

The University of Tampa Office of International Programs Magazine Campaign



THE UNIVERSITY OF TAMPA®
Office of International Programs

MAPC Capstone
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About the Office of International Programs

General Info

The University of Tampa's Office of International Programs is located in Plant Hall, accessible to anyone on campus. They follow UT's overall values including the Spartan Ready® Pillars and Stairs. Also, becoming 'global-ready' is a core value of UT's IPO. The department has undergone a leadership change this summer, introducing new future goals.

Goals of IPO

Future goals include diversifying the offering of UT travel abroad options and increasing the numbers of students attending. This will be done through its current faculty-led travel abroad courses, while also highlighting 3rd party providers, bilateral exchange programs, and UT Abroad.

SWOT Analysis

S

- Provides over 1900 opportunities in over 70 countries for students to study abroad
- Provides programs at various financial levels for students

O

- Students are excited to travel
- There are numerous UT academic programs that require a study abroad component

W

- The faculty-led travel courses struggle to meet enrollment minimums
- COVID-19 has halted all travel for two years

T

- COVID-19

IPO's Unique Value Proposition

A Unique Value Proposition or UVP is a key marketing tool that explains relevancy, specific value, and unique differentiation of your company's service versus competitors (CampaignCreators, 2018). The magazines' will follow the UVP below:

The University of Tampa's Office of International Programs helps students experience new adventures, sensations, cuisines, and customs in over 1900 locations and 6 time formats, all while receiving college credit.

This UVP caters to IPO's target market while also making UT unique over its competitors. Students will be attracted to the adventurous opportunities, while also ensuring there is a greater purpose, receiving class credit.

Target Market

G

- Tampa, Florida
- The University of Tampa Campus

Geographic

D

- Ages 18-22
- UT students
- All genders

Demographic

P

- Generally adventurous
- Interested in travel and learning about other cultures

Psychographic

Primary Audience Profile



Emma Smith

18 years old

Unemployed

Single

Tampa, FL

Bio: Emma Smith is UT student from New York. She has one younger sister and an older brother. She is undecided what her major is, but loves to be creative. When she graduates college, she wants to allow her creative assets to help her excel in the workplace. Beyond her educational goals, on the weekends, she likes to enjoy Tampa night life with her friends. In her free time, she loves spending time exploring the nearest city, at the beach, and trying new restaurants.

Frustrations: All of Emma's friends are older and constantly traveling. Because she is still in school, she feels left out. It's difficult to find time to complete her studies, but also find time to travel abroad.

Goals: Graduate college with passing grades, travel, get a job, get married and start a family.

Motivations:

Achievement

Growth

Social

Primary Audience Profile



Kyle Johnson

21 years old

Waiter/Student

Single

Tampa, FL

Bio: Kyle is a first-generation college student going to school on a scholarship. Majoring in International Business and originally from Michigan, he moved to Tampa for college in hopes of more opportunity and warmer weather. However, he is responsible for his rent, bills, food, and the remainder of his tuition costs throughout college. As he is constantly studying, in class, or working there is minimal time for him to enjoy all the world has to offer.

Frustrations: Kyle has many responsibilities and struggles finding the time to balance school, work, and personal life.

Goals: graduate college with all A's to keep his scholarship. Get a job with stable income to help support himself. Be able to travel and experience new cultures and cuisines.

Motivations:

Achievement

Growth

Incentive

Competitors

- Semester at Sea
- Other Universities
- Traveling on your Own

The University of Tampa's Office of International Programs needs to better use their current media (website, study abroad portal, social media, and other creative deliverables) to set them apart from their competitors. Creating this magazine and magazine templates focus on UT's services and highlight the many benefits that outweigh the competition. This will be executed using The Office of International Programs' unique value proposition and unique branding.

Branding

Brand Story

The University of Tampa's Office of International Programs was founded with the intent of helping students with their travel abroad experience. Additionally, they want to provide students with positive perceptions of the faculty, destinations, and courses offered by UT.

Brand Messaging

Educational and culturally focused adventure!
Adventure Awaits!

