Revitalizing the John Jay College of Criminal Justice Identity for the 21st Century
Findings and Strategy Presentation

April 11, 2011
Introduction

In our master plan, we committed to “review and renewal of institutional branding and communications plans (p.2).” This is the perfect moment for the College to be thinking about its branding and identity. The College has changed dramatically in the past five to six years, but the way we present ourselves to the world has not. It is necessary for us to project a clear and compelling identity to meet our student enrollment goals. This is particularly true as we are entering new markets such as the online and year round arenas. It is also critical as we engage in more regional recruitment and attempt to attract better prepared students and more graduate students.

Our new branding should coincide with the opening of the new building so we leverage that momentum; it is a once-in-a-generation opportunity. Undertaking this initiative now will enable us to capitalize on our progress on the academic front, including our senior college status; our new liberal arts majors; our new general education curriculum; and the Justice Academy.

We are fortunate to have on our Foundation Board of Trustees Alan Siegel, founder of siegel + gale, a world renowned firm in the corporate branding and identity field. Mr. Siegel has worked with major Fortune 100 companies like Xerox, American Express, Caterpillar, the NBA, and Dell on positioning themselves for global success. He has also worked with many not-for-profits and colleges and universities, including Carnegie Mellon, the New School, Phoenix House and the Legal Aid Society. He and his team prepared the following presentation to outline their findings and their recommendation on positioning the College. A second presentation on a new visual identity will follow in May.
“We’ve done a lot of great things in the past, but we’re now ready to do something remarkable for the future.”

–Jeremy Travis quoted in Educating for Justice
Agenda

Project Overview
Key Findings
+ The Context
+ The Reputation
+ The College
The John Jay Identity
Next Steps
Appendix
Project overview

1. Research & Analysis
   - Internal and External Interviews (19)
   - Site Visits
   - Competitive Review (3)
   - Communications Review
   - Strategic Materials Review
   - Key Findings Presentation

2. Telling the Story
   - Positioning/ Promise, Values, and Voice Development
   - Top-line Messaging Examples
   - Preliminary Visual Identity Strategy
   - High Level Research Plan

3. Visual ID Design
   - Visual Identity Development
     - A revised logo
     - Color palette
     - Typography

4. Implementation
   - Planning Work Session
   - High Level Implementation Plan

*Potential next step
Why we’re here: to aid John Jay’s transformation and help realize the Master Plan goals through branding.

Diagram:
- Middle States Reaccreditation
- Strategic Retention Plan
- Branding
Project goals

Develop a clear, credible, compelling identity platform that can:

+ **Clarify** what makes John Jay College of Criminal Justice special and what differentiates it from its peer institutions

+ **Motivate** partners, donors and state and city governments to invest in the College’s success

+ **Encourage** alumni to stay connected and give back

+ **Inspire** prospective students, faculty and administrators to select John Jay College of Criminal Justice as their first choice
What is an identity?

It is a discipline that guides an organization’s strategic thinking, communications and behavior.
Components of the identity

**Values**

*Our behavior*

Values are principles that govern how people behave and make decisions. They represent fundamental beliefs that are shared by people across the organization.

**Voice**

*Our communications*

Voice is the distinctive tone and style in which we communicate. It provides criteria against which all communications must be measured.

**Positioning & Promise**

*Our essence*
*Our difference*
*Our relevance*

The positioning and promise summarizes the significance of an organization: what it stands for, how it’s distinctive and why anyone should care about it.
The benefits of a strong identity platform

Internal Benefits
+ Clarity of purpose
+ Filter for decision-making
+ Guidance for culture
+ Motivator for employees
+ Efficiencies in communications

External Benefits
+ Recognition in the world
+ Differentiation versus competition
+ Recruitment of students and faculty
+ Loyalty of faculty, students and alumni
+ Engagement with community

Impact
Developing the identity

The Context
Marketplace dynamics
Competitive situation

What are the opportunities and threats?

The Reputation
External perceptions*

What are the perceptions?

Core insight that drives to the development of the identity platform

The College
Strengths
Culture
Value-creating characteristics

What are the strengths?

