Cornell University
College of Veterinary Medicine Brand Platform

INTRODUCTION
A brand is more than a logo, color scheme, or advertising slogan.
It represents the "emotional truth" of an organization, with implications for every stakeholder—internally and externally. It is a statement of purpose; a signal of competence or credibility; a promise of a certain type of experience; and a unique, desirable customer benefit. Perhaps most importantly, a brand is an organizing principle that informs decision-making at every level, from broad institutional vision to the most tactical initiatives.

For the Cornell University College of Veterinary Medicine, a powerful brand supports efforts to do the following:
- renew, diversify, and support its faculty ranks
- recruit and prepare students of promise and purpose to solve the challenges of today's society by assuming leadership positions in the community and profession
- improve recognition of clinical programs
- communicate the link between the College's basic research strengths and translational activities
- develop lasting relationships with alumni and loyal and generous philanthropists
- sustain the human-animal relationship

With a strong brand, the College can price its offerings accordingly; manage effectively during economic downturns; attract valuable employees, business partners, and clients; and diversify into new business areas with ease.

In its drive to transition Cornell from a national to a global leader in animal health, Cornell University College of Veterinary Medicine must claim its space among an elite set of competing institutions—for students, faculty, clients, and supporters—by positioning itself as a broad and deep organization that offers a strategic and distinct alternative. It must capitalize on the aggregate strength of the College, including all of the departments, institutes, programs, units, and centers as well as the dedication of its faculty and leadership, the achievements of its graduates, and the energy and ambition of its students, to facilitate efforts that will realize business needs within each of the College's departments, institutes, centers, units, and programs.

The following brand platform will help Cornell University College of Veterinary Medicine better define itself and its mission, better understand who it serves (and how to attract them) and raise its profile among its constituents. It is presented as a part of and in support of the University's brand. As such, the College will adhere to the principles and guidelines outlined in the University's brand and editorial style guide, which can be found at https://cornellbrand.cornell.edu/. These web pages offer information on the University's brand and recommendations for photography, videography, and participating in social media channels.

Logo usage at the College of Veterinary Medicine:
The overall direction is for consistency in presentation of the logo, using the 2-line lockup as it is used to identify the College and that the College is part of Cornell. More specifically:

All print materials will have the 2-line signature file in either centered at the bottom in a Cornell red color bar or in the upper left corner of the document. The insignia will be at least 7/8" and will align with Cornell requirements for with sufficient space around the insignia, as explained in Cornell's brand guide. When

considering options for centering the 2-line signature file at the bottom of the document in a color bar, please avoid the black signature file with a red color bar so as to avoid combinations that are difficult for people who are color blind. When choosing the black or black/red combination for the signature file, please use a white color bar. In addition, for print materials where the width of the document is too narrow to accommodate the 2-line signature file or the document is likely to be placed in a brochure rack, we will use the insignia as a design element following the placement and cropping guidelines in Cornell's brand guide. In these cases, the 2-line signature file (without the insignia) will be left justified.

TABLE OF CONTENTS
The College's brand book includes information on the following elements, all components of the College's **brand platform**:

- Positioning: what makes Cornell University College of Veterinary Medicine distinctive within the context of its competitive markets
- Core values: key words to describe what Cornell University College of Veterinary Medicine stands for
- Commitments: the promises Cornell University College of Veterinary Medicine makes to its constituents
- Brand personality: the tone and manner of Cornell University College of Veterinary Medicine's marketing and communications materials
- Brand elements: fonts, color palette, voice and imagery, tagline
- Editorial guidelines: style guides, College name/location names, capitalization, abbreviations, punctuation, numbers, names and titles, italics, class years, equal opportunity statement
- Web best practices: site organization, page elements, writing, formatting, links, accessibility, miscellaneous topics

Positioning
Cornell University College of Veterinary Medicine is committed to teaching, research, and service. The College offers an innovative educational experience in an environment that fosters collaboration and creativity. It investigates some of society's most challenging diseases and conditions—many of which afflict both animals and people. And, it provides full-service clinical and diagnostic services and a variety of educational resources to veterinarians, pet owners, producers, and public health officials using state-of-the-art equipment and an entrepreneurial spirit. Building on nearly 150 years of service to Cornell and the community, the College is committed to advancing the health and well-being of animals and people through evidence-based science, reasoned compassion, and innovative thinking.