Brand Style

I will be using the UT branding style guide with their logos, fonts, and colors. Additionally, the majority of our images will be user generated content. User-generated content comes from regular people who voluntarily contribute media that then appear before others in a useful or entertaining way (Krumm et al., 2008). UGC serves as an 'audience experience' and will establish IPO's brand archetype.

Brand Style Examples

Primary Colors



UT RED – PMS 186C or 186U

CMYK (print) **C:** 0 **M:** 100 **Y:** 100 **K:** 5

RGB (web) **R:** 200 **G:** 16 **B:** 46

Embroidery Madeira: 1147



BLACK – PMS Process Black

CMYK (print) **C:** 0 **M:** 0 **Y:** 0 **K:** 100

RGB (web) **R:** 0 **G:** 0 **B:** 0

Embroidery Madeira: 1000

Secondary Colors



UT GRAY – PMS 404C or Warm Gray 11U

CMYK (print) **C:** 0 **M:** 3 **Y:** 15 **K:** 70

RGB (web) **R:** 104 **G:** 92 **B:** 83



UT GOLDEN YELLOW – PMS 116C or 109U

CMYK (print) **C:** 0 **M:** 20 **Y:** 100 **K:** 0

RGB (web) **R:** 255 **G:** 205 **B:** 0

UT Golden Yellow should be used sparingly. It should be used in most situations.



UNIVERS 47 CONDENSED LIGHT

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz

1234567890

UNIVERS 47 CONDENSED LIGHT OBLIQUE

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz

1234567890

UNIVERS 57 CONDENSED

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz

1234567890

UNIVERS 57 CONDENSED OBLIQUE

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz

1234567890

UNIVERS 67 CONDENSED BOLD

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz

1234567890

UNIVERS 67 CONDENSED BOLD OBLIQUE

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz

1234567890



Brand Archetype

A brand archetype is a steadily growing concept that consists of patterns, models, or images that represent concepts or ideas and help people understand and categorize new information (Spangenberg, 2021).

Additionally, brand archetypes help differentiate an organization from competitors and most notably provide the audience with an emotional connection (Spangenberg, 2021). Because the Office of International Programs' primary audience are students, it's imperative IPO has a distinctive archetype that will captivate a person in the 18–22-year-old age range, while continuing to abide by The University of Tampa's guidelines.

The University of Tampa's Archetype: **Explorer**

Examples of Explorer Brand Voice

Exciting

Fearless

Daring

Example of Explorer Brand Message

Get out and make it count.

Throughout IPO's marketing, students will be captivated if they know that studying abroad will provide them an opportunity to experience once in a life time adventures. Although the content of the magazines will focus on the educational, professional, global and personal benefits of participating in a study abroad program, using pictures and images that highlight the exciting and 'adventurous' sides of these informative programs will be what draws in IPO's target market.

THE EXPLORER

♥ FREEDOM

“ Don't Fence Me In ”

BRAND VOICE

- Exciting
- Fearless
- Daring

BRAND MESSAGE

You Only Get One Life.
Get Out And Make It Count.

EXPLORER BRANDS

- THE NORTH FACE
- Jeep
- patagonia



Why is this Project Important?

If The University of Tampa's Office of International Programs can better market their study abroad programs, more students will graduate from UT with a surplus of ever-lasting qualities. These critical qualities can positively contribute towards a student's personal and professional success, but the globe's success as well.

To begin, studying abroad has positive effects on human capital (İlhan and Şahin, 2020), the global economy (Coffman, 2000), and enhances their country's image abroad (Bandyopadhyay and Bandyopadhyay, 2015). Additionally, study abroad has an extraordinary effect on a student's individual prosperity on a personal level. Two of the most notable personal traits a student may gain while studying abroad include having an increased cultural awareness and sensitivity (Naffziger et al., 2008). Intercultural sensitivity describes an individual response to cultural differences and perspectives of people from other cultures; it is crucial in enabling people to live and work with others from different cultural backgrounds (Clarke III et al., 2009). As a university that markets themselves as having students from all 50 states and over 130 countries, it is imperative that University of Tampa's Office of International Programs does its best to push students to be as culturally accepting, aware, and sensitive as possible; study abroad is the best way a student may obtain these traits. Lastly, some of the most imperative skills employers are seeking in today's society include communication, teamwork, punctuality flexibility, adaptability, self-awareness, curiosity, and confidence (Fox and McIntyre, 2019). Again, all these traits may be obtained through study abroad.