* Note: Due to limitations on external interviews, this is based on publically available materials
What we reviewed

**Strategic materials review***
Reviewed John Jay strategic documents and background materials and research reports from Keeling & Associates

**Competitive review**
Reviewed external communication materials, websites and social media of Pace University, University at Albany and University of New Haven

**Communications review**
Reviewed external communications materials, websites and social media of John Jay College of Criminal Justice

**Secondary research***
Reviewed press, articles and papers relating to higher education trends

*Sources cited in appendix
Who we spoke to

**Qualitative research (19)**
- Administrators
- Faculty
- Undergraduate students
- Graduate student
- Alumni
- External stakeholder

**Other**
- Site visits
- Events
- Class audits
- Intercepts

Sources cited in appendix
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The Context
Economic pressures are forcing schools like John Jay to take actions that can damage the quality of education

**Economic pressures**
- Reduction in state and city support
- Shrinking endowments
- Decline in giving

**Actions taken**
- Early retirement initiative and non-reappointments
- Hiring freezes
- Reduced student services
- Over-enrollment
In this environment, intensifying marketing efforts for recruitment and funding has never been more important

+ “Marketing has become a mission critical process in higher education, worthy of significant investment.” –Council for Advancement and Support of Education

+ “As state legislatures cut back support for higher education, public colleges and universities across the country are turning to their alumni, hat in hand, as never before—hiring consultants, hunting down graduates and mobilizing student phone banks to raise private money in amounts they once thought impossible.” –The New York Times
However, most schools are failing to effectively market and distinguish themselves
They all position around generic leadership qualities and breadth of offerings

“An internationally recognized public research institution…[with a] wide range of disciplines.”

“A top-tier comprehensive institution recognized as a national leader in experiential education.”

“A comprehensive, independent university…a dynamic experience built on superior professional education.”

“Committed to achieving excellence…nourishes intellectual growth in a broad range of academic disciplines.”

“A broad range of programs offer excellent academic pathways for our diverse student body.”

“Hunter College offers a wide breadth of programs within its preeminent schools.”

“The college will become a public think tank, intellectual leader and open forum for significant discussion.”

Source: school websites
They say the same things, in the same way

<table>
<thead>
<tr>
<th>Academic Excellence</th>
<th>Diversity</th>
<th>Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>“With nationally respected programs and top-ranked professors, UAlbany offers a world-class education.”</td>
<td>“The varied perspectives and life experiences provide a diversity that enriches learning.”</td>
<td>“Through limitless opportunities, students gain experience, test their skills, and prepare to launch brilliant careers.”</td>
</tr>
<tr>
<td>“An outstanding faculty—Nearly 90% with PhD or terminal degrees.”</td>
<td>“The University promotes cultural diversity, awareness, and sensitivity throughout the campus community.”</td>
<td>“UNH provides ample opportunities to lead, participate and grow.”</td>
</tr>
<tr>
<td>“At the heart of Pace’s academic values is a historic commitment to excellence in teaching.”</td>
<td>“The University continues its commitment to providing access to a diverse population.”</td>
<td>“We give you opportunities to discover your strengths.”</td>
</tr>
</tbody>
</table>

*Source: school websites*
And their imagery is indistinguishable

Source: school websites
And their imagery is indistinguishable

Source: school websites
Overall, college communications fall on a spectrum, ranging from the “what” to the “so what”

<table>
<thead>
<tr>
<th>What we are</th>
<th>What we do</th>
<th>How we do it</th>
<th>Who we are</th>
<th>Why we do it</th>
</tr>
</thead>
<tbody>
<tr>
<td>(infrastructure)</td>
<td>(products &amp; services)</td>
<td>(skills &amp; approach)</td>
<td>(personality &amp; values)</td>
<td>(purpose, mission, cause)</td>
</tr>
</tbody>
</table>

An institution of higher education

Why we deliver higher education
Most are focused around the “what”

What we are (infrastructure) | What we do (products & services) | How we do it (skills & approach) | Who we are (personality & values) | Why we do it (purpose, mission, cause)

An institution of higher education

Why we deliver higher education
For John Jay, there’s an opportunity to inspire audiences with your “so what” story.
The context summary

Summary

In a tough economic climate, colleges and universities have:

+ Undifferentiated positionings

+ Indistinctive and uncompelling messaging and imagery

+ A focus on “what” they do, not “who” they are or “why” they do what they do

Implication

John Jay should concentrate on communicating its heritage, personality, distinctive identity, research and educational programs to raise its visibility, impact and appeal to key constituents.
The Reputation
“People still think of us as a vocational school, an assembly line to the NYPD.”

