motion and soon other schools joined the University of Delaware on trips to France, Switzerland, and Germany. Columbia, Penn, Wellesley, Wesleyan, Brown, Smith, Harvard and Princeton were amongst the first (University of Delaware, 2016). Most programs slowed for the remainder of the middle of the twentieth century. As WWII unfolded, however, the focus on study abroad slowly regained traction in the 1960s as the United States government recognized the short supply of international experts. This resulted in federal funding delegated to building foreign language and area studies programs at U.S. universities through Title VI of the National Defense Education Act (NDEA) of 1958, which was designed to ensure the quality of education to meet U.S national security needs (U.S. Department of Education, 2015). The tensions of the Cold War into the late twentieth century and then the terrorist attacks of 2001 emphasized the importance of international development and cross-cultural understandings. Title VI programs continued to develop into the 1990s which is when the overall number of Americans studying abroad began to see greater growth, not only at Title VI National Resource Centers, which appear at fewer than 3 percent of higher education institutions, but at other higher education institutions across the United States (U.S. Department of Education, 2015). According to the Institute of International Education, approximately 290,000 students studied abroad in the 2014-2015 academic year preceded by growth since the late 1990s and the early 2000s (Bidwell, 2014). Of the students who study abroad, the most popular majors/areas of study were science, technology, engineering and mathematics, business, social sciences, foreign language and international studies, and fine and applied arts (Institute of International Education, 2016). While the estimated number of students studying abroad has
approached 300,000, this is still a small fraction of the number of individuals attending higher education institutions, which is estimated at 16.7 million students (Institute of International Education, 2016). There are current efforts to increase the number of students studying abroad, including the Paul Simon Study Abroad Program Act of 2017. It is sponsored by Senator Richard Durbin, D-Illinois, and was introduced to Congress March 9, 2017, before being referred to the Committee of Health, Education, Labor and Pensions. The mission of the act is stated clearly in the introduction of the bill:

[t]o ensure that significantly more students graduate college with the international knowledge and experience essential for success in today’s global economy through the establishment of the Senator Paul Simon Study Abroad Program in the Department of Education (Senator Paul Simon Study Abroad Program Act of 2017, 2017).

This bill acknowledges the importance of global citizens and that studying abroad aims to create those citizens. This act has yet to be passed, awaiting further action by the Senate, Congress, and the President. The history of study abroad in the United States has seen continual push from global occurrences that have unveiled the serious and urgent need for individuals with cross-cultural understanding.

**Benefits**

The benefits have been at the center of the discussion when it comes to studying abroad; as mentioned, some of the first programs were put into place to create a better understanding of other people and cultures so that the United States may better interact in a global economy. This advantage is explored further in the study of intercultural communication. Intercultural communication focuses on communicating across cultures and any groups made up of different social, ethnic, educational, or religious backgrounds. It is about not only facing another culture
or learning a language, but about individuals reflecting upon themselves as well. When a student arrives abroad they may feel like an outsider and the locals may look at them as one as well, and in turn a student may have to think about who they are and why they are there (Barron, 2006). *In Get Set for Study Abroad*, the author compares culture to an iceberg, the visible part is the language and other easily observable traits, while below the surface are more sensitive areas including gender relations, etiquette, and humor (Barron, 2006). Studying abroad teaches other lessons from the study of intercultural communication including facing stereotypes, respecting the humanity of another’s culture, assessing where cultures converge and diverge, and learning how to balance one’s own culture with the culture of the community in which they are a visitor.

All of these lessons form acquired skills that can be considered highly valuable and add to an individual’s human capital, according to the Human Capital Theory. Human Capital Theory suggests:

> that individuals accumulate productive capacities (knowledge, understandings, talents and skills) which can be enhanced through investments in education and exchanged for increased earnings, power and occupational status (Salisbury, 2009).