Creating this magazine will allow students at The University of Tampa to engage with travel abroad faculty as well as The Office of International Programs. As IPO struggles with marketing, the magazine templates created can continue benefiting the office in the future as well as the present.

Data Collection

Many scholarly articles were compiled, reviewed, and annotated, to help create magazine templates and content that best caters to The University of Tampa's Office of International Programs' target market. Additionally, through this data collection, I have compiled further recommendations that will help The University of Tampa's Office of International Programs better market to students in the future.

Three Key Findings While Completing this Project

1. Having a study abroad experience is beneficial in increasing one's career opportunities (Orahood et al., 2004).

- Employers regard study abroad favorably and believe study abroad experiences develop highly desirable skills for career advancement (Orahood et al., 2004).
- In a study, of the participants who had studied abroad, 96% responded that their study abroad experiences had made a difference in their career plan (Orahood et al., 2004).
- One of the most overlooked advantages of studying abroad is building career connections. This provides a unique opportunity to practice and improve communication skills, learn the value of professional networking, and gaining a better understanding about the global market (Tillman, 2011).

2. Studying abroad is a significant experience for students whose impact could last for more than 50 years (İlhan and Şahin, 2020).

- Studying abroad enables American students to strengthen international development efforts and enhance the country's image abroad (Bandyopadhyay and Bandyopadhyay, 2015).
- Studying abroad is reported to have positive effects on human capital (İlhan and Şahin, 2020).
- Short term study abroad programs can help facilitate students expanded global awareness (Mills et al., 2010).
- Study abroad during one's college years is an excellent way to gain new perspective on how our increasingly globalized planet works (Naffziger et al., 2008).
- Students have a strong intrinsic drive to interact with peers from a foreign country (Kamdar and Lewis, 2015).

3. Studying abroad can tremendously increase their own cultural competencies

- Study abroad is an opportunity for students to learn more about themselves, build self-confidence, meet new people, and experience new cultures along with numerous other positive outcomes (Naffziger et al., 2008).
- Students who study abroad have a higher cultural proficiency, are better intercultural communicators, have an increased diversity, and are more both globally minded and culturally sensitive (Clarke III et al., 2009).
- Studying abroad improves interpersonal communication and problem solving (Fox and McIntyre, 2019).

Key Findings to Include in the Deliverables

While collecting my research, I found many sources that helped contribute towards the type of content that I included in the magazines and magazine templates.

According to Lukosius and Festerland, the following information will help attract students that are considering studying abroad options:

- Supporting facilities i.e., housing conditions abroad
- Facilitating goods and services i.e., ability to visit multiple sites while abroad
- Information i.e., faculty knowledge about subject and countries to be visited
- Explicit service i.e., delivery of course/subject material abroad
- Implicit service i.e., faculty attitude and rapport with students (Lukosius and Festervand, 2013).

As it is stated that students look for these specific things, I made sure to include these characteristics in the faculty-led travel course magazine. Specifically, there is a section that explicitly states different sites and excursions that will be visited, faculty bios and course descriptions.

Details including travel abroad faculty is key information that I incorporated in the magazine and magazine templates for many reasons. The first being that students who have close, positive and supportive relationship with their teachers will attain higher levels of achievement (Rimm-Kaufman and Sandilos, 2010). Additionally, when students feel more comfortable with a professor, they are likely to trust, engage, and behave better in the class (Rimm-Kaufman and Sandilos, 2010). Because traveling abroad to a foreign place puts a huge unknown factor on a student's mindset, giving them the opportunity to choose a professor who they feel comfortable with is a very important factor to consider when traveling abroad.