—Administrator
The media reinforces your image as a school mainly for criminal justice, which is a double-edged sword.

This makes it challenging to appeal to a broader set of higher quality students, faculty and staff

+ “John Jay doesn’t have a good local perception. How many CUNY faculty members would send their children here? On the CUNY spectrum, it’s still undervalued.” –Faculty

+ “We seem like a technical college. Most prospective students and, in fact, the general public do not understand we have so much more beyond the criminal justice degrees.” –Faculty

+ “If someone wants to become a teacher or journalist, why would they come here when they can go to Hunter or Baruch? What’s my selling point for John Jay?” –Administrator

+ “When submitting papers and articles in non-criminal justice related publications, we drop ‘criminal justice’ from the name. It just isn’t an advantage for us.” –Faculty
However, your unique curriculum is the main reason students choose John Jay

Reasons for Attending John Jay

- Programs/Majors that interest me: 90% Most Important, 72% Important
- Academic reputation of John Jay: 49%
- Close/Convenient to my home: 27%
- Financial aid package: 17%
- Graduates of John Jay get good jobs: 16%
- Close/Convenient to my work: 13%
- Admission to top graduate schools: 10%
- High school teacher/counselor recommended: 10%
- Only college I was accepted to: 5%
And the bulk of your students are still primarily interested in criminal justice and related studies.

**Fields of Study**

- **Criminal Justice**: 45%
- **Forensic Psychology**: 24%
- **Public Administration**: 13%
- **Forensic Science**: 8%
- **International Crime and Justice**: 6%
- **Protection Management**: 1%
- **Forensic Computing**: 1%
- **Forensic Mental Health Counseling**: 1%

*Source: Aggregate Survey Data Analysis*, Keeling & Associates, May 2010
### The reputation summary

**Summary**

| + | Despite efforts in expanding the liberal arts curriculum, you are still narrowly perceived as a “cop school” |
| + | Your narrow image limits appeal and faculty perceptions |
| + | But your focus draws in students |

**Implication**

John Jay has to overcome its reputation as a “vocational school” by aggressively promoting and dramatizing its transformation into a college with a fully developed liberal arts curriculum providing the foundation for a world-class educational program exploring justice in modern society.
There are some challenges facing John Jay
Challenge 1
Lack of a clear definition

“We don’t know how to talk about John Jay because we can never decide on who we really are.” –Administrator
The confusion translates to communications

+ “John Jay College of Criminal Justice of The City University of New York is a liberal arts college dedicated to education, research, and service in the fields of criminal justice, fire science, and related areas of public safety and public service.” –Mission statement

+ “John Jay College is both an internationally recognized leader in scholarly research on criminal justice and a premier academic institution whose public service mission draws students from around the world.” –Website, about us

+ “John Jay is the only four-year college in the nation devoted exclusively to the study of criminal justice and public service.” –Student brochure
As a result, it is difficult for audiences to understand who you are

John Jay College is…

+ “…a **general school for law**, law enforcement and forensic psychology.” –Student

+ “…the only four-year institution **dedicated to criminal justice and related degrees**.” –Faculty

+ “…a **liberal arts school** within the CUNY system, with top majors in criminal justice, forensic psychology and public administration.” –Administrator
“Our communications are a mishmash. We don’t showcase anything unique or specific.” —Administrator
Without a clear definition, you have trouble presenting a cohesive and compelling identity.
Despite an effort to standardize John Jay’s mark, you have not garnered much affinity for the new logo

+ “With the serif font, the logo looks like a bent nail. It can’t decide whether to be a ‘J’ or not.” –Faculty

+ “The logo is limp. It looks like a ‘J’ that needs Viagra.” –Faculty

+ “Where’s the other ‘J’?” –External stakeholder

+ “There is an undefined hierarchy and too many layers of information. I don’t know what to look at.” –S+G
In messaging, you communicate your selling points through facts and figures in uninspiring ways.

Why John Jay…
+ Unique curriculum
+ World-class faculty
+ Global student body

General features

“77% of students who graduated with a baccalaureate degree in 2008 were employed 3-4 months after graduating.” —Admissions page

Stats

“Our tuition is only a fraction of the cost of attending a private college or university.” —Student brochure

Cost
Challenge 3
Unengaged community

“Our culture? Does people coming and going count?”

