MY INTERNSHIP AT BROOKLYN COLLEGE

JOHN GREGORIOS

“YOU CAN’T USE UP CREATIVITY. THE MORE YOU USE, THE MORE YOU HAVE.”

MAYA ANGELOU

BROOKLYN COLLEGE

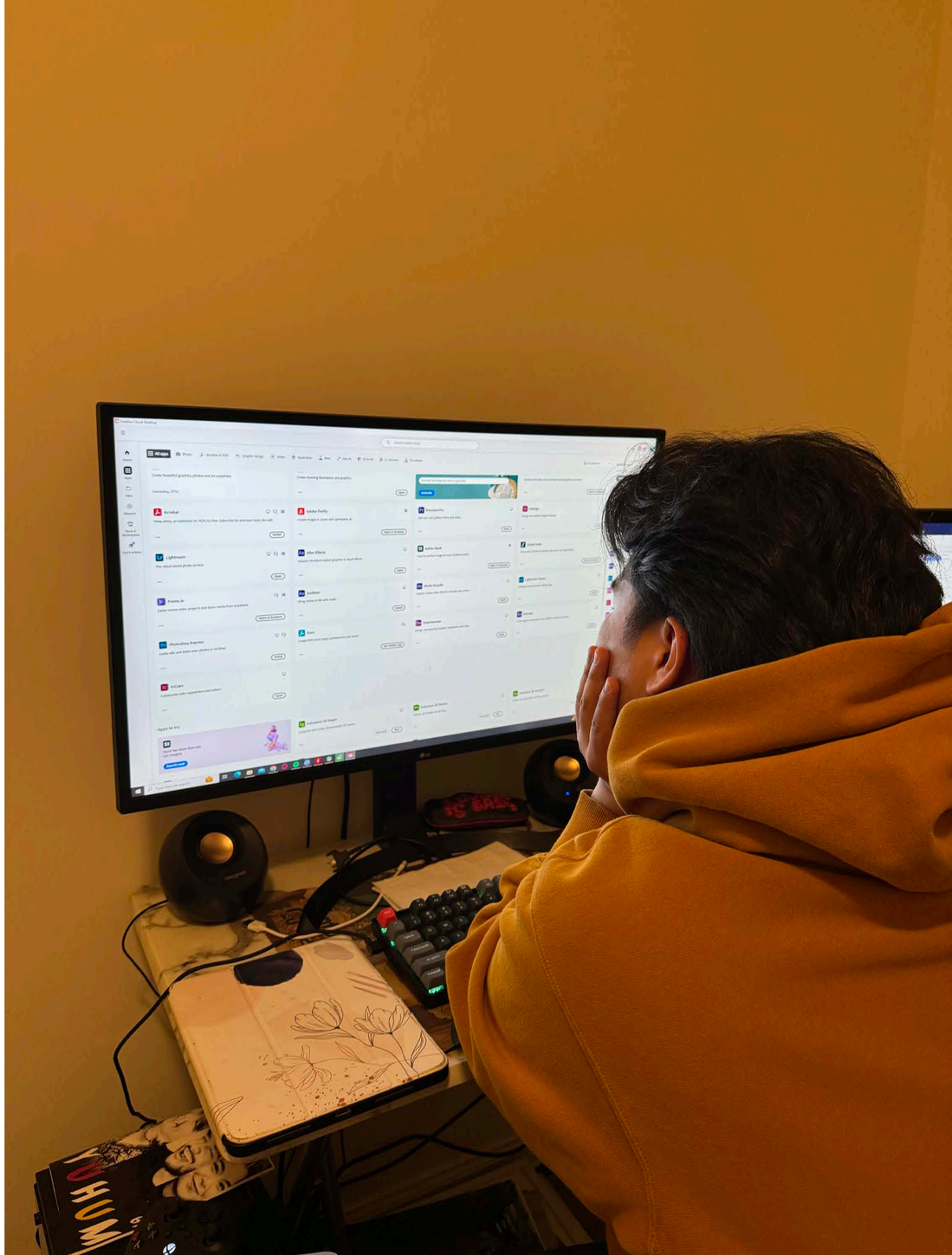
Brooklyn College, part of the City University of New York, is located in the heart of New York City and integrates the city's vibrant energy into its educational approach. With around 14,000 students from 136 countries, the college offers 175 programs in various fields. The College emphasizes academic excellence, intellectual freedom, and support for first-generation college students.

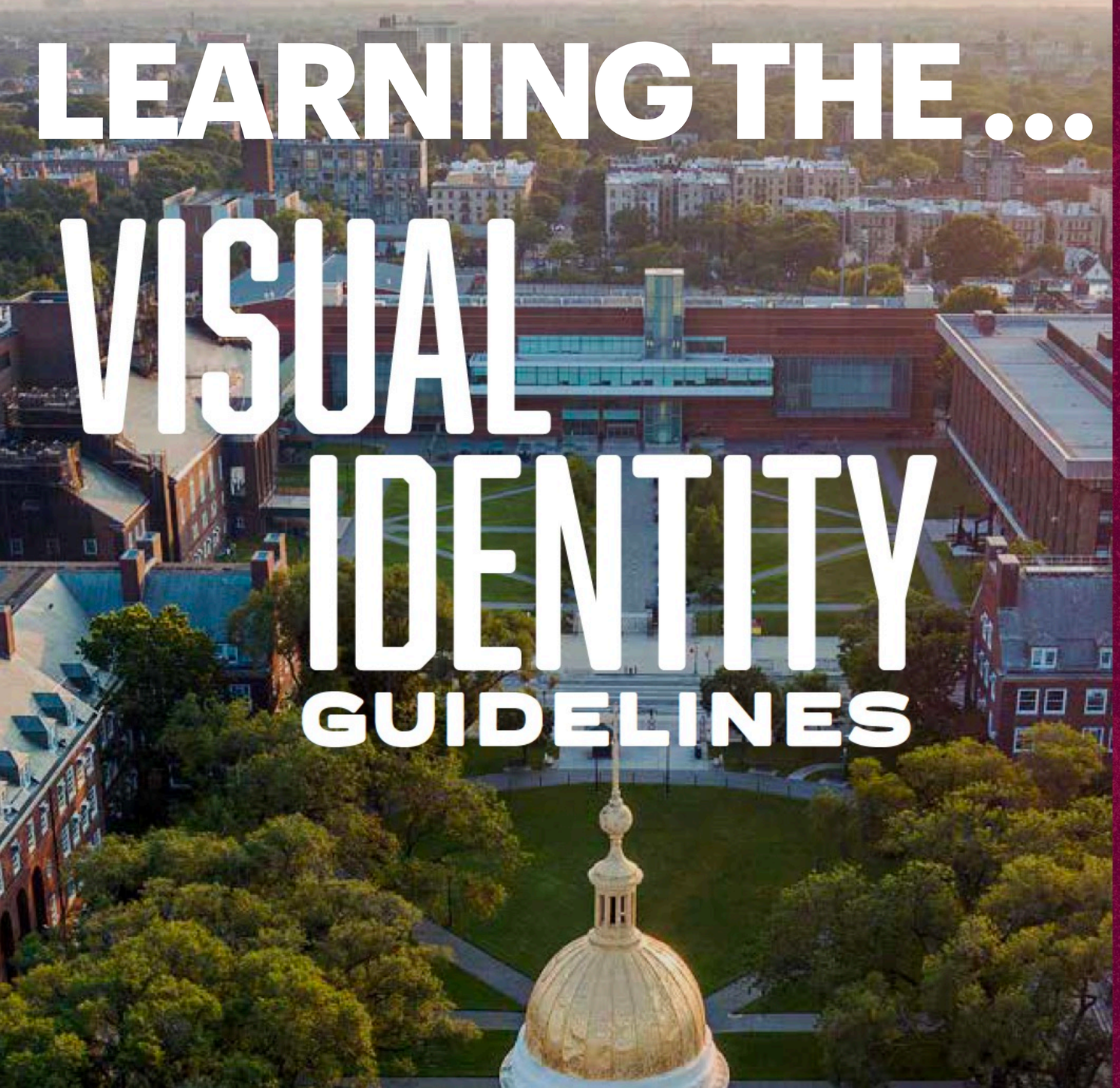
BULLDOG
BROOKLYN
7
Wilson
NCAA
BROOKLYN
BROOKLYN

ROLE

GRAPHIC DESIGN INTERN

At Brooklyn College I was part of a team of five COMD students. I was tasked to support the department’s graphic design, marketing, and web support needs, focusing on social media and other student communications. I was involved in making cover designs, updating old and dated files and lastly I was involved in coming up with videos ideas for future use.