In order to increase participation in study abroad programs, the "fun" aspects of going on a study abroad trip such as enjoying friends, meeting new people, and sight-seeing should be emphasized (Bandyopadhyay and Bandyopadhyay, 2015). This is where UT's Office of International Programs brand archetype, messaging, and UVP come into play. The magazine's photos will feature aspects of the sights students may see, friendships they may make, and highlight the 'adventure' they may get to experience while studying abroad through any of UT's programs. Additionally, when study abroad students participate in excursions and experiences outside of academics, the students comes back with a deeper knowledge of cultural diversity and different views on the world, its people and marketplace (Lukosius and Festervand, 2013). Although students should be going abroad for the academic experience, it's important to include aspects of the adventurous side of travel abroad in my magazine. Marketing the adventure will really help UT's Office of International Programs attract more students.

MAPC Capstone Timeline

01

Organize Faculty Information

I created word documents for each study abroad course. I included the informational I already had and highlighted the information I needed specific to that course.

02

Research

I collected and annotated many scholarly articles to help gain perspective and credibility before creating the magazine.

03

Meet With AnneLiese

I met with AnneLiese on Tuesday, July 20, 2021 to share my plan and ideas based on my research, and confirm details on what information should be included in the magazines. We decided I would create a faculty-led magazine, as well as magazine templates for other travel abroad programs.

04

Collect Information from Faculty

I emailed all of the faculty (Kari Tews was CC'ed) and attached the word document I made specific to that faculty member's travel course. Faculty could then read the document to confirm the information I had was correct and could then fill in the highlighted information needed.

05

Create Faculty-Led Template

While waiting to receive information from faculty, I started to create the faculty-led magazine template. This included the front and back cover, table of contents, two page spread, and formatting of each course page.

06

Organize Travel Abroad Photos

As I received information from faculty, I began to organize their headshots, study abroad photos, and IPO's travel photos into two categories. The first being photos with humans and the second being photos with non-humans. These folders were placed in a one-drive and can be accessed by IPO in the future

07

Create Faculty-Led Magazine

After creating the faculty-led template and organizing the photos needed for the magazine, I was able to use the documents faculty sent me and fill in the magazine's content with information and photos

08

Create Travel Abroad Program Template

To give my eyes a break from the faculty-led magazine, I started to create the travel abroad program magazine template. This included the front and back cover, table of contents, two page spread, and formatting of each study abroad program available to students at The University of Tampa.

09

Revise Magazines

With fresh eyes, I revised the faculty-led travel abroad magazine, as well as the two magazine templates I created. While doing so, I looked for grammatical and spelling errors, as well as other things that may have needed to be changed.

10

Send Magazines to Kari Tews for Edits

After revising the magazines myself, I sent the faculty-led course magazine to Kari Tews in IPO to make sure the magazine was what they wanted.

11

Make Final Revisions/Print

After seeing Kari's feedback and suggestions, as well as getting feedback from my advisor, I made the final edits and took the magazine to be printed

12

Create Final Packet/Presentation

Once all of the deliverables were created and finalized, I began creating a packet of all of my findings and work to give to The Office of International Programs. Also, I worked with my advisor to create and practice my presentation to be given on Thursday, August 4, 2021.

Throughout the six weeks I worked on this project, I met with my advisor, Kristen Foltz, every Thursday for weekly check-ins. These check-in's provided me with additional ideas that tremendously helped make the project the best it could be, as well as keep pace with the 56 hour capstone requirement.

Recommendations

1. Start pushing IPO in freshman orientation.

- Educating students about the benefits of studying abroad in their first year orientation is imperative. (Fox and McIntyre, 2019).

2. Print the magazine and have a digital copy.

- Students who enjoy reading and those who do not may be differently motivated. Consider using different reading devices to motivate different kinds of readers (Loh and Sun, 2019).

3. Make general education students part of IPO's target market.

- A study found that 2 out of the 5 most important segments that contribute towards having a higher probability of students participating in study abroad include
 - 1. General education students
 - 2. Students majoring in subject to be taught (Lukosius and Festervand, 2013).

4. Promote the magazine on different social medias.

Ex: each page could be an Instagram story

- A study found that using technology to engage in social activities around books and magazines is the best way to promote study abroad (Loh and Sun, 2019).

5. Partner with the MAPC program to have a social media and/or integrated marketing campaign completed

- Students can complete an integrated marketing campaign for their capstone
- MAPC students can complete a social media campaign to maximize IPO's presence on social media