–Alumn
Current conditions and practices do little to build engagement with students

Lack of tradition and inadequate environment

+ “John Jay has no tradition or lore that is part and parcel for any college and student experience.” –Administrator

+ “There are no incentives to be part of the school, and the faculty does very little to create such an environment. What reason do I have to participate?” –Student

Complex structure and arduous processes

+ “It’s difficult to find what you’re looking for. They either don’t have the information they are supposed to have, or they transfer you around a lot until you give up.” –Student

+ “The process is so strenuous at John Jay, if you don’t know your way around the system, you won’t make it.” –Student
Important electronic communication channels are especially ineffective

<table>
<thead>
<tr>
<th>Communication Channel</th>
<th>Important</th>
<th>Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Jay website</td>
<td>77%</td>
<td>52%</td>
</tr>
<tr>
<td>Student’s personal email</td>
<td>81%</td>
<td>56%</td>
</tr>
<tr>
<td>John Jay email</td>
<td>52%</td>
<td>52%</td>
</tr>
<tr>
<td>Social networking websites</td>
<td>37%</td>
<td>34%</td>
</tr>
<tr>
<td>The Jay Stop</td>
<td>55%</td>
<td>39%</td>
</tr>
<tr>
<td>Classroom visits</td>
<td>37%</td>
<td>35%</td>
</tr>
<tr>
<td>Information booths</td>
<td>34%</td>
<td>30%</td>
</tr>
<tr>
<td>Print media</td>
<td>29%</td>
<td>20%</td>
</tr>
<tr>
<td>Flyers</td>
<td>22%</td>
<td>18%</td>
</tr>
<tr>
<td>Posters</td>
<td>22%</td>
<td>18%</td>
</tr>
</tbody>
</table>

As a result, you fail to foster a more emotional connection to the College

Low affinity

+ “I would probably get my master’s here. It’s more out of convenience than anything else.” –Student

+ “The reason why I didn’t end up transferring is because I would have lost a semester worth of credits at another college. I couldn’t afford it, so I stayed.” –Student

Low retention

+ “Nationally, the one-year retention rate for four-year public institutions is 76%. Our one-year retention rates have hovered in the low 70s, ranging from 72–74%. CUNY senior college rates have been constant at 80%.” –John Jay Institutional Research
Addressing these challenges, John Jay has a strong foundation on which to build
Strong leadership through change
Previous presidents, faculty and staff laid the foundation for John Jay to ensure the longevity of the College

1964 – Becomes an independent school, granting degrees in police science with emphasis on the liberal arts
1966 – Admits high school graduates, expanding the student body
1970 – Introduces Open Admissions, leading to further growth and diversity
1973 – Moves to buildings on W. 56th and W. 59th St.
1976 – Succeeds to remain open in face of closure; loses liberal arts majors, but seeks to maintain their influence
1986 – Forms faculty senate as an advisory board and counterpoint to the administration
1988 – Moves into Haaren Hall and consolidates its campus on the corner of 10th Ave. and W. 59th St.
1990 – Emphasizes research efforts to strengthen the undergraduate and graduate criminal justice programs; sees an increase in grants and boost in reputation

1990 to 2000
Current leadership has set a vision and roadmap to transform and establish John Jay for a promising future.

Five domains of excellence

- Student success
- Teaching
- Research and scholarship
- Strategic partnerships
- Institutional effectiveness

+ “What started as a place where cops went for extra credit has steadily changed into a rich and varied program much to Jeremy’s credit.” –External stakeholder

+ “Every measure of academic rigor and student profile is improving. We are lucky to work with Jeremy and thrilled by what he has done for the College.” –Administrator

+ “John Jay has improved a lot. We are now a true 4-year college with all these liberal arts majors.” –Student
A pioneer in “educating for justice”
Since John Jay’s founding, you’ve defined the field of criminal justice

+ “[John Jay’s] goal was to put the issues of criminal justice into context, expanding and developing the field and bringing the perspectives of the arts, the humanities and the social sciences to bear on them.” –Educating for Justice

+ “John Jay had the first forensic psychology master’s program in the country, and for a while the only forensic psychology program in the country…with students from all over the world.” –Educating for Justice