When deciding to study abroad a student has to decide that this investment in time and money will result in success and positive outcomes later in life. It is essentially a three-stage process: first, they must develop their intent based on career and life aspirations; second, they must seek out an appropriate program based on those perceived needs and expectations; and third, they must choose and proceed with a program of their choice (Salisbury, 2009). When deciding whether a study abroad program fits their needs and will provide adequate results in compensation for their investment, there are statistics that demonstrate additional benefits. U.S. companies have shown an increase in internationally competent employees, as one in five jobs
in the U.S. in 2004 were tied to international trade (Buckley, 2015). Many of the world’s current issues, like climate change and global poverty, require globally minded solutions, and global competency skills are essential in that process. It is also necessary to understand how to handle new communication technologies that further connect the world (Fleet and Winthrop, 2010).

Studying abroad gives students an informed way of “problem-solving in cross-cultural contexts” so that they know how to collaborate with individuals from other cultures and backgrounds (Goodman, 2016, p. 101). Furthermore, students who study abroad during their undergraduate career earn starting salaries that are 25 percent higher than students who did not study abroad (Office of International Programs, 2015). These developed skills, unique collaborative experiences, and successful post-graduation outcomes form the personal and professional benefits of studying abroad and the pro-study abroad viewpoint.

Concerns

Despite the various life and career benefits of pursuing a study abroad program as an undergraduate student, there are concerns and features that inhibit or deter students from going abroad, impact the ability to truly gain cultural insight, or adequately learn a language when language acquisition is at stake. In addition to the concerns of students who have an interest in studying abroad is the reality of who consistently goes abroad and who does not. Americans studying abroad have been and have remained disproportionally white. In the 2007-2008 academic year, 64.4% of students were white, yet 81.8% of students who studied abroad were white (Salisbury, Paulsen & Pascarella, 2011). After white students, Hispanic students are more likely than Asian or African American students to study abroad, as of 2015 (Institute of International Education, 2016). Women also tend to study abroad more often than men; in the 2014-2015 academic year 66.6% of students were women, and the ratio was similar
in the decade preceding it (Institute of International Education, 2016). Advocates of study abroad have attempted to strengthen the number of minorities in study abroad programs, but insufficient funding and lack of awareness have hindered these attempts (Salisbury et al., 2011). In addition to a lack of funding and awareness, there is perceived unimportance, complexity of the application and preparation process, social and familial obligations, inflexible academic requirements, and even fear of discrimination or racism abroad (Salisbury et al., 2011). Another current fear for students, parents, and school programs alike is the current unrest throughout the globe and the increase in terrorist attacks and uprisings depending on where these programs are. In the last few years terrorist attacks have increased throughout popular cities in Europe, such as London, Paris, and Barcelona. This poses a real threat to study abroad programs because 55% of students study abroad in Europe (Institute of International Education, 2016). U.S. students were killed in these attacks, including a UC Berkeley student who was killed in the attacks in Nice in 2016 (DeRuy, 2016). These are all legitimate fears, but advocates for study abroad are trying to create awareness for all of the positive sides of study abroad and address strict safety protocols before any students depart for their programs.

There is also the effectiveness of these programs and the reality of the benefits to investigate. A large inhibiting factor to gaining a full influential experience for students while studying abroad is living in an American bubble. It is not just enough to go abroad and live there for several months or a year. It takes purposeful effort to mix with the locals and their culture (Montauk, 2017). Traveling only with Americans and experiencing the culture only with Americans minimizes the experience. It takes confidence and language skill for students to go out on their own to interact with people and their culture in a meaningful way. Living with a host family, staying longer, and participating in activities with locals can help ensure that
participants leave the bubble (Montauk, 2017). This participation is also required for language acquisition. It is widely believed that immersion is helpful when learning a language, but it is overestimated how much can be learned while abroad (Pyper & Slagter, 2015). Technology today can interfere with students while abroad; although they may be physically abroad and in their second language setting, their access to friends and family back home can interfere with their practice (Pyper et al., 2015). The other factor that can hinder a student’s practice of their second language, presumably a leading reason why a student studies abroad, is that English is a valuable skill for others to have as it is considered a ‘lingua mundi’, meaning it is a global language that others may want to practice with American students rather than allowing them to practice their second language (Pyper et al., 2015). Learning a second language can be a motivating factor for studying abroad in a non-English speaking country, and threats to that success is a major concern when studying abroad. These concerns must be addressed in order to improve existing programs and prepare students to make the most from their experience and truly gain the skills that initially encouraged them to study abroad.

