Renée Crown University Honors Program
Advertising Campaign

A Capstone Project Submitted in Partial Fulfillment of the Requirements of the Renée Crown University Honors Program at Syracuse University

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and Renée Crown University Honors
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Honors Capstone Project in __________ Advertising __________

Capstone Project Advisor: ____________________________
Professor Edward Russell

Honors Reader: ____________________________
Professor Kevin O’Neill

Honors Director: ____________________________
James Spencer, Interim Director

Date: ________________________________
A note to the Honors reader, Faculty advisor, and Renée Crown University Honors Program faculty:

Please note that images used throughout this campaign are either the property of the Renée Crown University Honors Program and/or online stock photography. Because this project was for academic purposes the individuals in these images were not asked permission to be used in the advertisements and the stock imagery was not purchased. If at any time the Renée Crown University Honors Program would like to implement any of the ideas discussed in this campaign they must gain permission from the individuals photographed and purchase the stock photography images for commercial use.
Abstract

The advertising campaign that I created for the Renée Crown University Honors Program is intended to raise awareness for the program across Syracuse University’s campus. This campaign is also intended to alter the common stereotype of the program as “pretentious” and “overrated.” The ideas behind each of these advertisements and their intended meaning were adapted from research that I conducted in the fall of 2010 with current Renée Crown University Honors Program students and faculty. Though these advertisements will most likely not be used for the Renée Crown University Honors Program due to budget constraints it is possible that core concepts may be simplified and implemented for their advertising in the future.

When first brainstorming about what this Capstone project would entail there were various essential components that were taken into consideration. Many of these components surrounded what creative elements would be used throughout this campaign. One of the core components I decided was necessary to include throughout my creative executions was to ensure that I utilized various media to help establish widespread awareness of the program. This was a very important element I kept in mind when creating these advertisements as I felt that medium diversity was essential to the success of this campaign. Without having a mix of social media, print, and ambient advertisements I feared that much of the student population would be overlooked and the campaign would not prove effective if actually put into production. Another important aspect that I made sure to include in my creative executions was straying from the straightforward, information-based style flyers and other advertisements that the Renée Crown University Honors Program traditionally uses to promote their program. Though it is important to inform students of the program I concluded that it would be more effective to reach them with a broader, more intriguing message that would in turn lure them to the program’s website and social media sites. If students are successfully drawn to the program’s social media sites and official website they will be able to read about any and all information of interest to them.

After drafting creative executions I took my rough drafts to the Honors faculty where my ideas were discussed and reviewed through various meetings over the past six months. These meetings were used to ensure that the program’s core ideas were not being lost in my creativity. My interaction with the Renée Crown University Honors Program faculty throughout this process was also intended to imitate that of an advertising agency and client relationship. After meeting with Eric Holzwarth I felt invigorated and excited to continue with my creative process, moving my executions into more detailed sketches and eventually designing them graphically. Through faculty members feedback I was able to successfully convey my creativity while also working with them to make sure that their ideas remained instilled throughout the art direction.
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Samantha Yanow

Renée Crown Honors University Program

Project Body
Project Research

When initially embarking on creating an advertising campaign for the Renée Crown University Honors Program my first step before beginning the creative process was to examine the current Honors faculty, student body, and prospective student body. Through my personal experiences within the RCUHP the past four years I have found that Honors students stereotypically take their academics very seriously, are involved in extra-curricular activities both within and outside of the Honors program, and tend to enjoy enhancing their curriculum with unique courses. These individuals are “outside the box” thinkers and tend to examine issues with a unique intensity.

Because my Capstone is geared towards helping faculty better reach these students, as well as create a better understanding around campus of what the RCUHP is about, I felt that it was extremely important to understand these students. Though I am a Renée Crown University Honors Program student myself, I still felt it important to gain a more well rounded perspective of how the program is perceived on Syracuse University’s campus. After taking into consideration various research methods I decided upon creating an online survey for currently enrolled Honors Program students. Though other research methods may have proved as more qualitative I felt that this was the most efficient means of obtaining the most quantitative research possible in order to gain a better understanding of the program’s students as a whole and not just a select group. Through various meetings with the RCUHP faculty I established a ten question
survey. The questions were all straightforward and required multiple choice, short answer, or listing responses. This was written as follows:

1. Are you a male or female?
   a. Male, 1<sup>st</sup> year  
   b. Male, 2<sup>nd</sup> year  
   c. Male, 3<sup>rd</sup> year  
   d. Male, 4<sup>th</sup> year  
   e. Male, 5<sup>th</sup> year  
   f. Female, 1<sup>st</sup> year  
   g. Female, 2<sup>nd</sup> year  
   h. Female, 3<sup>rd</sup> year  
   i. Female, 4<sup>th</sup> year  
   j. Female, 5<sup>th</sup> year  
   k. I do not wish to answer