+ “Henry C. Lee of the Henry C. Lee College of Criminal Justice and Forensic Science at the University of New Haven is a John Jay alumnus. We are the grandfather in forensic science.” –Faculty
Today, you’re expanding the definition of justice with new ideas and teaching methods

“There are many influential programs that John Jay is running such as prison reforms. People admire that program. It has an impact both locally and nationally.” –Alumn

“Many areas that we teach that are not solely justice related still intersect with it. Our unique curriculum can’t be found anywhere else.” –Faculty

HUMAN RIGHTS SEMINAR SERIES
FALL 2010 – SPRING 2011

* Thursday, February 10, 2011, Room C203
Sara Paoletti, Senior Coordinator, US Human Rights Network Universal Periodic Review Project; Practice Associate Professor of Law & Director, Transnational Legal Clinic, University of Pennsylvania Law School, The US UPR and an Assessment of the UPR Process

REGISTER HERE

6th Annual H.F. Guggenheim Symposium
John Jay College of Criminal Justice
Monday Jan. 31st &
Tuesday Feb. 1st, 2011,
899 Tenth Avenue
Room 630T
New York, NY
As you look into the future, you have an ambitious goal to shape the evolution of this field

+ “The burgeoning demand will be for critics, critical thinkers, original thinkers, problems solvers, innovators...this new sort of undergraduate requires a fundamental rethinking of criminal justice education.” –A New Direction in Criminal Justice Education

+ “We’ve not created two colleges, a criminal justice and a humanities college—we’ve created a college where those disciplines are talking to each other. We’re actually playing out, in our own way, the next wave of thinking about what criminal justice education looks like.” –Educating for Justice

+ “Recently, we have had serious inquiries from schools abroad to help develop their criminal justice programs.” –Administrator

+ “We are graduating the experts in this field. Through our international network, we are spreading the John Jay way.” –Alumn
Democratizing access to quality education
For many who do not have the means, you are the key to a four-year college education

+ “John Jay is a vehicle for upward mobility. Students largely from public schools who are bright and are at a critical point in their lives between attending and not attending college—John Jay is that option for them.” –Faculty

+ “85% of our students qualify for financial aid. If not for John Jay and the aid, many would not be able to go to college.” –Administrator

+ “John Jay gives undergraduates who may not get into another college an opportunity to get a very good education.” –Administrator

+ “For many, John Jay is the foundation. Many students here are first generation college students from immigrant families who would not have had the opportunity to go to college if it weren’t for John Jay.” –Alumn
“What I learned at John Jay was to open my mind. I learned that there was more than New York, more than the United States, more than one cultural value...If John Jay has done anything, it has opened up these kinds of doors. It has allowed me to see where I’ve never seen before.” –*Educating for Justice*

“Every student has a story. When you reach a student, you realize they would have never gone to college, gotten a master’s degree, and some even their PhD, if it weren’t for John Jay.” –*Faculty*

“When I came here, I was focused on becoming a cop. Now, I am thinking of getting an MPA. Just being here makes me feel that I can do more.” –*Student*

“I always say, ‘but for John Jay.’ If it weren’t for John Jay, I wouldn’t be as successful as am I today. They provided the building blocks for me to go to law school and become a lawyer.” –*Alumn*
Strength 4

Diversity of people and perspective
Your diversity represents the students and city you serve

+ “One of the true wonders of this institution is our diversity. We are a microcosm of NYC.” —Administrator

+ “With a student body makeup of 43% Latino, 24% African American, 8% Asian American, and 25% Caucasian and many first generation college students whose families are from 193 different countries, our diversity is a large part of what defines us.” —Administrator

+ “I got accepted to other schools like Pace, but I chose John Jay because I wanted to be part of a school that represented me and the city I call home, NYC.” —Student
This provides a holistic learning experience

+ “At John Jay there is a diverse faculty and student population that can gather together, talk to one another, and learn from one another.”
   –Educating for Justice

+ “The best thing about the College is our mix of students who bring diverse perspectives. It teaches a lot about tolerance and mutual respect. You can’t say the same for many other places.”
   –Faculty

+ “Students come in with various backgrounds and experiences. You gain a lot of strength and perspective from this type of diversity.”
   –Alumn
Strength 5

Resiliency
In the face of adversity, there is a “do whatever it takes” attitude that runs deep throughout the College