Core Values
- Forward-thinking: a spirit of exploration, a drive for innovation
- Scholarship: scholarly inquiry, research and rigor
- One Health: committed to understanding the intricate connections between people, animals, and the environment
- Collaborative: interdisciplinary, multi-institution, cross-continental partnerships
- Real world impact: committed to solving problems by working at the interface of science and application
- Diverse perspectives: global reach, community minded
- Community: engaged, supportive, respectful, cooperative, collegial, compassionate

Commitments

- Quality: Cornell University College of Veterinary Medicine must continue to tap the innovative and entrepreneurial spirit that has fueled advancements across the College and strengthened the College's reputation, resulting in the College's number one ranking among the nation's veterinary colleges.
- Access: As a public institution with a selective student body, Cornell University College of Veterinary Medicine must maintain its commitment to access, recognizing the tremendous financial burden young graduates face, entering a profession in which starting salaries are often not commensurate with the cost of education.
- Resources: Cornell University College of Veterinary Medicine must continue to provide the resources necessary to support discovery in teaching, research, and service through efforts to renew and diversify the faculty ranks, support clinical programs, and encourage unrestricted support. This will enable the institution to fulfill the promise it makes to its students, attract top-ranked faculty, and extend the infrastructure necessary to conduct scholarly inquiry at the highest levels.
- Community: Cornell University College of Veterinary Medicine must continue to cultivate a community—at the college and with its constituents—that fosters respect, honesty and integrity, passion balanced with compassion, and encourages risk-taking.
- Visibility: To build reputation and expand reach, Cornell University College of Veterinary Medicine must maintain a high level of visibility through ongoing efforts in development, partnership, outreach, and marketing.

Brand Personality
Motivated by the opportunity to use science and evidence-based medicine to improve the quality of life for animals and people, internationally respected faculty, successful alumni, and enthusiastic students are driven by science, reasoned compassion, the opportunity to innovate, and the desire to collaborate with people who bring diverse experiences and expectations to the challenge. Classroom learning is rigorous, thought-provoking, and supportive. Scientific investigation leverages state-of-the-art resources and facilities to challenge conventional thinking and bring new insights to bear on issues. Outreach efforts are grounded in a belief that the quality of life should—and can—be better. Members of the College's community are intellectually curious, passionate, creative, tenacious, hard-working, and ambitious and altruistic in equal parts—seeking to enrich not only themselves, but also their world.

As a "brand" Cornell University College of Veterinary Medicine is:
- Confident
- Scientific
- Warm
- Compelling
- Innovative
- Collaborative
- Diverse

These traits should be considered "touchstones" and should be reflected in the copy and photographs used in communications regarding the College.

Brand Elements

Color

Color is an important tool for creating consistency among communications materials. A primary palette has been selected for use in all applications. The consistent use of this color palette for design elements that tie the family of publications together will infuse electronic and print marketing and communications materials with a stronger sense of brand identity.

The Cornell College of Veterinary Medicine primary and secondary color palettes are as follows:

Primary Color Palette

187C | White | Cool Grey 11

Secondary Color Palette

341C | 294C | 477C | 021C

337C | 290C | 482C | 563C
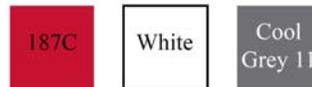
Typography

The College's typographic style is clean, precise, and easy to read, exemplifying its commitment to transparency. The primary Cornell College of Veterinary Medicine brand typeface families for all materials are Palatino, Frutiger (which also complies with Cornell University's preferred fonts, as detailed in the University style guidelines) and Verdana (for the web only). A variety of script or handwriting fonts may be used for emphasis, as the design allows. In applications with restrictive font sets, Arial is suitable as well.