2. Did you come to Syracuse University enrolled in the Honors Program or join later?
   a. I was invited and joined the Honors Program before coming to Syracuse University  
   b. I applied and joined the Honors Program before coming to Syracuse University  
   c. I was invited and joined the Honors Program after coming to Syracuse University  
   d. I applied and joined the Honors Program after coming to Syracuse University

3. Please list and label any major or minor you currently have

4. What is the most important reason that you chose to join the Honors Program? Please choose one.
   a. I thought it would heighten my experience at Syracuse University  
   b. My friend recommended it  
   c. My parents made me do it  
   d. I like the idea of smaller classes where unique subjects are taught  
   e. I wanted to put it on my resume  
   f. I wanted to complete a Capstone  
   g. Other (please state)

5. What do you now feel is the best aspect of the Honors Program?
   a. Being able to take Honors classes  
   b. Being able to attend various Honors events and functions throughout the year  
   c. Being able to complete a Capstone project
d. Having more academic advisors
e. Being able to get early class registration
f. Being able to put the Honors Program on my resume
g. Other

6. On a scale of 1 to 5 (1 being the lowest, 5 the highest), how active do you feel you are in the Honors program?
   a. 1, not active at all
   b. 2, rarely active
   c. 3, moderately active
   d. 4, very active
   e. 5, extremely active

7. On a scale of 1 to 5 (1 being the lowest, 5 the highest), how often do you utilize the Honors advisors?
   a. 1, never
   b. 2, I have once or twice
   c. 3, I ask them for help when I need it and when I am planning my class schedule
   d. 4, I have used them every semester to help me choose my classes and give me academic advice
   e. 5, they are the first people I go to for advice on scheduling and other academic issues

8. Please list 3 adjectives that you feel best describe the current state of the Honors Program

9. What part of the Honors Program do you feel benefits you most as a student? What part of the Honors Program do you feel benefits you least as a student? Please label appropriately.

10. If there were one thing you could change and/or add to the Honors Program what would it be?

These questions along with a brief explanation of my Capstone project and intended goal were sent over the Renée Crown University Honors Program listserv to all current students the week of October 8th, 2010.

In addition to gaining insight from my personal experiences within the program as well as results from this student survey I chose to interview various Honors faculty members. The faculty interview was conducted in a group setting
the same week that the online survey was sent out. This group interview was intended to gain insight into how RCUHP faculty perceived the current state of the program. The interview itself consisted of asking Honors faculty members various open-ended questions. These questions were as follows:

1. What are 3 adjectives that best describe the Honors Program at Syracuse University?

2. What do you feel is the most beneficial aspect the Honors Program offers to students?

3. What do you feel the Honors Program lacks?

4. Specifically, what psychographic and demographics do you feel best appeal to this program?

5. What do you feel makes the Honors College appealing to incoming freshman?

6. If you could describe the Honors Program in one concise sentence what would that sentence be?

7. When you think of the Honors Program what colors come to mind?

8. What is the most important aspect of the Honors Program?

9. In your mind who is more important to advertise to, students or parents?

10. What do you look for in an Honors student or potential Honors students?

11. Any other questions, concerns, or comments?
Findings

Through my own experience with the RCUHP, as well as the survey I conducted with students currently enrolled in the program I discovered that often times the program limits its reach to email and Bowne Hall. Students who are not constantly in Bowne Hall, or are not efficient with checking their email regularly (which is often a new practice for many freshman students) often miss the everyday events and notifications concerning the program.

In total, two hundred and seventy three RCUHP students took my survey. These participants were almost evenly split between male and females as well as what academic year that they were currently enrolled in. Students who participated also had a wide range of academic majors and minors. 51% of the students surveyed were invited to the RCUHP prior to entering their freshman year at Syracuse University. 23% of students joined the program after their first semester at Syracuse University. The remaining 26% of the students currently enrolled in the program applied on their own without an invitation and were accepted into the program after being reviewed by Honors faculty. 40.8% of students surveyed joined the program because they felt that it would “heighten their experience” at Syracuse University. 25.5% joined the program for the purpose of putting the program “on their resume,” and 17.3% liked the ideas of “smaller, more unique classes.” When asked what these students viewed as the “best aspect of the program,” 34.7% said they thought it was “being able to take Honors classes,” 31.6% replied “early registration,” and 12.2% said it was being
able to put the program “on their resume.” Half of the students surveyed said that they viewed themselves as “moderately active” in the program. When asked about how much students utilized the Honors advisors, an element of the program that the Honors faculty was very proud of, 36.7% of students said they utilized their advisors only “once or twice,” 21.4% replied that they “never” use their advisors, and 25.5% answered that they use their Honors advisor when they “need help and are working on their schedule.” When prompted to describe how they viewed the current state of the RCUHP popular adjectives used varied greatly from, “unity,” “engaging,” and, “prestigious,” to, “unrewarding,” “overrated,” and, “pretentious.”