+ “Confronted with an outside threat, the college community closed ranks and was able to project its special qualities so that ordinary people were able to appreciate them.” – *Educating for Justice*

+ “We have an attitude about undergraduate education that I haven’t seen at other colleges…students who are ‘willing to do whatever it took to improve their weak skills.’” – *Educating for Justice*

+ “Our students are strivers. They are often first generation Americans, the first generation in their families to attend college, underprivileged and working and supporting a family. They may come in anxious with weak skill sets, but they have purpose and good minds.” – *Faculty*
Pursuit of knowledge with impact in mind
John Jay has a hunger to solve the most complex challenges facing our city, nation and world

+ “We should feel confident that working together…with a lever long enough and a fulcrum strong enough, we can move the world.”
  – *State of the College 2009: Toward John Jay @ 50*

+ “To create justice in a very unjust world, both in our city and in a global way is what we do. I think it is extremely important.”
  – *Educating for Justice*

+ “We have a public service interest in our student body. Even students who look to go into law want to do public interest law. They want to help people.”
  – *Administrator*

+ “I was interested in law enforcement because I wanted to make a difference, and John Jay was my first choice because they are the best school in NYC for this. If it wasn’t because of that, I would have applied to any other school.”
  – *Student*
You have in place a curriculum and faculty to make this impact real

+ “These professors know their materials, and they don’t just teach you what’s in the textbook. They give you real life experience, facts, information you will need when you are out in the real world.” –Student

+ “In my classes, I apply real world problems, policy issues and teach students how to think in the role and how to function in today’s society. I teach them to ask questions and think about things differently.” –Faculty

+ “The plus at John Jay is that you get real world experience. Things are not done in only an academic vacuum. We have the experts in the field teaching here. The city provides the best experiences there are to offer.” –Alumni
The College summary

**Summary**

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Implication</th>
</tr>
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<tbody>
<tr>
<td>+ Strong leadership through change</td>
<td>John Jay has all the ingredients to position the college as the leader in educating for justice, pre-empting a new category.</td>
</tr>
<tr>
<td>+ A pioneer in “educating for justice”</td>
<td></td>
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<tr>
<td>+ Democratizing access to quality education</td>
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<tr>
<td>+ Diversity of people and perspectives</td>
<td></td>
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<tr>
<td>+ Resiliency</td>
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<tr>
<td>+ Pursuit of knowledge with impact in mind</td>
<td></td>
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**Challenges**

+ Lack of clear definition
+ Undisciplined communications
+ Unengaged community
Summary of implications

The Context
John Jay should concentrate on communicating its heritage, personality, distinctive identity, research and educational programs to raise its visibility, impact and appeal to key constituents.

The College
John Jay has all the ingredients to position the college as the leader in educating for justice, pre-empting a new category.

The Reputation
John Jay has to overcome its reputation as a “vocational school” by aggressively promoting and dramatizing its transformation into a college with a fully developed liberal arts program providing the foundation for a world class educational program exploring justice in modern society.
Developing the core insight

The Context
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Core insight drives to the development of the identity
The core insight

To provide direction, support and leverage for achieving the ambitious objectives of your five-year strategic plan, John Jay can realistically position the College as the preeminent national and international leader in educating for justice.

In order to bring this positioning to life, John Jay must communicate the many facets of justice to enrich and support the mission of educating for justice.
What is justice?

**jus-tice** n.

1. The quality of being just, **fairness**.

2. a) The principle of moral rightness; **equity**.
   
   b) Conformity to moral rightness in action or attitude; **righteousness**.

3. a) The upholding of what is just, especially fair treatment and due reward in accordance with **honor**, standards, or law.
   
   b) **Law** The administration and procedure of law.

4. Conformity to **truth**, **fact**, or sound **reason**.

*Source: Free Dictionary*
The many facets of justice

Educating for Justice

Criminal
International
Environmental
Academic
Racial
Religious
Cultural
Legal
Political
Economic
Theoretical
Moral
Poetic
Social
Agenda

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Components of the identity

**Values**

*Our behavior*

Values are principles that govern how people behave and make decisions. They represent fundamental beliefs that are shared by people across the organization.

**Voice**

*Our communications*

Voice is the distinctive tone and style in which we communicate. It provides criteria against which all communications must be measured.