Existing Marketing Strategies

Marketing for study abroad often begins with highlighting what the target can gain from the experience by covering the benefits addressed in the Benefits section of this literature review. This approach uses primarily generic claims as it highlights how the consumer benefits, because they are benefits that could be experienced at other similar programs. These are not necessarily unique selling proposition (USP) message objectives, but they are reason ‘why’ ads. The message objective strategy often also includes a testimonial from study abroad alumni.

When investigating the best colleges for studying abroad, the first benefit that is put forward is the wide-ranging option of programs and countries that a school offers
Loudenback (2015). This is a key first step as it is able to attract a wider target in terms of a student’s interest in location and their specific major. Following the vast range of options is the school’s desire to create “students prepared to be effective in a complex and interconnected world” (Elon University, 2017) or belief that “the global community of the 21st century demands that [students] have an international perspective” (Goucher College, 2017). The benefit of becoming a global citizen proves essential in marketing the importance of studying abroad. The range of programs and the promotion of becoming a global citizen are benefits that are not unique to the program or the school offering the program so may not be considered a USP.

Testimonials from study abroad alumni harness the power of peer-to-peer marketing, which is also a form of word-of-mouth marketing (University of Washington, 2017). Consumers, in this case college students, tend to trust and value the opinions of their equals and of other consumers. Consumers rely less on advertisements and other content produced by the brand and rely more heavily on recommendations from trusted peers, such as colleagues, friends and family (Pulp Strategy, 2015). Word-of-mouth recommendations from trusted peers could possibly affect 92 percent of buying decisions (Pulp Strategy, 2015). In a high involvement purchase, such as a study abroad program fee and tuition, peer-to-peer marketing can be crucial. A study by Ogilvy, Google, and TNS, a market research agency, found that word-of-mouth is “the most powerful factor when it comes to consumers’ relationships with brands” (Coffee, 2014). The use of testimonials can be through photographs of previous students, videos of their experiences, study abroad ambassadors or written testimonials in printed deliverables.

To further the success in marketing study abroad, it is helpful to address decision-making processes and where marketing comes in at each stage. This process is similar to the process addressed earlier in Benefits, and is modified from the five-stage process of choosing a higher
education institution (Lukosius & Festervand, 2013). The four-stage process includes: pre-search behavior, search behavior, choice and application stage, and registration and payment. During the pre-search behavior stage students must be made aware of the programs the school offers and usually involves using “social media, …creating branded websites, conducting study abroad fairs, [and] publicizing student ambassadors” (Lukosius et al., 2013). During the second stage the student is going to need more in-depth information and is going to look for cost, location, safety of the location and of travel, academic programs offered, timing and faculty involved (Lukosius et al., 2013). The last two stages are left to the students to follow through on and finally commit to. To further solidify the promotional process most program marketers start early in developing an integrated marketing plan, promoting consistently, pushing relevant aspects (courses, location, cost, etc.), and selling memories, again referring to the importance of testimonials.

At James Madison University, the Center for Global Engagement (CGE) has a few marketing tactics in place that fit with the strategies listed previously. CGE holds information sessions that are listed on its website, which also houses a link to apply, see frequently asked questions, and explore various programs (Center for Global Engagement, 2017c). CGE also hosts a study abroad fair at the beginning of each school year to bring awareness to the programs and provide more information from the directors of the programs. There is also a JMU Instagram account for study abroad that is updated almost daily, usually highlighting a specific program or a student’s photograph who is currently studying abroad. CGE also utilizes Global Dukes, who are student ambassadors of study abroad and have studied abroad previously. They provide personal stories and experiences that can help influence their peers to look into studying abroad. For the Salamanca program specifically, there are fliers and a web page, as well as a table at the study abroad fair. The website covers dates, housing, academics, courses, culture, and cost. The
website does not address any personal stories or testimonials, which at other institutions has proved helpful. There are only four images on the page and its main focus is students (Center for Global Engagement, 2017b). These provide possible areas of improvement for the Salamanca Program and its marketing strategies.