When reviewing the faculty interview I found that faculty views this program as, “not your generic Honors Program.” They then described the RCUHP as “challenging,” “engaging,” “diverse,” “fun,” and “explorative.” When asked what they viewed at the “most beneficial aspect the Honors Program offers to students” faculty stated, “A lot of things such as advising, community, Capstone, intellectual stimulation, small classes, and the option to network on campus.” When asked what they felt “the Honors Program lacks” they responded, “For creatives it may be harder to find interests as far as experience goes and it is sometimes tough to reach out to individual schools and departments.” Faculty described the psychographic and demographics of those who appeal to the program as, “curious, self-motivated, disciplined, high achieving/aspirations, open-minded, compassionate, and extroverted.” They noted “small class sizes,” “prestigious name,” and the chance to complete a
“Capstone project” their senior year as what they think appeals to incoming freshman. When asked what they viewed as the “most important aspect of the Honors Program,” they stated various elements such as, “first name basis relationship,” “advising,” “the way we work with each individual student,” and their “hands-on style.” We ended our conversation about the RCUHP speaking about the importance of reaching out to students and getting them more involved and active in the program. The Honors faculty also mentioned that sometimes the Program can be stereotyped as being, “pretentious,” “nerdy,” and “exclusive,” and that they were eager to break that image and make students better understand the program whether they were a part of the program or not.

Analysis

Overall, I found that both the survey and interview provided great insight into the current state of the RCUHP. However, it was evident that there was a discrepancy between how students viewed the current state of the program in comparison to faculty members. For example, while many students described the RCUHP as “unrewarding,” many faculty members described it as the exact opposite stating that they viewed the current program as “very rewarding.” Many faculty members viewed the senior Capstone project as a positive aspect of the program whereas students surveyed often mentioned in the open-ended questions how frustrated and confused they were about the Capstone project as well as how much extra work it entailed.
Through my examination of how other clubs and organizations around campus advertise themselves to students I think that it is incredibly important for the RCUHP to utilize similar techniques to reach a broader audience. It is also imperative that they heighten the understanding of the accelerated program they offer to the general student population of Syracuse University. Through my experience as a member of the program I have found that it offers unique, interesting classes, more academic and advisor support, and provides an opportunity for students across campus to come together at various events such as Honors Cafés. The strong responses to this student survey made me realize that a large problem with the current state of this program is that many students view the RCUHP negatively (This is exemplified through their describing the program as, “unrewarding,” “pretentious,” and “overrated”). This feedback made me realize that it is essential that my campaign demonstrates and works to raise awareness not only for the program, but more importantly all the positive elements that are a part of being a member of the program. It is fundamental that I highlight positive, fun aspects of this program in order to entice students to become more active in the program (if they are a member) and less judgmental about the program (whether they are a member of the program or not).

The Creative Brief

After assessing my research I established the Creative Brief for this campaign. This brief was discussed and altered various times with the RCUHP
faculty to ensure that all of their wants and needs were met with this campaign.

The Creative Brief is below:

**Creative Brief**

**Why are we advertising?**

We want to make students more knowledgeable about the Renée Crown University Honors Program and have students recognize that this is a way to heighten their experience at Syracuse University and become more involved with the campus and surrounding communities

**Whom are we talking to?**

Students who are already enrolled in the University Honors Program and/or are thinking about joining the program

**What do they currently think?**

They currently like the Honors program but are wary of their upcoming Capstone project. They want to heighten their experience at Syracuse University and want to make sure that the Renée Crown University Honors Program is the correct choice for them. They heard that you can register early for classes if you are in the program but don’t know much about the program’s curriculum and all the extra-curricular opportunities it offers.

**What do we want them to think?**

Most importantly, we want students to view the Renée Crown University Honors Program as an accelerated program that will heighten a student’s college experience not only academically but also through various other means like community service and global awareness. We want them to think that the Renée Crown University Honors Program is a way to have a schedule filled with unique, interesting, smaller classes. The Renée Crown University Honors Program is a program that helps guide students through their time at Syracuse University, as students are always welcome to meet with advisors and discuss future goals and plans. But also, we want students to recognize that a Capstone project of their choice can help them become not only more knowledgeable on the chosen topic but allow students to further explore their passions and talents.
What is the single most persuasive idea we can convey?

The Renée Crown University Honors Program is a powerful tool that can help a student achieve all of their goals (including future career goals) and get the most out of their college experience.

Why should they believe it?

The Renée Crown University Honors Program provides students with a unique, diverse, academic and culturally rich college experience. The program serves as the push many students need to start chasing their dreams through various programs and projects such as the Capstone Project. It has allowed many students to heighten their research abilities. The program has helped many students not only obtain their first job, but also helped students get accepted into their top choice graduate, medical, and/or law school.