**Positioning & Promise**

*Our essence*

*Our difference*

*Our relevance*

The positioning and promise summarizes the significance of an organization: what it stands for, how it’s distinctive and why anyone should care about it.
Values
Courage

We are fearless; we defy expectations and challenge the status quo.
Resilience

We are strong; no matter the conditions, we persevere and thrive.
Integrity

Justice is our ethos; we support and exemplify honor and equity.
Progress
We are constantly transforming; we advance justice in education and society.
Impact

We are committed to effect real, positive change in the world.
Voice
As the preeminent leader in educating for justice, we exhibit authority and knowledge and speak with confidence and clarity.

We are:
- Assertive
- Direct

Are not:
- Brash
- Arrogant
Human
We believe facing society’s challenges require empathy and heightened insight into the human condition. We convey this compassion through communications that are real and sincere.

We are:
✓ Authentic
✓ Honest

Are not:
✗ Righteous
✗ Lofty
Dynamic
Fueled by the ever-changing, multidimensional nature of justice, the diversity of our student body and the vibrancy of New York City, our communications demonstrate an energy and exuberance.

We are:
✓ Lively
✓ Spirited

Are not:
✗ Predictable
✗ Staid
Inspiring

We are passionate about promoting the public good. We communicate this motivation through our enthusiasm and conviction, encouraging others to take action.

We are:
✓ Supportive
✓ Optimistic

Are not:
× Sappy
× Self-congratulatory
Positioning & Promise
Educating for Justice

Founded in 1964 as a college to educate police officers in sciences and liberal arts, John Jay College of Criminal Justice has transformed into the preeminent national and international leader in educating for justice—a broadly envisioned educational experience embracing social, economic, political, and criminal justice.

Every facet of John Jay drives our promise of educating for justice: Our students, with diverse backgrounds and interests, thrive on challenging educational opportunities with high social relevance. Our faculty, with expertise in a range of academic disciplines, energize and advance research and education. This enriched learning experience highlights the themes of justice across the arts, sciences and humanities, imparting strong moral sensibilities, sharp critical reasoning and creative problem-solving skills to our students. The breadth and diversity of scholarship at John Jay reflect our continuing commitment to designing original strategies for improving individual lives and remedying social problems of our city, nation and world.

As fierce advocates for justice, we are dedicated to providing a new vision of an education in justice that imbues our students with the skills, insights and passion to become positive agents of change.
Educating for Justice: positioning & promise

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Educating for Justice: proof

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Educating for Justice: payoff

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The John Jay College of Criminal Justice identity

Positioning & Promise

The Preeminent Leader in Educating for Justice

Values
Courage
Resilience
Integrity
Progress
Impact

Voice
Bold
Human
Dynamic
Inspiring
Agenda

Project Overview
Key Findings
+ The Context
+ The Reputation
+ The College
The John Jay Identity
Next Steps
Appendix
Preliminary visual identity strategy
Summary of considerations

+ The “J” logo does not help illustrate the John Jay brand
+ The “J” logo coupled with the name of the College and University is unwieldy
+ In most communications, “John Jay” is the referred name
+ Much of your brand equity lies with the “John Jay” name
+ The John Jay logo should have a relationship and not be locked up to the CUNY logo
+ Blue appears to be your dominant color, but the dark shade seems staid
Potential logo structure

JOHN JAY
College of Criminal Justice

+ Shifts “College” to the second line
+ The complete phrase serves as a descriptor
+ Helps elevate the “John Jay” name
+ Uses the wordmark as the logo, highlighting the “John Jay” name
+ Lends itself nicely to existing monikers that use the shorthand “Jay” (i.e., Jay Walk, Jay Guide, Jay Stop)
+ CUNY logo has a clear relationship to John Jay but is not locked up
Potential color palette

Current

Voice attributes

Bold
Human
Dynamic
Inspiring
High level research plan
# Measuring brand performance

<table>
<thead>
<tr>
<th></th>
<th>General public (recruitment)</th>
<th>HS guidance counselors (recruitment)</th>
<th>Internal students, faculty and staff*</th>
<th>Alumni and donors</th>
<th>Educational community</th>
<th>Media</th>
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<tbody>
<tr>
<td>Awareness</td>
<td>♦</td>
<td>♦</td>
<td>♦</td>
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<tr>
<td>Familiarity</td>
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<td>♦</td>
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<td>Reputation</td>
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<tr>
<td>Propensity to apply</td>
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<td>Yield (applications/acceptances)</td>
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<td>Satisfaction</td>
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<td>Rating on various activities</td>
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<td>Recommend to others</td>
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<td>Graduation rates/number of years</td>
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<td>Volume/Reach</td>
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<td>Messages</td>
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*Internet Study, ** Dow Jones Platform used by S+G
Next steps