LEARNING THE...

VISUAL IDENTITY GUIDELINES

Brooklyn College

COLOR OVERVIEW

Our color palette is made up of three groups: the official college colors, the primary marketing colors, and the secondary marketing colors. Please note that the college colors are still present in the marketing colors, but how we use them has changed. Under the old brand, the college colors were used almost exclusively, which felt flat and repetitive. Now, we have more variety and greater flexibility to better suit our many needs.

The college colors should be used for formal, official, internal, athletics, and alumni communications. The marketing colors should be used for external, advertising, and admissions-focused communications.

Maroon should usually be present, but isn't required in every single situation. Think about color as a conversation with someone. We use maroon to introduce and identify ourselves, but it shouldn't be the only thing we say. The secondary colors add more flavor and variety to the conversation. Eventually, our full palette will become more associated with the college, and maroon can be used less heavily. Also, consider the length of the piece. Longer forms of communication can use a wider range of colors throughout. Shorter, smaller pieces may need to be limited in color.

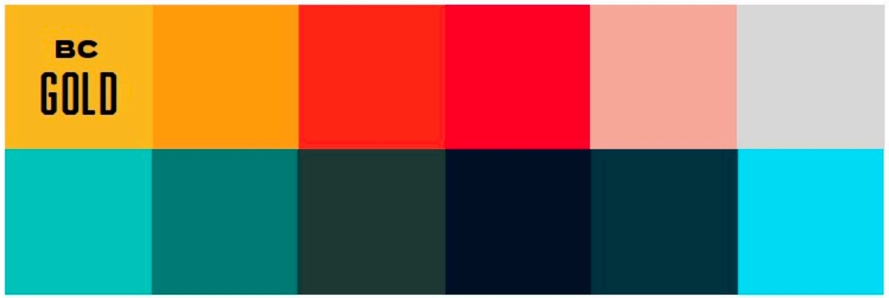
Not every color combination is appropriate for every audience or occasion. For example, older alumni will identify more with maroon and gold, whereas prospective students may find a variety of colors more appealing.

Color floods can be effective, but don't forget how ample white space creates a sense of calm and sophistication, and can help colors pop.

Official College Colors

Primary Marketing Colors

Secondary Marketing Colors



→ **The following pages provide more details and guidance on using the brand colors. See the sample tactics section of this document for examples of color application in practice.**

TYPOGRAPHY OVERVIEW

Display Typefaces

Best for large-format uses, such as headlines and subheads, but have a few other uses too.

- Praktika Round Black Extended
- Abolition Soft

All-Purpose Typefaces

Suitable for all typographic needs, especially at small sizes.

- Franklin Gothic (American Type Foundation)
- Noto Serif

OUR BRAND USES

FOUR TYPEFACES.

They help show our personality.

But they also provide a lot of flexibility.

Our mix of typefaces is inspired by the eclectic typography that can be found throughout Brooklyn. **Praktika** and **Abolition** are reminiscent of the painted storefront signage of bodegas and shops throughout the borough. The bold weight conveys strength, while the rounded edges add a softer, more human touch. **Franklin Gothic** is like our people — smart, practical, and versatile. It has a timeless quality and a historic presence in the city. **Noto Serif** has a more refined quality, similar to what can be found on a bronze plaque adorning a historic building.

We have the flexibility to be really strong and bold, or more academic and refined. Each typeface has its own strengths and weaknesses; therefore, we use each in very specific ways, as detailed on the following pages. Use a mix of typefaces, weight, positioning, and scale to create good hierarchy and dynamic compositions.

ALL-PURPOSE TYPEFACES

Typeface

Franklin Gothic

American Type Foundation

Weights

Thin	*Italic*
Extra Light	*Italic*
Light	*Italic*
Regular	*Italic*
Medium	***Italic***
Bold	***Italic***
Heavy	***Italic***
Black	***Italic***

Characters

Aa Bb Cc Dd
Ee Ff Gg Hh
Ii Jj Kk Ll Mm
Nn Oo Pp Qq
Rr Ss Tt Uu Vv
Ww Xx Yy Zz
1234567890

License

→ **fonts.adobe.com/fonts/atf-franklin-gothic**

This typeface is available for free through Adobe Fonts with a current Creative Cloud subscription.

Description

Franklin Gothic ATF (American Type Foundation version) is a practical, all-purpose typeface. It has a long history of usage in the city, especially in print publications. Its clean, simple characters help ground our other, more decorative typefaces. Use it to add a more straightforward, sensible aesthetic to communications.

Uses

- Headlines
- Subheads
- Stats and numbers
- Body copy
- Pull quotes
- Labels
- Captions

PROPER LOGO USAGE

It's important to present our logos properly and consistently. This page shows some common ways to misuse them. To avoid these, always use the provided artwork without modification. The principles demonstrated by these examples apply to all of our logos.

Never stretch, skew, or rotate the logo.

Never set the logo in more than one color.

Never add effects such as drop shadows or bevels.

Never change the proportions or arrangement of the logo's elements.

Never use colors other than those approved for use in this document.

Never add elements or create your own lockups.

Never change the typefaces used in our logos.

Never place the logo on a background with inadequate clear space or contrast.

Never use the Brooklyn College + The City University of New York logo shown here.

ATHLETICS AND SPIRIT MARKS

The logos shown here are reserved for Brooklyn College athletics. They have their own guidelines (not included in this document) that should be followed.

These logos should only be used when explicitly talking about athletics or school spirit at the college. Do not use the Buster the Bulldog mark for enrollment marketing materials unless they are promoting athletics. This imagery and messaging does not resonate with the vast majority of our more practical, academic-minded best-fit prospective students.

Buster and the athletics marks may be used internally, on campus, and with relevant alumni materials. They may also be used in used in materials for recruiting prospective athletes or for reaching athletics donors. These marks should never be the sole graphic element used in a communications piece. Try to include a relevant photo that features either athletics or school spirit to tell a fuller story.

To obtain permission and copies of the official logo files, please contact the college's Office of Communications and Marketing.

Do not use

Do not use

Do not use

VIDEO IDEAS

TO ENTICE PROSPECTIVE STUDENTS

- **A Day in the Life: Student Perspectives at Brooklyn College:**

Showcase a series of short videos following different students as they navigate a typical day on campus.

- **Exploring Brooklyn: Beyond the Classroom:**

Showcase the vibrant culture and diverse neighborhoods of Brooklyn through a series of videos highlighting popular attractions, local eateries and cultural landmarks around the area.

- **Behind the Scenes: Club Events and Activities:**

Take viewers behind the scenes of some of the most popular events and activities hosted by clubs at Brooklyn College.

- **Faculty Spotlight: Inspiring Educators at Brooklyn College:**

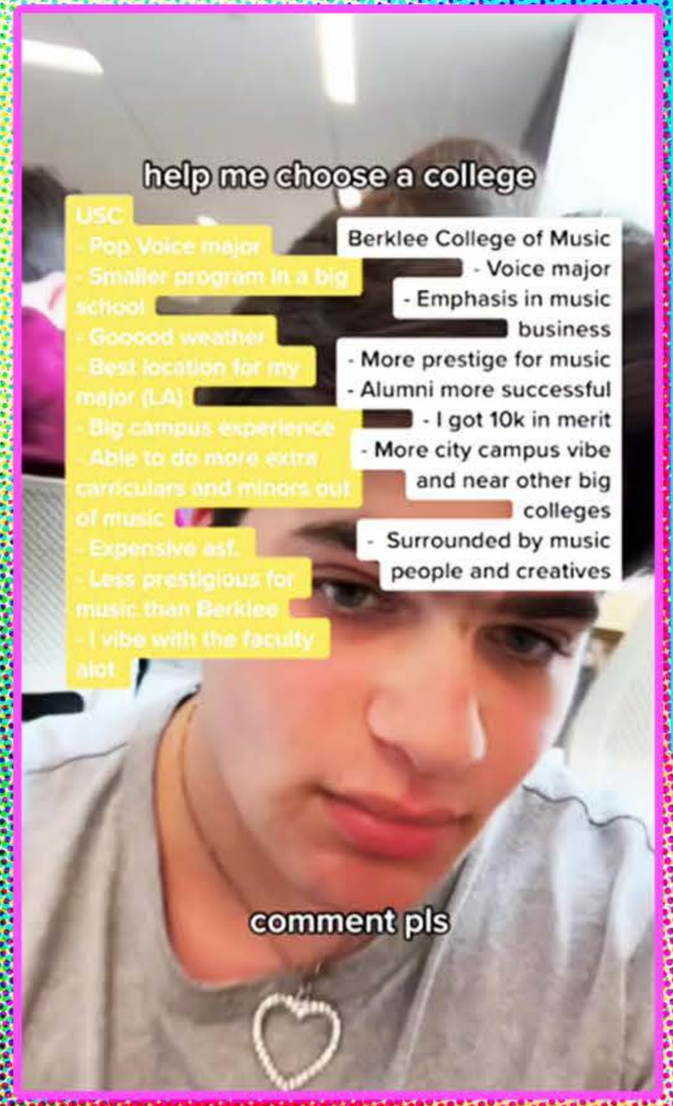
Feature interviews with faculty members from various departments who are passionate about teaching and mentoring students. Highlight their expertise, research interests, and commitment to student success.