Creative Executions

When deciding how I should execute this campaign there was various artistic elements that needed to be considered. The first artistic choice that had to be made was in what medium this campaign would be executed. I ultimately decided that using a mix of various media throughout my campaign would allow me to more effectively reach the RCUHP’s target audience. Because the program consists of nearly 800 students who are all majoring and minoring in different areas keeping my overall message broad enough to reach them all is imperative to the success of this campaign. Through my various academic and internship experiences it became obvious to me that an integrated advertising and public relations campaign would work best when attempting to raise awareness about the RCUHP and all that it has to offer students. An article on adage.com defends this idea of using an integrated campaign stating, “When working for an integrated campaign, a consistent message across media is crucial” (Fblind). By
implementing a consistent message across various mediums I am confident that if this campaign was to be executed it would have a positive impact on the program and the target audience.

**Social Media**

In a steadily growing digitally dependent world it is crucial that companies, brands, and products make themselves known online not only through traditional means but also through consumer interactive sites such as social media outlets. It is essential for the RCUHP to realize this and start utilizing popular social media sites, such as Twitter and Facebook, in order to reach their target student demographic. Social media is used and updated hourly by the majority of college students through their mobile device or laptop. This is their means of communication with their friends, peers, and family. Social media outlets are how these students receive their information and pass that information along to others. The RCUHP is currently disregarding this incredible tool, not realizing that it is a great way to quickly and easily update their target about the program. Popular commercial brands and products often use social media to reach their target audience and expand awareness about their product/brand. Using social media to reach a target audience has proven to be an incredibly successful strategy for brands and products around the world as it has helped gain them not only notoriety but also revenue. For example, Proctor and Gamble’s award-
winning “Smell like a man, man” Old Spice campaign was, “fueled by its acceptance in social media” (Elliott).

Another reason it is detrimental to the RCUHP to start utilizing social media outlets like Facebook and Twitter allow for consumer feedback; a tool that would be very valuable to an academic program. Allowing for students to voice their opinion and provide feedback on various topics such as Honors Cafés, speakers, and Capstone information would allow for faculty to work with students to better the program. Worldwide corporations like Proctor and Gamble, “even used consumer opinions on Facebook and Twitter to determine which commercials it would schedule during the NBC coverage of the Winter Olympic Games” (Elliott). Though obviously the RCUHP functions on a much smaller scale than the Olympics examples such as these exemplify just how important the utilization of social media is in today’s society. Using these sites will allow for the RCUHP to converse with students like never before and help them move farther away from their current stereotype. By interacting with these students Honors faculty will be able to better understand their target and how they communicate. Better understanding their target is the key to clearing up current misconceptions about the program.

Making an interactive, creative, and interesting RCUHP page on both Facebook and Twitter would attract students to the program. By utilizing these sites students who previously thought of the program as, “overrated” and “pretentious,” will become open-minded to the various academic and extra-curricular options the RCUHP can offer them throughout their time at Syracuse
University. These sites will allow for the program to gain a more modern feel and
not appear to students as “boring,” and perhaps intimidating. Advertisements
separate from these social media sites could be featured on the sites as either
profile pictures or “Twit pics.” This way, the campaign would be connected
across campus.

The RCUHP Facebook page will contain information about the program
and its upcoming events. Students will be encouraged to “friend” the program
once entering into the program. The page will also emphasize the abbreviation
“RCU” as giving the program’s lengthy name an abbreviation would give it a
more modern feel. The target audience currently speaks, texts, and tweets in
abbreviations and therefore, giving this program an abbreviated name would help
it better relate to this target. The page’s “Profile Picture” would be changed
regularly to show either images of Bowne Hall or students who have just won
certain grants for their Capstone project; an element that would be used to
congratulate these students. The page will allow for students to post, comment,
“like,” and, “share” information that can be found on the page with their peers.
The site’s “wall” would consist of postings not only from students but also of
videos that help update students and educate them on the program. For example,
a video could consist of one student’s experience with their Capstone and explain
what they did and how the final project was executed. This way students would
be able not only to share their work but also help younger students better
understand the Capstone process and what it entails. This page would also house
photo albums of various Honors events (for example, images of students speaking
to a guest lecturer or interacting with one another on a field trip). The page’s statuses would be updated according to what events were occurring throughout a given week. This page would also include groups that would help better organize Honors students according to their major and interest. For example, one group would be named, “Honors Advertising Students.” This group would allow students who were a part of the group to converse with one another about what courses they were taking, their Capstone ideas, and just help them to form connections with others in the program who they may not otherwise meet. A work-study student or “social media intern” would update the Facebook page.
The RCUHP Twitter page would consist of tweets about upcoming events, Capstone information, and course requirements. These tweets could tag “followers” of the page and say things like, “@SamanthaYanow #Congratulations on completing your Capstone on advertising!” Students who “followed” the Twitter page could also tag the program’s twitter page in their “tweets” and write things like, “@RCUHnrsPrgm I love your Personality Psychology course this semester! #awesome.” These tweets would be linked to the Facebook page and therefore, anything that was posted on Twitter would also appear on the program’s Facebook page. Faculty could also upload “Twit pics” to the site and allow for students to comment and provide their feedback. For instance, an image of the food at the Honors Café could be uploaded with a tweet about the restaurants that were being featured and the time that it was being held. A work-study and/or “social media intern” would update the Twitter page as well.
Another social media outlet that would raise awareness and burnish the program’s reputation is Foursquare, a popular application used by the majority of students on campus. Encouraging students to “check in” to the Honors office every time they were in or around it would show students how diverse the Honors student body is (for example, you may not think that the “wild party guy” that lives on your floor would be academically motivated but then you see him “check in” and give “shout out’s” to his friends, which in turn also link to his Facebook and Twitter).
Print