Conclusion

Higher education institutions are preparing young adults to obtain employment at an institution or company that likely expects its future employees to be educated in a way that not only strengthens the company’s existing strategic plans, but also creates new plans that can match the evolving structure of business in a global setting. Many studies support the fact that undergraduate students who study abroad are better prepared for the work force, are more well-rounded citizens, and are highly desired by employers. These benefits are met with concerns about the reality of these benefits long term, an imbalance in who studies abroad, and safety concerns that pose a threat to the idea of studying abroad. Marketing strategies must address aspects that are seen as assets, as well as these concerns. Part of marketing strategies is the investigation of strengths, weaknesses, opportunities, and threats, also referred to as SWOT analysis. Marketing strategies must provide the positive persuasive evidence, as well as information to combat concerns in a way to help the decision-making process. This literature review completes the picture of study abroad programs, which prepares the basis for a creative strategy statement to improve the marketing of James Madison University’s study abroad program through the scope of the Semester in Salamanca Program.
The Client

History

The Center for Global Engagement, formerly the Office of International Programs, started the Semester in Salamanca program 30 years ago making it one of the oldest programs offered at James Madison University. The Semester in Salamanca program is also one of the oldest study abroad programs for the University of Salamanca. The Semester in Salamanca program is hosted at the University of Salamanca, which was established in 1134 making it the oldest university in Spain and the third in Europe (The Telegraph, 2017). The lasting partnership between the University of Salamanca (USAL) and James Madison University (JMU) grants the JMU student’s access to support and facilities at USAL, as well as access to instructors from USAL who are prepared to share their language and culture with JMU students.

Reputation and Image

The Center for Global Engagement (CGE) is “ranked first in the nation in participation in short-term programs and second in total number of students who studied abroad” (James Madison University, 2017b). Furthermore, JMU students who study abroad are more likely to have a higher grade point average (Center for Global Engagement, 2017c). This supports CGE’s desired reputation and image of commitment to international experiences and creating global citizens (Center for Global Engagement, 2017a). CGE desires to be seen as an institutional asset that assists in expanding the ‘critical awareness of world issues’, ‘appreciation for other cultures, languages and belief systems’ and commitment to engagement at the international level’ of JMU students (Center for Global Engagement, 2017a). In addition to CGE’s mission and vision statements, CGE upkeeps its image in its core values, which are as follows: global learning, innovation, advocacy, collaboration, sustainability and open-mindedness.
Previous Advertising Strategies

At James Madison University, the CGE has a few marketing tactics in place, which must be focused on and analyzed to aid the construction of the creative strategy statement. Two of the major ways the CGE brings in overall interest is in the information sessions and study abroad fair that are typically held early on in the fall semester prior to the November 1st deadline (Center for Global Engagement, 2017c). These events bring awareness to the programs and provide more information and a person-to-person connection. For physical deliverable advertisements, the Center has created post cards advertising study abroad opportunities, events, and application deadlines that are placed in all the on-campus mailboxes, which belong to mostly freshmen, as they aim to advertise early on in student’s time at JMU. In addition to the post cards, the CGE has used stickers on the coffee sleeves at the on-campus Starbucks to further the awareness of study abroad. The CGE has a study abroad Instagram account that is updated almost daily, typically highlighting a specific program or a student’s photograph that is currently studying abroad or creating awareness of an upcoming CGE event (Study Abroad, 2017). The CGE study abroad website uses consumer benefits and customer persuasion as its main message objective strategy. In addition to those strategies, they attempt to induce anxiety to change behavior as the closest thing to a slogan present on the website is- “study abroad, you can’t afford not to” (Center for Global Engagement, 2017c). CGE also utilizes Global Dukes, who are student ambassadors of study abroad and have studied abroad previously. They provide personal stories and experiences that can help influence their peers to look into studying abroad. The Global Dukes also sometimes run information tables in Student Success Center, a well-trafficked building for student use.