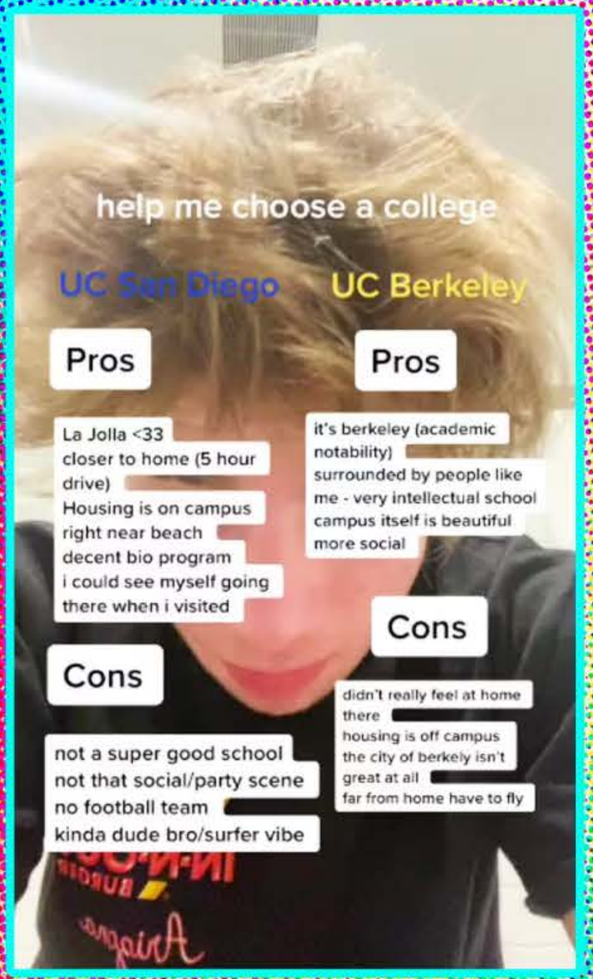
- **Student Favorites: Exploring Brooklyn College:**

Take to the streets of Brooklyn College and interview students in a casual, man-on-the-street style. Ask them about their favorite classes, majors, professors, and campus amenities.

help me pick a college :)
villanova
- really good for my major
- closer to home
- beautiful campus
- good sports (basketball)
- unsure about the party scene
- not that many things to do around the campus
- not a huge fan of philly
- cold
also i got money from both schools so i'm not worried about $$
umiami
- also pretty good for my major
- far from ny
- great student life
- school spirit + sports
- miami😍😍
- so many options of fun
- can get lost in the party

Help me choose my college 😁💓


help me choose a college
USC
- Pop Voice major
- Smaller program in a big school
- Gooood weather
- Best location for my major (LA)
- Big campus experience
- Able to do more extra carriculars and minors out of music
- Expensive asf.
- Less prestigious for music than Berklee
- I vibe with the faculty alot
Berklee College of Music
- Voice major
- Emphasis in music business
- More prestige for music
- Alumni more successful
- I got 10k in merit
- More city campus vibe and near other big colleges
- Surrounded by music people and creatives
comment pls

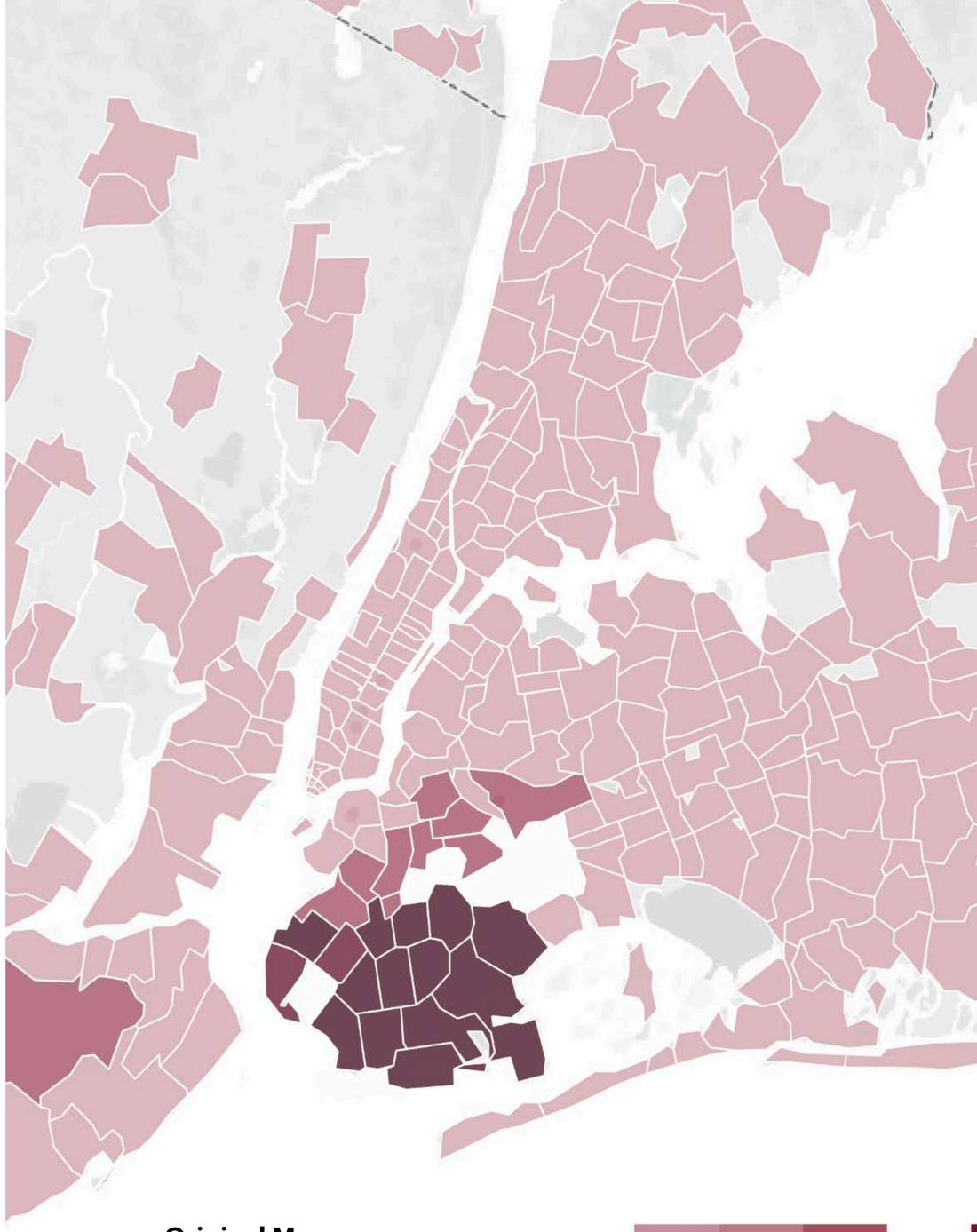

help me choose a college
UC San Diego
Pros
La Jolla <33
closer to home (5 hour drive)
Housing is on campus
right near beach
decent bio program
i could see myself going there when i visited
Cons
not a super good school
not that social/party scene
no football team
kinda dude bro/surfer vibe
UC Berkeley
Pros
it's berkeley (academic notability)
surrounded by people like me - very intellectual school
campus itself is beautiful
more social
Cons
didn't really feel at home there
housing is off campus
the city of berkely isn't great at all
far from home have to fly

i have like 5 days to decide, HELP ME PICK A COLLEGE
univ of florida
univ of miami
PROS
- beautiful campus/student body
- BEAUTIFUL and smaller campus, more modern, easier for me to manage
- have already made a bunch of friends
- 12:1 ratio so more intimate class settings
- better study abroad program
- a flight away from home!!!
- super football school and supportive alumni
- small school but diverse student body demographic make up
- chances of me meeting a celebrity and becoming a rich housewife are higher here LOL
CONS
- lots of distractions being in miami
- more expensive in the long run
- more expensive and generous scholarship offer but still super expensive to live in miami
- a bunch of rich kids gives off that snobby entitled kid vibe
- i may have to reroute my career path
- smaller
- ranked top 50 in country "not really a bad thing"
- not sure how "one-on-one" works here