The second medium that I focused my advertisements on was print. This medium will prove effective in reaching the vast Syracuse University student audience as flyers created can be given to students in academic buildings, during various campus and Honors events, and dispersed throughout student dormitories. Popular student publications, such as *The Daily Orange*, would also be utilized and serve as an ideal medium to place print advertisements. Current print advertisements created for the program include a vast, almost overwhelming, amount of information and do not contain a strong image that will capture the attention of their target student. As one article states, “it is important for the design of a print advertisement to deliver a message with a minimal word count to reduce the time it takes to read, but it should still connect with the readers imagination” (Kaplang). Thus, it was very important that my concepts contain a message that is strong and concise. It was also important that I include an image that is vibrant and depicts aspects of the program that students are not aware of. These posters and flyers would be used mostly to educate freshman and sophomore students about the program and raise awareness about the program’s diverse curriculum and extra-curricular activities.

The concepts I executed could be printed as standard print advertisements that could be hung on walls, bulletin boards, and/or be placed in various student publications. However, they could also be executed in the flyer form. These advertisements will inform students of the program as well as provide information
about the program’s social media sites. It is crucial for print to work with other aspects of this campaign, such as social media, in order to link all aspects of this campaign and create a common theme. However, it is just as important that these print advertisements create a strong message and stand out among other print advertisements around campus as one article states, “Ignoring print media in favor of strictly online advertisement ignores the large circulation and great popularity of print media in the U.S.” (“How to Invest Today”). These advertisements will focus on the six core areas of the Honors curriculum: Breadth, Civic Engagement, Global Awareness, Command of Language, Collaborative Capacity, and Depth. These advertisements will contain strong images of Honors students partaking in Honors curriculum and activities. They will each have concise, strong copy, such as ‘Explore your Dreams,” that gain the target audiences attention. The advertisement will also contain the program’s Twitter name, RCUHnrsPrgm. Because these advertisements will be seen by students on the move it is realistic to think that if they were to become intrigued by this advertisement that they would go to their Twitter application on their smartphone and choose to follow “RCUHnrsPrgm.” From this Twitter page the student will find links to the program’s website and Facebook page.
Ideally, there would be various versions of print advertisements and flyers that could be interchanged with one another throughout the semester to raise awareness about various aspects of the program. For example, if a certain speaker was coming a flyer could be created in addition to the standard promotional flyer already being dispersed.

The creation of larger posters would grab student’s attention and break through the clutter of the commonly used 8 ½ by 11 flyer format. These posters would be bright, colorful, and eye catching so that individuals walking by busy bulletin boards, such as those in Marshall Square Mall, would notice this poster at first glance. The idea behind this flyer is that it would be given a modern feel by utilizing creative text and a bright color scheme. This art direction in itself would help to lure students away from thinking of the RCUHP as “pretentious,” “outdated,” and “boring.” These posters would tell the stories of various RCUHP
students on campus. These posters would be executed in a series-like style and change over the course of four weeks. The first week the poster would contain an image of the student and a fact about what they partake in on campus. With the progression of each week an almost identical additional poster would be placed next to the previous week’s poster, only this poster would contain an additional statement. By the fourth week the poster would contain three statements about this student and then conclude with the statement, “I am a Renée Crown University Honors Program student.” The idea behind this concept is that these posters would depict how Honors students do not fit one distinct mold as each student partakes in diverse activities across campus. The first three statements on these posters would be meant to reveal activities that do not support the Honors stereotype. Thus, when the final poster reveals that this student is active in all these activities and is also a part of the RCUHP students’ perception of the stereotypical Honors student will be broken. The ultimate goal with these flyers is to create a series that would draw in a specific audience and make them eager to find out what will appear next on the poster.
If the program were to successfully execute a strategy such as this and captivate the average Syracuse University student, negative stereotypes surrounding the program will dissipate. Students will be brought to the realization that any type of individual can be an honors student; it could be your best friend, the cute boy in your class, your favorite athlete. The goal of these flyers is to destroy the stereotype that these students are “pretentious” and this type of advertising, I believe, will successfully do this.