The Salamanca program specifically, has fliers and a web page, as well as a table at the
study abroad fair. The website covers dates, housing, academics, courses, culture, and cost. The website does not address any personal stories or testimonials. There are only four images on the page, but the images lack both context and visual interest (Center for Global Engagement, 2017b). Besides any possible word-of-mouth created by students that have participated in the program previously, this completes the extent of the Semester in Salamanca marketing strategies.
SWOT

Strengths:

· Well-established program
· Offers language immersion
· Host family allows for a swifter immersion
· Unique Locale: Salamanca is a smaller city of Spain, in contrast to Madrid or others
· Hosted at top ranked University
· Credit offered for General Education and Spanish major and minors
· Local faculty from the University of Salamanca

Weaknesses:

· Few marketing efforts
· Restrictions on who could/would go: Spanish level requirement
· Cost: additional cost to a standard semester
· More remote City compared to counterparts

Opportunities:

· Specific target identified (Spanish Major, Minors and Spanish speakers, International Business Majors)
· Language immersion opportunities
· Testimonials: former students positive experiences
· Opportunity for Valencia internship after Salamanca

Threats:

· Non-JMU programs
· Other JMU semester and summer programs
· Fear of Missing Out of on-campus JMU events

· USA based internships compete with summer study abroad

· Fear of travel or safety concerns
Creative Strategy Statement

Target Audience

Demographics:

• Ages 18-21
• Undergraduate students at James Madison University
• Mix demographically when it comes to gender (James Madison University, 2017a)
• Spanish language majors and Spanish language minors.
• Mixed ethnically
  • Of the 682 students completed the BEVI, an analytic tool that helps individuals, groups, organizations, and institutions understand their beliefs, events, and values, prior to studying abroad in 2017. Approximately 89% self-reported as white, 1.47% as black/African American, 1.47% as Hispanic Latino, 3.81% as Asians, and 2.2% as multiracial (BEVI).
• Heavy ethnically white target market, with a need to pull in a wider audience
• Average household income of $102,104 indicating the target audience most likely come from a household with an expendable income to make an experience such as study abroad more likely. (BEVI 2017).

Psychographic

The target audience is classified as achievers, thinkers and innovators in terms of their psychological traits and mindsets. They have had time in the JMU community to explore both the campus, its opportunities and the town of Harrisonburg, but are ready to see how to use what they have learned in a new and foreign setting. They tend to be goal and future oriented,
hardworking, confident to experiment and enjoy challenges; all essential traits for a study abroad participant. They have interests in global events and attempt to keep up-to-date with the news. The target has spent their high school and college careers finding ways to increase their knowledge and opportunities to benefit themselves and their future. This could include clubs, volunteer opportunities, student government positions, or other extracurriculars. They may have reservation or fear of studying abroad and being away from their normal, but they are equipped with the resources to take on that challenge and increase their global awareness. The previous participants in the BEVI fall in the 90th and 100th percentile of the scale based on their responses in the BEVI for self-awareness, sociocultural openness and global resonance. The definitions of each are as follow:

“**Self-awareness**: introspective; accepts complexity of self; cares for human experience/condition; tolerates difficult thoughts/feelings” (Shealy, 2016, p. 133).

“**Sociocultural openness**: progressive/open regarding a wide range of actions, policies, and practices in the areas of culture, economics, education, environment, gender/global relations, politics (Shealy, 2016, p. 134).

“**Global resonance**: invested in learning about/encountering different individuals, groups, languages, cultures; seeks global engagement (Shealy, 2016, p. 134).

**Geographic**

- VA is their primary residence
- Live in Harrisonburg, VA and attend JMU
- All JMU students out-of-state and Virginia residents


**Behavioristic**

These students care about their future and tend to invest time into educational experiences and extra-curricular that will increase their perceived likelihood of success after their undergraduate career. These students strongly believe that studying abroad has the potential to improve their global understanding and are extremely excited for the chance to travel while receiving their education. Eighty percent of previous students who were preparing to go abroad self-reported that they had very/extremely high interest in the opportunity (BEVI). The target has not yet participated in a study abroad program, but may have either existing interest, or none at all. Their readiness depends if they have been introduced to the possibility of going abroad and may need reinforcement of the benefits the opportunity offers them.