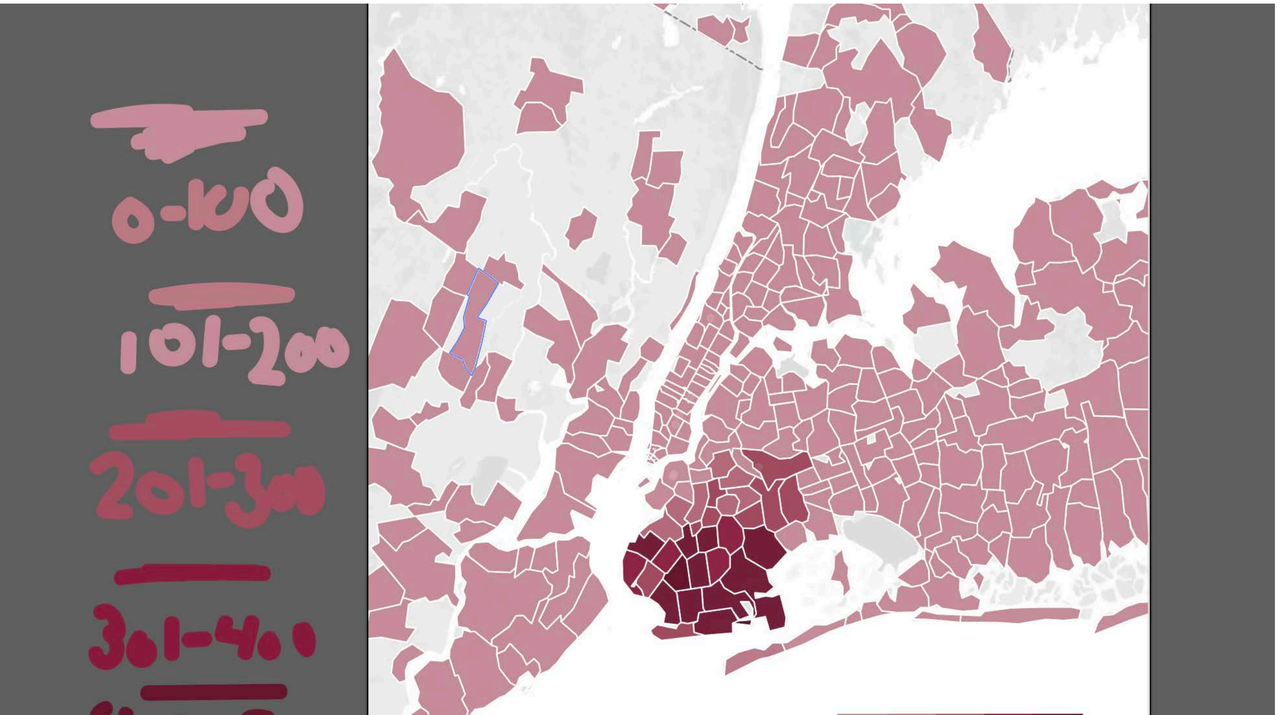
PROJECT 1

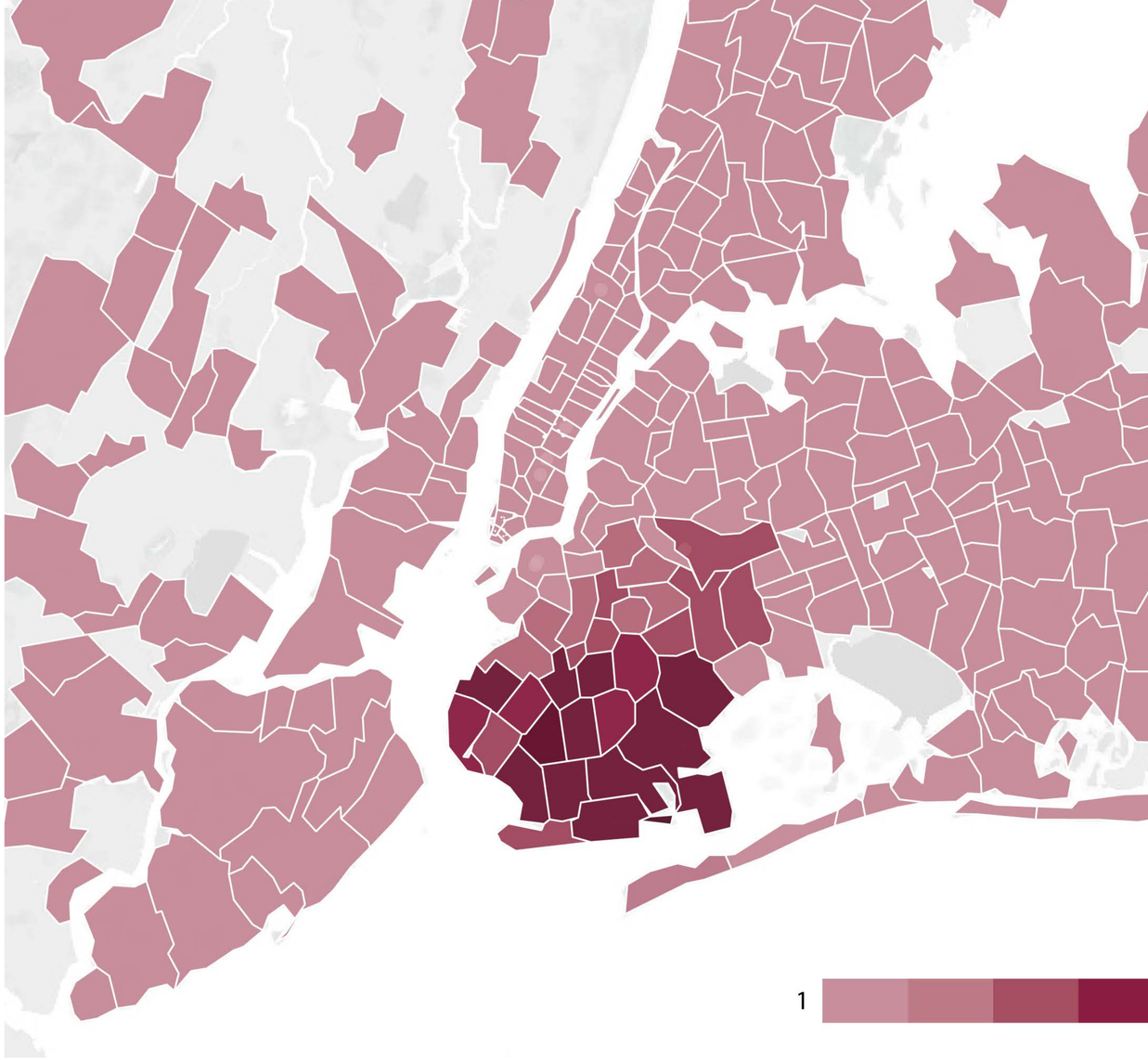
UPDATING DATED ENROLLMENT HEAT MAP

Me and my co intern Deriann was tasked to update an old enrollment heat map. With constant communication we had it done in no time. Moreover, it also greatly helped us that there was minimal changes to be done in the first place