Ambient Mural

The third element I utilized for this campaign combined both the execution of ambient advertising and murals. For this concept, academic buildings (especially Bowne Hall where the RCUHP is located) would be used to
create large-scale outdoor murals. These murals would depict various elements of the program that students may not be aware of, such as the global awareness part of the Honors curriculum and the program’s strong relationship with Syracuse University’s Abroad Office. These murals could either be painted on buildings and/or painted on weather resistant material that could be hung from buildings if painting on buildings was not permitted. I initially thought of this idea as I walked by Ben Shahn’s mosaic, “The Passion of Sacco and Vanzetti,” located on the side of the Huntington Beard Crouse building. Students always talk about this mural and it is an image that is often pointed out on tours given of the campus.

These murals would be made to appear as though they are opening up a gateway to a given place (for example, the Eiffel Tower). In addition to the actual mural ambient advertising would be used. For instance, a walkway would be transformed into a grassy park that would appear to be leading you directly under the Eiffel Tower (the mural). By executing ambient advertising in addition to a mural, students would feel as though they were able to interact with this mural and it would be made even livelier. This is an ideal way to emphasize how much of a positive experience being and becoming a part of the program can be for a student. For instance, this example would emphasize that the Eiffel Tower can be brought to Syracuse through a student’s studies in their Honors European History course. It would also demonstrate to students that they could take Honors courses while studying abroad in France. By displaying fun, exciting images in correspondence with powerful messages about the program students will be
intrigued by the program and become more educated about what it offers. This execution will also display a large RCUHP logo. This concept will help to set this campaign apart from other campaigns being implemented across campus and leave a lasting impression on students.

If the Renée Crown University Honors Program were to put up eye-catching murals (as seen above) on buildings around campus this would draw an incredible amount of attention to the program. Advertising campaigns such as Mullen’s “Mission Fresh” Dunkin Donuts campaign and Mother London’s Stella Artois’s “Ritual Project” campaign thrived because they were able to reach a vast audience by creating eye-catching on popular buildings in cities around the world.
Conclusion

These media once created and executed simultaneously create a powerful message about the RCUHP and help to stray away from the negative stereotypes that sometimes surround the program. Though I understand that many, if not all, of my pieces will not realistically be executed across campus due to budget restrictions I made sure to not take this into account when thinking about my creative executions. I kept an open-mind throughout this process, not focusing on the financial aspect, as I did not want to restrict my imagination because of fiscal matters. This campaign as a whole has served as a great opportunity for me to learn more about the advertising field. Artistically speaking, executing each piece for this campaign has served as a tool to help me further my knowledge of creative design programs like Adobe Creative Suite 5. Because I have completed my creative advertising requirements in the fall semester my current schedule at Syracuse University does not include any graphic design classes. Because of this, I may have otherwise not utilized the graphic design programs as much as I did when I was in my portfolio classes during previous semesters. Having to creatively execute this work has given me the push I need to use the graphic designs skills regardless of what classes I take this last semester. I have established proficient graphic design skills using Adobe Creative Suite programs over the last four years, however, executing these various advertisements has allowed me obtain skills and insight into the programs that I previously did not have. I hope that this will benefit me in future interviews and hopefully when starting my first job.
The inspiration to create a diverse campaign developed after years of advertising, and specifically portfolio classes at the S.I. Newhouse School of Public Communications. It is when a campaign is diverse and covers various media that I feel it is most likely to be successful.

I have always considered myself a creative individual who thinks uniquely about how to go about solving a given problem. Upon entering Syracuse University in 2007, I knew that a major that encompassed creative attributes was essential to my collegiate and professional success. Majoring in advertising at the S.I. Newhouse School of Public Communication’s, with a focus on the creative track, was the ideal match for my talents and goals. Throughout these past four years, working not only to complete my major but also develop and execute my Capstone project for the RCUHP has been not only educational, but also rewarding. Through completing this advertising and marketing campaign I have been able to strengthen my data analysis skills, graphic design capabilities, and overall understanding of the advertising field.
Sources Sites and Consulted


Interview by Samantha Yanow. 08 Oct 2010. Online.