Tone

The tone of Cornell University College of Veterinary Medicine has to reflect intelligence, compassion, and possess an energy and enthusiasm for serving the needs of animals, either through direct clinical care, scientific discovery, or community service.

Imagery

Just as the copy is intended to inspire the reader/listener's curiosity, so should the imagery. It can be unexpected: a photo of a student teaching proper husbandry techniques to villagers in Mozambique. It can be intense: a close-up of clinicians performing surgery. It can be emotional: a picture of an orphaned squirrel being bottle-fed. It can be abstract: a picture of a chromosome during meiosis.

The people portrayed should reflect natural expressions that make sense with the headline. It's as if they are presenting the thought or perhaps reacting to it. Other imagery, like the use of metaphor, should be used to amplify and augment the message, as well as lend editorial tonality and dimension.

Tagline
Advancing the health and well-being of animals and people
This supports the College's mission statement:

The College of Veterinary Medicine at Cornell University values its leadership position in academic veterinary medicine. Advancing veterinary medicine at the interface of discovery and application is the College's unifying conceptual framework. Discoveries identified at the molecular, cellular, organismal, and population levels ultimately inform the practice of medicine. In a parallel fashion, the organization and conduct of medicine influence the type and behavior of research. The College values scholarship across the full spectrum from molecule to medical application and demonstrates this commitment through research, educational programs, and professional service. The College will continue to excel in providing education and advanced training that prepare veterinarians and scientists to serve society in critical roles in clinical and diagnostic veterinary medicine, public health, scientific inquiry, and public policy. The College strives to advance animal health through discovery-based research, the delivery of excellent clinical care, and continued vigilance against the spread of disease. The College of Veterinary Medicine at Cornell University endorses the concept of one biology in advancing the understanding of both animal and human health, encourages and fosters open collaboration across disciplines and institutional boundaries, and seeks to integrate discovery and application in order to deliver the greatest possible benefits to society.

Key Messages
1) Cornell University College of Veterinary Medicine's strength as a global leader in veterinary medical education, animal medicine, biomedical research, and public health is the aggregate of all departments, programs, faculty/student achievement, and a commitment to diversity and inclusiveness.
- These are the jewels in the crown: no other vet college can match all of these strengths
- Because of our breadth and depth, the College is consistently ranked at the top of the *US News & World Report* rankings.
- Cornell's College of Veterinary Medicine graduates make an impact in the profession and their communities.
- Cornell's College of Veterinary Medicine has a long list of accomplishments, including developing the world's first genetic market test for a canine complex genetic disorder.
- We attract a diverse student body from across the country, and we have one of the highest percentages of underrepresented minorities in the veterinary student body.
- Cornell's College of Veterinary Medicine tailors recruitment efforts to ensure that opportunities are shared with a diverse pool of candidates, inviting and encouraging interest among prospective faculty and staff from all races and walks of life.
- The leadership at Cornell's College of Veterinary Medicine is committed to transparency. Issues and new directions are discussed collegially in forums open to faculty, staff, and students.
- Cornell's College of Veterinary Medicine is the founding chapter of VOICE (Veterinary students As One In Culture and Ethnicity) and serves as the model for more than a dozen other active chapters at vet colleges across the nation. Cornell's students were responsible

for securing the initial seed money to launch the national organization and in 2009 secured additional funding for continued growth.

2) College researchers conduct basic scientific research that furthers our understanding of the genetic basis of disease, serves the immediate clinical needs of animal and human health, and sustains the human-animal bond. The intricate connections between people, animals, and our environment create new challenges, linking the health and well-being of each group to the other. This research helps:
- By understanding the movement of diseases around species and countries
- By contributing to the understanding of one health/one medicine
- Beyond its work on avian flu, mad cow disease, and canine flu, the College maintains a DNA bank, which will help researchers better diagnose and treat genetic diseases in animals and may have implications for human health, including cancer
- By partnering with health practitioners to understand—and where possible prevent—infectious diseases (especially those with the potential to serve bioterrorism needs) using innovative and novel approaches
- By informing the treatments, strategies, and protocols used in clinical practices