**Media Consumption**

This market engages heavily on social media by sharing and liking posts. The market favors *Instagram* and *Snapchat* over other social media platforms. They are currently being targeted on these social media platforms by the study abroad office (Study Abroad, 2017). They primarily access news online and secondarily on the television to keep up with current events (Mitchell, Gottfried, Barthel, & Shearer, 2016).

**Technology**

The target uses smartphones, tablets and laptop computers to access information regarding their education, futures and possible opportunities within James Madison University.

In the Mind of the Target: Now
The potential target sees the Semester in Salamanca program as an opportunity to expand their language acquisition, but may not be aware of the option to study in Salamanca due to the current marketing strategies and the weakness of outreach. Those that are aware see it as an extra expense that they are unsure can be justified. They may also be unfamiliar with the location in comparison to its counterparts, such as Madrid or Barcelona. It is possible they even have a sense of fear or uneasiness traveling in today’s political and cultural climate, as seen in previous research.

**In the Mind of the Target: Competitor**

The target audience has a number of factors vying for its attention and time. One competitor is outside providers. These providers work independently of James Madison University, resulting in fewer participants through the university. The target audience sees these outside providers as having more programs in Spain, as well as in more familiar cities. One provider, International Studies Abroad, has study abroad programs in nine different cities in Spain (ISA, 2018). The second competitor is a JMU program that takes place in the summer in London, a popular time for students to study abroad and a popular destination, as there are no strict prerequisites as to who may apply or attend. Many students see the London program as more comfortable because of the lack of a language barrier. Students also see this as a plausible time to study abroad as they will not miss out on what is happening at JMU during the standard academic school year. This fear of missing out can be a common reservation for students. In return this can make the spring and fall semesters difficult to fill. This fear of leaving what is comfortable and the recognized ‘JMU bubble’ is the final major competitor for the target audience’s attention.
In the Mind of the Target: Desired

The target audience will be aware that this unique opportunity exists and will understand that this is the time in their lives when they can fully take advantage this experience. The target will recognize that the opportunity to study abroad should not be placed in the ‘maybe later’ category of their goals. They will also form the goal of building their confidence with the Spanish language, the Spanish culture and the Spanish people. They will feel the power and self-determination to challenge themselves and not be fearful of traveling abroad.

Message Objective

· Consumer Persuasion: Reason Why and Testimonial
· Affect Association: Positive experiences as told by their peers
· Social Meaning: Slice of Life

Consumer Promise/Creative Strategy

The study abroad programs are multifaceted and personal experience with many possible outcomes.

Supporting Evidence

James Madison University has a highly rated study abroad program with over fifty programs, each with a different area of study and location. While this campaign will be used for multiple programs, it will be exemplified with the Semester in Salamanca Program. The Semester in Salamanca is specifically unique because it is the only long-term program offered by CGE in a
Spanish speaking country, which is an essential demographic of the target audience. It also offers the unique opportunity to do an extension at an internship in Valencia. While every student will have similar experiences within a classroom setting, the program offers innumerable possibilities to the individual. Testimonials from previous students will offer a slice of life and put into perspective just a few of the possibilities.

**Creative Concept**

Centering on the hashtag ‘#MoreThanJustStudy’ and how various descriptors can replace the ‘study’ in ‘study abroad’ will position studying abroad as an experience worth exploring in order to see how the target could replace the word ‘study’ with their own story. The deliverables will be a type of template to be used for all of the study abroad programs, but will be exemplified with the Semester in Salamanca Program.

**Tone**

- Positive
- Inspirational
- Excitement
- Fun
“I was challenged abroad.”

No matter who you are, the possibilities are endless.

What will your #MoreThanJustStudy story be?
Apply by November 1st to see how much more to studying abroad there is!

Figure 1: Variation 1 for postcards designed for distribution by CGE. March, 2018.
“I WAS
CHANGED
ABROAD”
No matter who you are, the possibilities are endless.

What will your #MoreThanJustStudy story be?
Apply by November 1st to see how much more to studying abroad there is!