<table>
<thead>
<tr>
<th>+ Visual identity design</th>
<th>Apr. TBD</th>
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</thead>
<tbody>
<tr>
<td>+ Implementation</td>
<td>Oct., unveiling of new building</td>
</tr>
</tbody>
</table>
Agenda

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Appendix
Who we spoke to: internal and external interviews

+ Bernecea Eanes, VP of Student Development
+ Chris Valentino, Recruiter
+ Dara Byrne, Faculty, Dept. of Communications and Theater Arts
+ Davinder Singh, Undergraduate Freshman
+ Jack Rosenthal, Senior Fellow, Atlantic Philanthropies
+ Jane Bowers, Provost
+ Jeremy Travis, President
+ Jesus Carrasco, Undergraduate Senior
+ Jose Morales, Undergraduate Junior, Transfer Student
+ Karen Kaplowitz, President of Faculty Senate
+ Kevin James, Alumnus
+ Louise Freyman, Academic Advisor
+ Martin Horn, Faculty, Dept. of Law and Police Science
+ Maureen O’Connor, Faculty, Dept. of Psychology
+ Melinda Molina, Alumna
+ Nathan Lents, Faculty, Dept. of Sciences
+ Reggie Grayson, Director of Special Projects
+ Richard Saulnier, VP of Enrollment Management
+ Whitney Brown, Masters Student
Who we spoke to: conversations

+ Dan Palumbo, Director of Athletics
+ James Sheridan, Director of Development
+ Dr. Jane Katz, Emeritus Head Coach, Swimming
+ Michael McCann, President of the Alumni Board
+ Sylvia Lopez, Director of Financial Aid
+ Vivien Hoexter, VP of Marketing and Development
+ Will Simpkins, Director of Career Development Services
Where we visited

Site visits
  + Haaren Hall
  + North Hall

Event
  + “Educating for Justice” Gala
  + Open House

Class audit
  + Criminals on the Loose and Their Victims: How to Find and Interview Them

Lecture
  + Talking to the Enemy: Faith, Brotherhood, and the (Un) Making of Terrorists
Strategic materials review

+ “Aggregate Survey Data Analysis”, Keeling & Associates, May 2010
+ “Faculty Senate Meeting”, Keeling & Associates, May 7, 2010
+ Understanding Retention and Graduation Trends, John Jay College of Criminal Justice Office of Institutional Research, Jan. 2010
+ Student Profiles, Fall 2009
Strategic materials review, cont’d

+ 2009 National Survey of Student Engagement Mapping NSSE Data to Middle States Standards, John Jay College of Criminal Justice Office of Institutional Research, Jan. 2010
+ John Jay Quick Facts 2009
+ Spring Enrollment Trends 1984-2010
Strategic materials review, cont’d

+ Autobiographical statement excerpts from students granted early admission to MA in International Crime and Justice
+ State of the College 2009: Toward John Jay @ 50, Delivered by President Jeremy Travis, Oct. 21, 2009
+ State of the College Address, Retention Plan, Master Plan & Middle States Accreditation, Oct. 21, 2009
+ State of the College Address: Delivered by President Jeremy Travis, Dec. 1, 2010
+ CUNY Brand Book
+ 2008 CUNY Student Experience Survey John Jay College Responses, Nov. 2008
+ Enrollment reports by CUNY’s Office of Institutional Research and Assessment
+ Fall 2009 Fact Book, Feb. 2010
+ A New Direction for Criminal Justice Education, Jan. 2011
Secondary research

+ “CUNY students demand: ‘No tuition hikes! No budget cuts!’” Workers World, Dec. 11, 2010
+ “The Financial Carnage on Campus,” Miller-McCune Magazine, Apr. 28, 2009
+ “The Economic Impact of Higher Education in New York State,” Sep. 2010
Secondary research, cont’d

+ “A report on marketing spending at colleges and universities,” Lipman Hearne and Council for Advancement and Support of Education, July 2010