	Queens				Brooklyn				Manhattan
	Neigborhood	Borough Queens	Zip Code	# of Students	Neigborhood	Borough	Zip Code	# of Students	Neigborhood
	Rockaways	Queens	11697	13	Greenpoint	Brooklyn	11222	31	Inwood and Washington Heights
	Rockaways	Queens	11694	52	Greenpoint	Brooklyn	11211	47	Inwood and Washington Heights
	Rockaways	Queens	11693	46	Bushwick and Williamsbur	Brooklyn	11237	73	Inwood and Washington Heights
	Rockaways	Queens	11692	45	East New York and New L	Brooklyn	11208	258	Inwood and Washington Heights
	Rockaways	Queens	11691	62	East New York and New L	Brooklyn	11207	247	Central Harlem
	Southeast Queens	Queens	11422	30	Canarsie and Flatlands	Brooklyn	11239	76	Inwood and Washington Heights
	Southeast Queens	Queens	11413	20	Bushwick and Williamsbur	Brooklyn	11249	26	Central Harlem
	Southeast Queens	Queens	11411	18	Bushwick and Williamsbur	Brooklyn	11206	120	Central Harlem
	Southeast Queens	Queens	11429	23	Bushwick and Williamsbur	Brooklyn	11221	163	East Harlem
	Southeast Queens	Queens	11428	7	Central Brooklyn	Brooklyn	11233	161	Central Harlem
	Southeast Queens	Queens	11426	9	Central Brooklyn	Brooklyn	11212	246	Upper West Side
	Southeast Queens	Queens	11004	8	Canarsie and Flatlands	Brooklyn	11236	489	Upper West Side
	Southeast Queens	Queens	11427	8	Northwest Brooklyn	Brooklyn	11205	63	Central Harlem
	Jamaica	Queens	11434	38	Central Brooklyn	Brooklyn	11216	100	East Harlem
	Jamaica	Queens	11412	19	Central Brooklyn	Brooklyn	11213	181	Upper East Side
	Jamaica	Queens	11423	11	Flatbush	Brooklyn	11203	329	Upper West Side
	Jamaica	Queens	11432	25	Canarsie and Flatlands	Brooklyn	11234	702	Upper East Side
	Jamaica	Queens	11433	24	Northwest Brooklyn	Brooklyn	11201	74	Upper East Side
	Jamaica	Queens	11436	16	Northwest Brooklyn	Brooklyn	11217	59	Upper East Side
	Jamaica	Queens	11435	30	Central Brooklyn	Brooklyn	11238	101	Upper East Side
	Southwest Queens	Queens	11420	45	Flatbush	Brooklyn	11225	205	Gramercy Park and Murray Hill
	Southwest Queens	Queens	11419	31	Northwest Brooklyn	Brooklyn	11231	48	Upper West Side
	Southwest Queens	Queens	11418	28	Northwest Brooklyn	Brooklyn	11215	125	Chelsea and Clinton
	Southwest Queens	Queens	11415	5	Flatbush	Brooklyn	11226	519	Chelsea and Clinton
	Southwest Queens	Queens	11414	25	Sunset Park	Brooklyn	11232	120	Gramercy Park and Murray Hill
	Southwest Queens	Queens	11417	56	Borough Park	Brooklyn	11218	438	Gramercy Park and Murray Hill
	Southwest Queens	Queens	11416	38	Sunset Park	Brooklyn	11220	527	Chelsea and Clinton
	Southwest Queens	Queens	11421	51	Borough Park	Brooklyn	11219	306	Chelsea and Clinton
	West Central Queens	Queens	11385	92	Borough Park	Brooklyn	11204	450	Chelsea and Clinton
	West Central Queens	Queens	11379	20	borough Park	Brooklyn	11230	634	Gramercy Park and Murray Hill