Figure 2: Variation 2 for postcards designed for distribution by CGE. March, 2018.
"I CONNECTED ABROAD"

No matter who you are, the possibilities are endless.

What will your #MoreThanJustStudy story be?

Apply by November 1st to see how much more to studying abroad there is!

Figure 3: Variation 3 for postcards designed for distribution by CGE. March, 2018.
No matter who you are, the possibilities are endless.

What will your #MoreThanJustStudy story be?

Apply by November 1st to see how much more to studying abroad there is!

Figure 4: Variation 4 for postcards designed for distribution by CGE. March, 2018.
“I taught abroad”

No matter who you are, the possibilities are endless.

What will your #MoreThanJustStudy story be?
Apply by November 1st to see how much more to studying abroad there is!

Figure 5: Variation 5 for postcards designed for distribution by CGE. March, 2018.
Find the right program for you at http://www.jmu.edu/global/abroad

We look forward to hearing your #MoreThanJustStudy story!

Sincerely,
Center for Global Engagement

Figure 6: Back of all postcards designed for distribution by CGE. March, 2018.
SEMESTER IN SALAMANCA

Fall: 15 credits
Spring: 15 credits
Summer: 9 credits
  + 3 credit internship

Program
At the University of Salamanca, students have the opportunity to experience the cultural richness of Spain, as their opportunities inside and outside of the classroom will unveil a new aspect of learning. All courses are taught in Spanish; thus all applicants must have completed the intermediate level of Spanish (SPAN 232) prior to departure.

This program offers an additional 4-week internship in Valencia, Spain. Students will have the opportunity to intern abroad in several industries such as Business, Education, Communication, Law, Engineering, and Non-Profit.

Program Director
Felix Wang • wangch@jmu.edu

Courses
While abroad, students are required to take 15 credits during the fall and spring semester or 9 credits in the summer. The optional summer internship extension is an additional 3 credits.

Course subjects include:
• Art History
• Literature
• Medical Spanish
• Political Science
• Business Spanish
• Spanish Language


Figure 7: Semester in Salamanca flier (side 1/2) designed for distribution by CGE. March, 2018.
#MoreThanJustStudy Stories

It’s more than taking textbooks abroad. No matter who you are, the possibilities are endless.

“I lived abroad.”

“When I was in Spain this summer I had the chance to live with two different host families. That was such a unique experience because, not only was I living in Spain, but I was also learning the day-to-day lives of the people who had lived there their whole lives. It really set me apart from normal tourism because I was able to connect more with the culture and the people who were born and raised there.” ~ Makena, 22, International Affairs

“I challenged myself abroad.”

“When I studied abroad in Spain it was the first time I was fully immersed in a new culture. It challenged me academically, mentally, and emotionally. Being able to live with a host family was probably my favorite part because I was able to challenge myself and grow my Spanish language skills with fluent speakers. Studying abroad was a once in a lifetime experience and I wouldn’t change it for anything.” ~ Becca, 20, Communication Studies

“I interned abroad.”

“My time in Spain was everything I could have asked for and more. It was what I needed to help me grow and evolve as a person. One of the most important aspects of this trip was my internship for Villarreal FC, a professional soccer team in La Liga. This internship required me to use my soccer knowledge along with my Spanish skills to try and facilitate team expansion into the United States. This allowed me to meet so many people and some of my favorite soccer players in the world. I want other people to get the chance explore the glorious country of Spain. ~ William, 21, Public Relations

Figure 8: Semester in Salamanca flier (side 2/2) designed for distribution by CGE. March, 2018.
Figure 9: Web banner designed for placement by CGE. March, 2018.
Figure 10: T-shirt designs for creation and distribution by CGE. March, 2018.
Figure 11: Stickers designed to be placed on coffee sleeves. March, 2018.
No matter who you are, the possibilities are endless. What will your #MoreThanJustStudy story be?

Figure 12: Video key frame for Semester in Salamanca promotional video located at https://youtu.be/6j-DXtkqWIs. March, 2018.
References


Image Reference


Audio Reference