Samantha Yanow

Renée Crown Honors University Program

Capstone Summary
In the Fall of 2007, I entered the S.I. Newhouse School of Public Communications at Syracuse University as an eager advertising student I did not yet fully understand the powerful nature of advertising and the communications industry as a whole. It is now four years later and, though I do not consider myself an expert in the field, I do know one thing; advertising, executed properly, has the ability to change the world. Upon entering the Renée Crown Honors University Program in the spring of 2008, I was not only challenged with additional course requirements but also with deciding what my Capstone project would be. For almost three years, I juggled various ideas, all revolving around advertising. Finally, with the help of my Honors advisor Professor Edward Russell, I concluded that creating an advertising campaign for the Honors program itself would not only benefit me but the Honors program as well. My courses and work experience over the past four years have trained me to always assume that a brand’s reputation (in the case of the Renée Crown Honors University Program) is in some way dependent on their current marketing and advertising approach. A great campaign, such as Old Spice’s “Smell like a man, man”, can change the fortunes of a struggling brand without changing anything about the product. Thus, when examining the current reputation of the Renée Crown Honors University Program, I quickly came to understand that it was not the nature of the program but its current marketing and advertising that needed attention.

In the fall of 2010, with the approval of both the Honors faculty and Professor Russell, I began examining the current Honors faculty, student body, and prospective student body. My first step was to study the current state of your
brand and its target consumer. Through my own personal experiences with the program, I found that Renée Crown Honors University Program students stereotypically are highly motivated, very involved in extra circulars (both within the Honors program and outside of it), and enjoy taking courses outside of their major/minor simply due to interest. These individuals are “outside the box” thinkers and tend to examine issues at hand with a unique intensity.

Because my Capstone intends to help Honors faculty better reach these students, as well as create a better understanding around campus of the Renée Crown Honors University Program as a whole, I felt that it was extremely important to thoroughly understand these students. Though I am a Renee Crown University Honors Program student myself and have a general understanding of the current program and its students, I’ve endeavored to develop a rich understanding of how the program is perceived around Syracuse University’s campus. After considering various research methods, I decided to create an online survey for currently enrolled Honors program students. Though other research methods may have been more qualitative, I felt it was best to get as much quantitative data as possible so that I gained a better understanding for the program’s students as a whole and not just a select group.

Upon analyzing the results of this survey in late October 2010, in combination with interviews I conducted with Honors faculty, I discovered that the program often limits its outreach to email and Bowne Hall. Students who do not frequent Bowne Hall or are not meticulously checking their email (often a new practice for many freshman) often miss the everyday events and notifications
concerning the program. With the growing reliance on social media among the young, it is more likely that students will check their Facebook and Twitter pages before they check their email (these are social media outlets which the Renée Crown Honors University Program does not currently employ). Through my examination of how other campus clubs and organizations advertise themselves, I think it is crucial for the Renée Crown University Honors Program to utilize similar techniques. This will ensure they reach a broader audience and deepen the understanding of the accelerated program they offer to the general student population of Syracuse University. Importantly, it will inform students already in the program as well.

Many of the survey responses I received emphasized that many students view the Renée Crown Honors University Program as “unrewarding,” “pretentious,” and “overrated.” These judgments conflicted with my own experience as a member of the program, I found that the program offers unique and interesting classes, more academic and advisor support and provides an opportunity for students to come together at various events such as Honors Cafés and guest speakers. This feedback made me realize that my campaign must work to raise awareness of the program and, more importantly, its many positive elements.

When brainstorming creative executions, I relied on my advertising, graphic design, and portfolio classes as well as my work experience in both the advertising and public relations fields. I decided to create various advertisements using social media, print, and murals as my creative outlets. The decision to
execute creative pieces using these three mediums was imperative to the success of this campaign as each medium serves a specific purpose and reaches the target audience in a different way.

The first creative pieces I executed were the Facebook and Twitter sites. The Renée Crown Honors University Program currently has a website but does not utilize any social media outlets. Social media outlets are essential to reaching today’s college students. These Facebook and Twitter pages would be linked to make Tweets visible on the program’s Facebook page. All students in the Syracuse University network on Facebook would be invited to be friends with the program’s page and would be notified of upcoming events sponsored by the program. Groups would also be created using Facebook and would serve as a means of helping Renée Crown Honors University Program students with any questions or concerns they may have about the program. For example, one group would be called “Capstone 2011 questions” and would focus solely on helping guide upper level students on how to complete their Capstone. Photo albums would also be created and house images from various Honors events throughout the year. For the program’s Twitter, students would be encouraged to take “Twit pics” of themselves either at Honors events or while taking part in Honors activities. These images would help demonstrate to students both within and outside of the program the positive aspects of the program outside of just courses. Another social media outlet that would help raise awareness and heighten the program’s reputation is Foursquare, a popular application used by the majority of students on campus. Encouraging students to “check in” to the Honors office
every time they were in, or around, it on campus would allow students to see how
diverse the Honors student body is (for example, you may not think that the “wild
party guy” that lives on your floor would be academically motivated but then you
see him “check in” and give “shout outs” to his friends, which in turn also link to
his Facebook and Twitter).