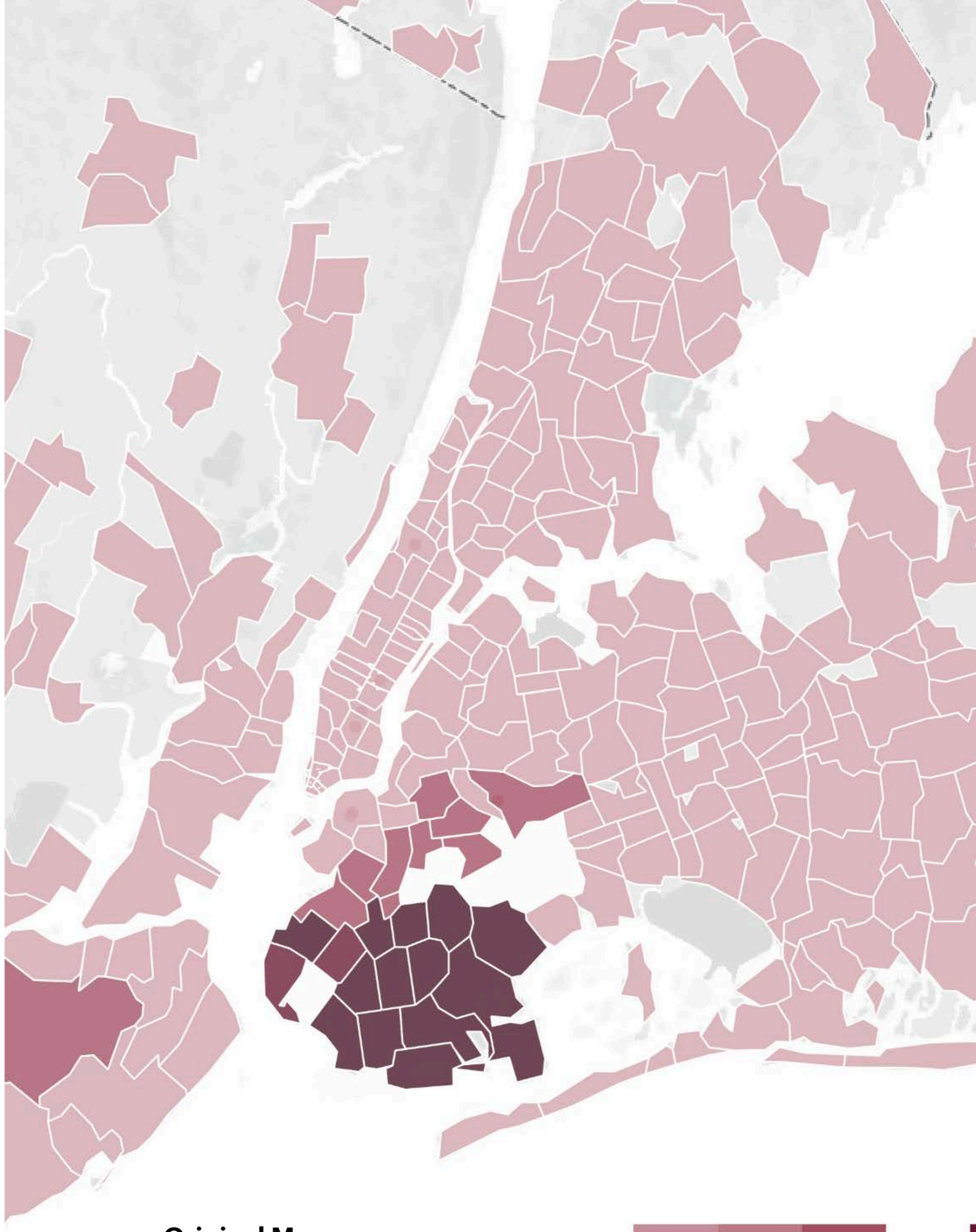




PROJECT 2

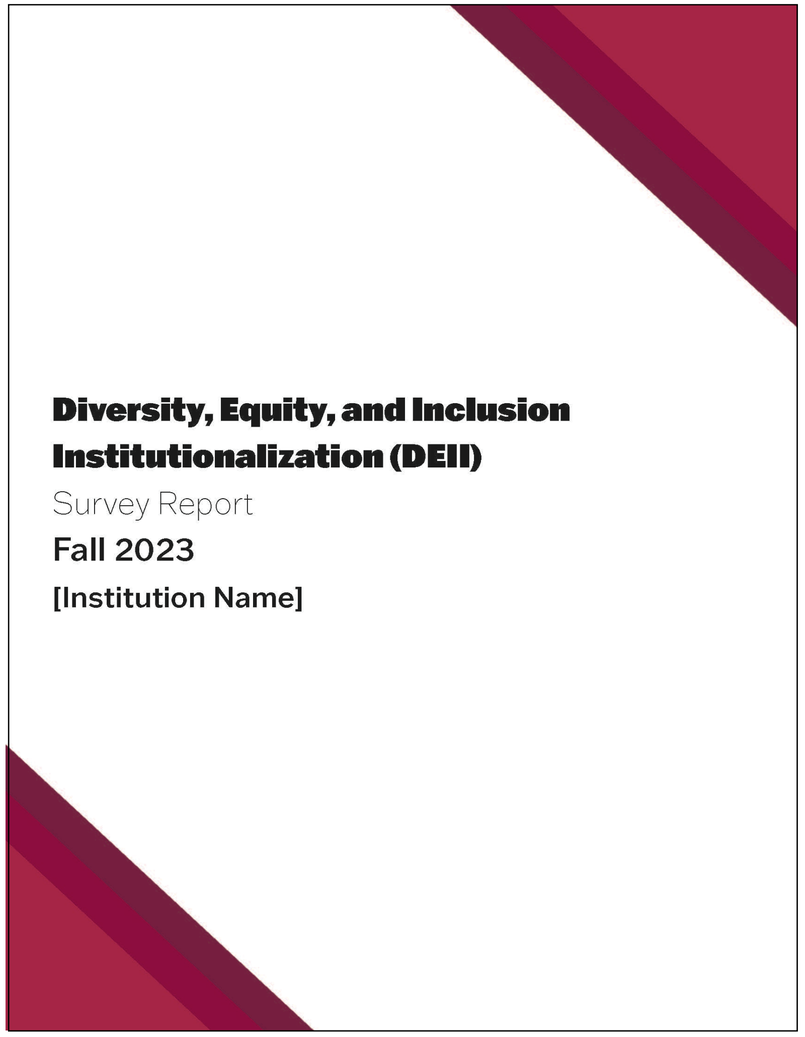
CREATING REPORT COVERS

We were tasked to create minimalist report cover for three institutions. Moreover, we were also instructed to use variations of blue, green, and yellow with space for 3 to 4 logos.

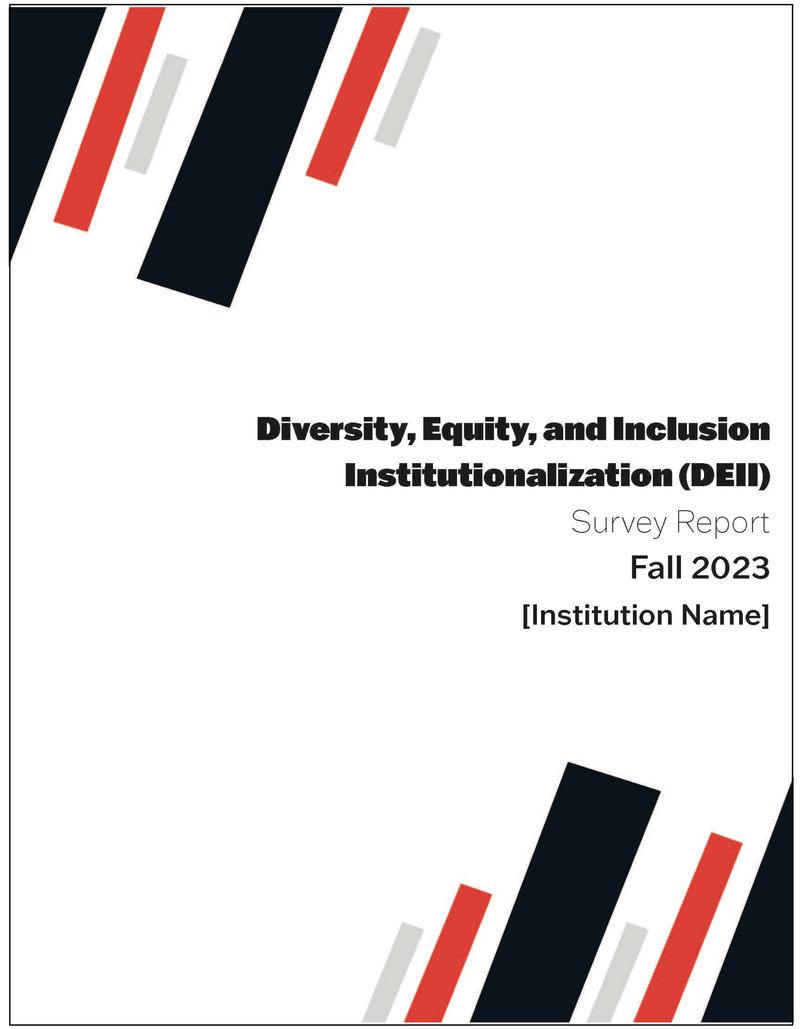


INSPIRATION:

INITIAL RUN:


Diversity, Equity, and Inclusion Institutionalization (DEII)
Survey Report
Fall 2023
[Institution Name]

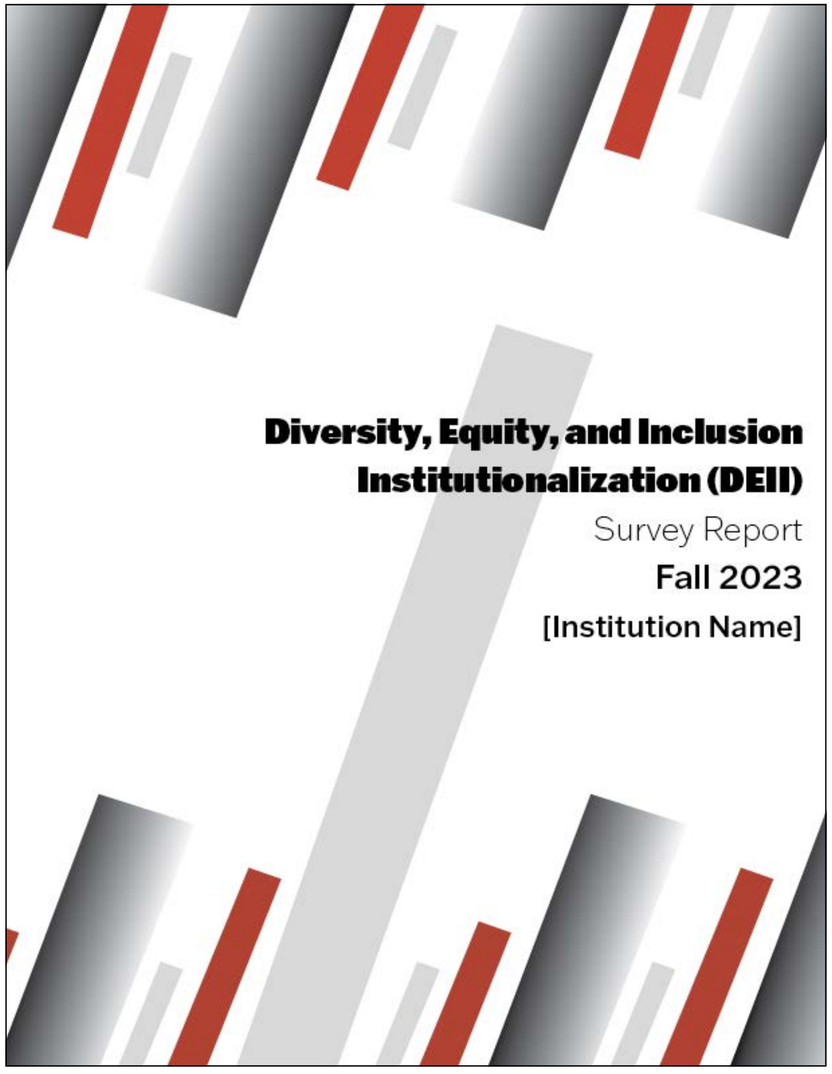
Fall 2023
Survey Report
Diversity, Equity, and Inclusion Institutionalization (DEII)
[Institution Name]


Diversity, Equity, and Inclusion Institutionalization (DEII)
Survey Report
Fall 2023
[Institution Name]

EDITS DONE:

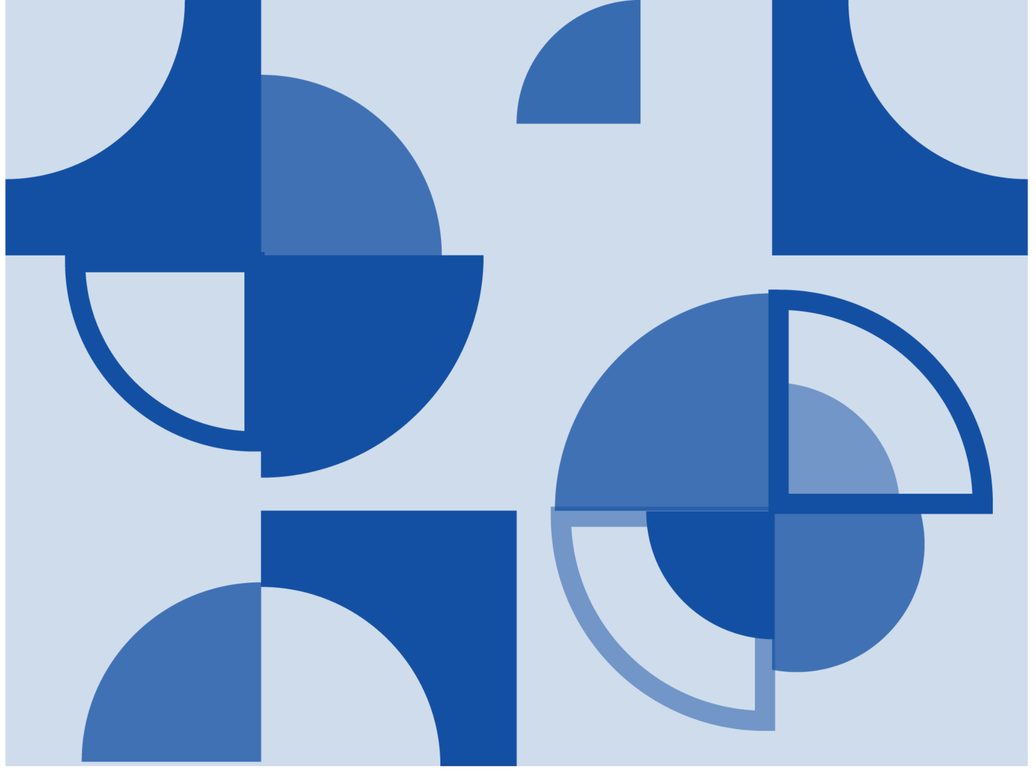
Diversity, Equity, and Inclusion
Institutionalization (DEII)
Survey Report
Fall 2023
[Institution Name]

Fall 2023
Survey Report
Diversity, Equity, and Inclusion
Institutionalization (DEII)
[Institution Name]


Diversity, Equity, and Inclusion
Institutionalization (DEII)
Survey Report
Fall 2023
[Institution Name]

FINAL REPORT COVER

BY: MELISA



Diversity, Equity, and Inclusion Institutionalization (DEII) Survey Report

Fall 2023

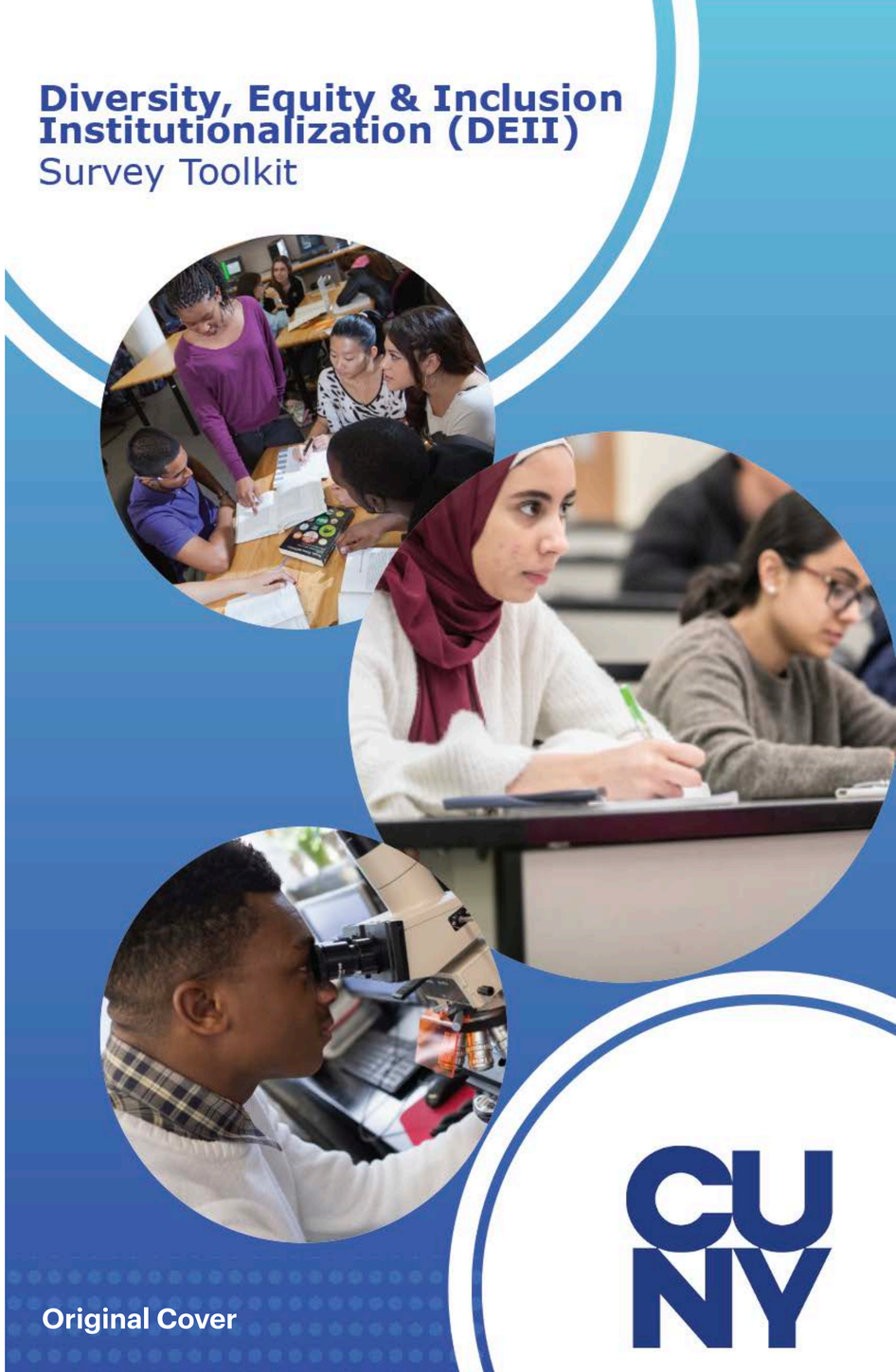
John Jay College of Criminal Justice

CUNY Brooklyn College UF UNIVERSITY of FLORIDA

FINAL PROJECT

DEII SURVEY TOOLKIT UPDATE

For my last project, I had to work with the whole team to update a survey sheet. It was a very collaborative process, and everyone was active and ready whenever we needed something changed or had questions in general. My main task was to update the body copy to have the up-to-date information given and to come up with the layout of said body copy.



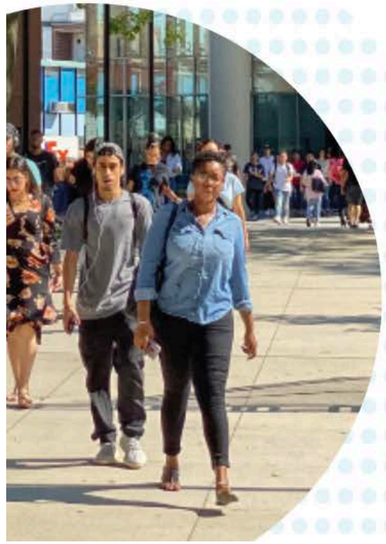
Original Cover

Nine Modules

The nine modules provide a framework to evaluate DEI:

- Institutional Leadership and Infrastructure
- Institutional Policies and Programs
- Faculty and Staff Recruitment
- Faculty and Staff Retention
- Student Admissions/Recruitment
- Student Retention and Completion
- Student Support
- Curriculum
- Budgetary Policies and Procedures

Institutional Assessment



- The institutional level assessment was designed for completion by a representative team.
- Building a dedicated team will be key to making the right inferences from the data and building credibility on campus about the results.
- An integral step is to identify individuals responsible for consulting with the appropriate offices on campus to make a valid assessment for each of the items.
- Effective teams are usually comprised of members with various levels of authority from the administration, faculty, staff, and in some cases, students.
- Representative perspectives result in meaningful conversations and helps to eliminate the pitfalls of siloed communications.

Faculty, Staff, & Student Assessments

- Parallel assessments were developed to accompany the Institutional Assessment.
- Alignment gaps are beneficial in identifying differential outcomes for the different constituencies.

Accreditation

- Identifying areas of strength and areas of challenge is a critical first step in improving the campus climate with respect to diversity, equity, and inclusion.
- An institution can prioritize its DEI goals and actions when it has a valid and reliable measurement of their DEI.
- Assessing and addressing DEI at the institutional level will provide evidence of meeting DEI accreditation standards.

DEII Fee Structure by Student Population

	Admin Fee*	499 or less	500 to 999	1000 to 3999	4000 to 7999	8000 to 12000	12001 or more
Institutional Assessment	Complimentary**						
Student Survey	$500	$2,000	$2,750	$3,500	$4,750	$6,250	$8,000
Faculty Survey	$500	$2,000	$2,200	$2,500	$3,000	$3,500	$4,000
Staff Survey	$500	$2,000	$2,200	$2,500	$3,000	$3,500	$4,000

**Discounted fee structure available for administration of all surveys. Waivers are also available upon request.*

***Please cite the intitutional assessment and share analyses with the REACHE Institute team*

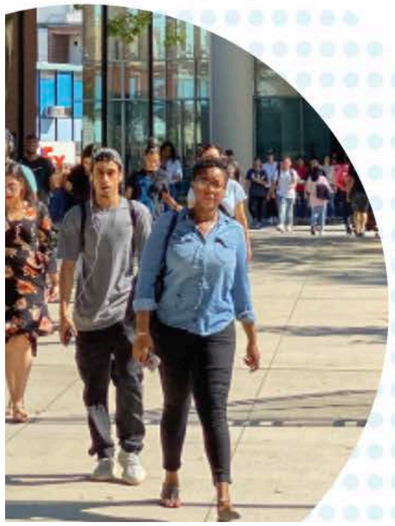
Orignal layout

Thank you for participating in the DEII administration on your campus. We are returning results of the administration of DEII in three sections. First, we will be sending a summary of the results as described below using an overview of DEII efforts on your campus and scores on the ten scales. Second, we will send a brief executive summary based on the same data. Third, we will send item level data. The summary reporting and the item reporting are both sent as Tableau documents which allow you to filter the data by the demographics described in Section I below. In order to use the files, you should open the files from Tableau. For any questions regarding the report or data, please contact [email placeholder]

Introduction

The summary report (the first report described above) contains summary data for the four types of surveys below (or the subset that you chose to use):

- Institutional assessment
- Faculty assessment
- Staff assessment
- Student assessment



Section I: Demographics

Section I shows the frequencies and percent of participants who completed the DEII surveys. The tables include the following groupings:

1. Survey Type: Participants completing each of the surveys Reported by Institution
2. Gender
3. Race
4. Major Area Self-Reported on Survey
5. Gender Identity
6. Sexual Orientation
7. Religion

Section II: Overall Descriptive Statistics

Section II is a table reporting the means, standard deviations and Ns for the overall rating of DEI and the ten scales. The overall ratings are on a 10-point scale based on an item included in each of the surveys. The overall rating is from the following item:

Overall rating: On a scale from 1 to 10, with 10 being the highest, what is your overall rating of the diversity, equity, and inclusion at your institution?

The ten scales are based on the average rating from a series of items for each module measured in the four surveys. Each of the modules have been scaled to a six-point scale. The institutional survey is based on questions about the implementation of DEI strategies (see survey) with higher values showing higher implementation. In contrast, the faculty, staff and student surveys are based on the different stakeholder ratings of satisfaction with the implementation of DEI strategies or agreement with statements about the DEI environment with higher values showing higher satisfaction or agreement. The ten scales, or modules, are:

1. Institutional Environment: Leadership and Infrastructure
2. Institutional Environment: Policies and Programs
3. Belongingness
4. Faculty and Staff: Recruitment
5. Faculty and Staff: Retention
6. Students: Admissions/Recruitment
7. Student: Retention/Persistence/Retention
8. Students: Student Support
9. Curriculum
10. Budgetary Policies and Procedures

Section III. Overall DEI Graphics with Comparisons by Demographics

Section III provides a graphic presentation of the means for the overall DEI ratings (i.e., the first row from Section II) by survey type, gender, and race. Hovering over the bars will show the statistics for each bar. As with the prior sections, bar charts for specific groups can be attained using the available filters.

Section IV. DEI Scale Score Graphics with Comparisons by Demographics

Section IV provides a graphic presentation of the means on DEI scales (i.e., the bottom 10 rows from Section II) by survey type, gender, and race. All filters from previous sections are available here. *There are blank boxes for some filters – try to keep this box selected when choosing filter values to preserve spacing between scales.*

My Layout

FINAL DEII TOOLKIT UPDATE

Diversity, Equity, and Inclusion Institutionalization (DEII) Dashboard Instructions

Fall 2023

[redacted]

THE CITY UNIVERSITY OF NEW YORK

UNIVERSITY of FLORIDA

Introduction

Thank you for participating in the DEII administration on your campus. We are returning results of the administration of DEII in three sections. First, we will be sending a summary of the results as described below using an overview of DEII efforts on your campus and scores on the ten scales. Second, we will send a brief executive summary based on the same data. Third, we will send item level data. The summary reporting and the item reporting are both sent as Tableau documents which allow you to filter the data by the demographics described in Section I below. In order to use the files, you should open the files from Tableau. For any questions regarding the report or data, please contact nicholas.dawson@ufl.edu.

The summary report (the first report described above) contains summary data for the four types of surveys below (or the subset that you chose to use):

- Institutional assessment
- Faculty assessment
- Staff assessment
- Student assessment

The reporting of the data is divided into six sections. Each section is reported for all survey participants but you can also select reporting any of the data for each of the groups described in Section I using the available filters.

Section I: Demographics

Section I shows the frequencies and percent of participants who completed the DEII surveys. The tables include the following groupings:

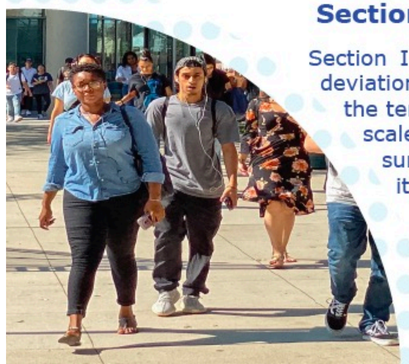
1. Survey Type: Participants completing each of the surveys

Reported by Institution

2. Gender
3. Race
4. Major Area

Self-Reported on Survey

5. Gender Identity
6. Sexual Orientation
7. Religion



Section II: Overall Descriptive Statistics

Section II is a table reporting the means, standard deviations and Ns for the overall rating of DEI and the ten scales.The overall ratings are on a 10-point scale based on an item included in each of the surveys. The overall rating is from the following item:

Overall rating: On a scale from 1 to 10,with 10 being the highest, what is your overall rating of the diversity, equity, and inclusion at your institution?

Section II: Overall Descriptive Statistics (continued)

The ten scales are based on the average rating from a series of items for each module measured in the four surveys. Each of the modules have been scaled to a six-point scale. The institutional survey is based on questions about the implementation of DEI strategies (see survey) with higher values showing higher implementation. In contrast, the faculty, staff and student surveys are based on the different stakeholder ratings of satisfaction with the implementation of DEI strategies or agreement with statements about the DEI environment with higher values showing higher satisfaction or agreement. The ten scales, or modules, are:

1. Institutional Environment: Leadership and Infrastructure
2. Institutional Environment: Policies and Programs
3. Belongingness
4. Faculty and Staff: Recruitment
5. Faculty and Staff: Retention
6. Students: Admissions/Recruitment
7. Student: Retention/Persistence/Retention
8. Students: Student Support
9. Curriculum
10. Budgetary Policies and Procedures

Section III. Overall DEI Graphics with Comparisons by Demographics

Section III provides a graphic presentation of the means for the overall DEI ratings (i.e., the first row from Section II) by survey type, gender, and race. Hovering over the bars will show the statistics for each bar. As with the prior sections, bar charts for specific groups can be attained using the available filters.

Sections IV to VI. DEI Scale Score Graphics with Comparisons by Demographics

Sections IV through VI provide graphic presentations of the means on DEI scales (i.e., the bottom 10 rows from Section II) by survey type, gender, and race, respectively. All filters from previous sections are available here.

Questions? Contact us: nicholas.dawson@ufl.edu

TAKEAWAYS

AND WHERE DO I GO FROM HERE?

1. The importance of teamwork and just overall being ready when help is needed.

2. The value of feedback especially from a mentor that knows exactly what the client wants.

3. Overall, the internship has given me enough confidence to find a job where teamwork is crucial.