The second, more traditional, medium that I chose for this campaign is
print. Though print advertising has been around since 1704, it remains an
incredibly influential and important medium in the advertising world today. The
print advertisements created for this campaign focus on the positive aspects of the
program such as its ability to enrich your college experience. This enrichment
idea is worked into various creative executions and promotes multiple aspects of
the program. For example, I chose to focus one of the print advertisements on the
program’s connection to abroad and the importance the program places on
gaining a global college experience (both through their courses and connection to
the Syracuse University Study Abroad Office). Though there are various
advertisements with different images and creative elements, I made sure to bring
them all together by having the executions focus on a common message; that the
Renée Crown Honors University Program will, in fact, heighten a Syracuse
University student’s college experience. I also made sure to have these
advertisements range from flyers to poster size pieces in order to reach different
audiences at different times (for example, groups on The Quad may be handed
flyers whereas a student may see a larger poster hanging in their lecture hall).
The third medium that I felt was necessary to reaching all possible students on campus was to create murals throughout campus on various academic buildings. Campaigns such as Dunkin Donut’s “Mission Fresh” and Stella Artois’s “Ritual Project” successfully used murals on the sides of large inner-city buildings. Though these campaigns were created on a much larger scale and intended to reach a much broader audience I drew my inspiration from them. I feel they provide an important element; creating a message you cannot miss. My executions for these murals consist of giant paintings either on the actual academic building (or more realistically, on a weather resistant material hung on an academic building) that send a message revolving around a specific element of the Honors program. For example, these murals would have an Alice in Wonderland “fall down the rabbit hole” feel to them that would appear to be leading to somewhere far away from campus that only the Renée Crown Honors University Program could offer. For instance, one mural would be made to look like a walkway leading to the Eiffel Tower that would demonstrate to students that only the Honors program provides courses that take them to Paris on Spring Break.

These mediums working together across Syracuse University’s campus will not only inform more students than ever before about the Renée Crown Honors University Program but also help in educating students about what being a Renée Crown Honors University Program student truly means. This campaign is intended to put all rumors of the program being “boring,” “pretentious,” and “overrated,” to rest while raising awareness that there is not one specific mold for
an Honors student. Rather, these students are in your classes, live in your hall, go
to the same parties as you do, and are on your favorite sports team. Though
budget constraints may prevent immediate implementation of my program, it can
underline for the Honors faculty the importance of a fresh, campaign driven by
real consumer insights.

This Capstone also provides the Honors faculty with reliable intelligence
on how their target market thinks and how they can better reach them in the
future. Though this campaign may not change the world, it has the power to
change Syracuse University students’ stereotypical ideas about the program; a feat
that the Renée Crown Honors University Program has been attempting for some
time.
Appendix of Creative Work

Social Media
RCUHnrsPrgm

Come try some great, free Mediterranean food in the Honors lounge! Bring friends @SamanthaYanow #yum!

about 21 hours ago via web

Visit our website at honors.syr.edu
Friend us on Facebook at "Renée Crown University Honors Program"
Check in with us on Foursquare!

about 21 hours ago via web

Check out the field trip we just went on! Want to come next time? Comment below and let us know! @JodinNYCamping

RCUHnrsPrgm
I would love to! Sign me up! my email is syracusejen@gmail.com

http://jodin.com/syr.38
Renée Crown University Honors Program
Bowen Hall Syracuse University

Check in

OK! We’ve got you @ Renée Crown University Honors Program

You've unlocked “Newbie!” Congrats on your first check-in!

Your check-in score:
- First time @ Cornelius Pass Roadhouse! (+5)
- First stop tonight (+1)
- First night out in a few days! (+1)

Total 7 pts.

Last 3 Hours

Frederic @ Renée Crown University... 3 mins ago
(Bowen Hall Syracuse University)
THE RENÉE CROWN UNIVERSITY HONORS PROGRAM SYRACUSE UNIVERSITY

EXPLORE YOUR PASSION
BE
HEARD
@RCUHnrsPrgm
Week 1
I am a member of TriDelta

Week 2
I am a member of TriDelta
I am fluent in French

Week 3
I am a member of TriDelta
I am fluent in French
I tutor at Martin Luther King Jr. School

Week 4
I am a member of TriDelta
I am fluent in French
I tutor at Martin Luther King Jr. School
I am a Renee Crown University Honors Student
Week 1:
I am on the SU Club Soccer Team
I am a biochemistry major

Week 2:
I am on the SU Club Soccer Team
I am a biochemistry major

Week 3:
I am on the SU Club Soccer Team
I am a biochemistry major
I volunteer at the Boys & Girls Club

Week 4:
I am on the SU Club Soccer Team
I am a biochemistry major
I volunteer at the Boys & Girls Club
I am a Renee Crown University Honors Student
Ambient Mural