3) The public/private partnership is a cornerstone of the College's and the State's success. Adequate and predictable funding for critical programs like the AHDC (including quality milk testing program) and access for underrepresented minorities and students who have been socially or economically disadvantaged is essential for continued success.
- The public/private partnership is the combined intellectual capital of CU and state/federal support.
- The College's collaboration with the state forms the NYS AHDC, a single, unified entity that is not matched by any other state.
- Resources and collaborations that exist because of the public/private partnership enable the College to serve all animals, including companion, equine, exotic, and wildlife, with state-of-the-art clinical approaches and advanced surveillance programs to monitor for infectious diseases.
- Through the SUNY Minority Fellowships, the College is able to recruit and retain underrepresented minorities.
- Through various federal programs, the College is able to recruit and retain students who have been socially or economically disadvantaged, including various programs that have been designed to meet the needs of veterans.

4) You can be a part of Cornell's College of Veterinary Medicine's future.
- By supporting the campaign (includes leadership, major, deferred and Annual Fund gifts)
- By volunteering
- By referring prospective students and faculty
- By advocating for the College of Veterinary Medicine

5) The College of Veterinary Medicine at Cornell University has established values and expected behaviors for faculty, students, and staff.
- Members of the College community work collaboratively, embracing different perspectives and incorporating the experiences of others into the final product.
- Members of the College community demonstrate integrity in their work and interpersonal relations by communicating respectfully and candidly and behaving ethically.

- Members of the College community understand the vision, mission, and values of the College. They show initiative and leadership by actively seeking an understanding of their role in realizing the College's vision and mission and working to the best of their ability to contribute to the greater good.
- Members of the College community are committed to working efficiently.

<u>Editorial</u>

Style guides

The College relies on the *Chicago Manual of Style* and *Webster's New Collegiate Dictionary*. Material being sent to members of the media will follow the *Associated Press Stylebook*.

College Name and Location Names

Please note that in writing, the College is referred to in any of the following ways:
- Cornell University College of Veterinary Medicine (official name)
- Cornell College of Veterinary Medicine
- College of Veterinary Medicine at Cornell
- College of Veterinary Medicine at Cornell University
- the College

In official forms of written communication, it is **not** referred to as the Vet College, CVM, or the Cornell Veterinary College.

A number of spaces around the College have been supported by donors and therefore bear their names. In writing please use the following names:
- John D. Murray Lecture Hall I
- Paddock Lecture Hall II
- Janet L. Swanson Wildlife Health Center
- Janet L. Swanson Imaging Suite

We do not refer to our students as freshman, sophomore, junior or senior. Instead, we refer to them as members of the first-year, second-year, third-year, or fourth-year classes.

The dean's position is formally known as the Austin O. Hooey Dean of Veterinary Medicine.

Capitalization

Our rules regarding the capitalization of certain words (such as *department*, for instance) are driven by our desire to maintain readability, clarity, and consistency, both within our own published pieces and when compared to the majority of outside pieces from highly reputable sources.

A. When in doubt, do not capitalize.

B. Capitalize
- Proper nouns, months, days of the week, but not the seasons.
- All words, except articles *(the, a, an)*, conjunctions *(and, but, or, for, nor, so, yet, if, as, since, when, because)*, and short prepositions *(of, in, on)* in headings and the titles of books, plays, lectures, musical compositions, etc., including *A* and *The* if at the beginning of a title.

The Man Who Came to Dinner
"Melodrama Unveiled: Theatre and Culture"
"Effects of Pelican Migration on Coastal Ecosystems"

- The official names of departments when used in text; do not capitalize the informal name.
    He is a faculty member with the Department of Biomedical Sciences.

- All conferred and traditional, educational, occupational, and business titles when used specifically in front of the name; do not capitalize these titles when they follow the name.
    Dean Michael Kotlikoff
    Michael Kotlikoff, dean

    Exception: When a word such as *former* is used in conjunction with a title and name, the title does not get capitalized, as it is considered part of a compound adjective (i.e. former dean Donald F. Smith.

- The words *association, building, center, club, conference, department, division, hall, office, program, senate, street,* etc., when used as part of a title; thereafter, do not capitalize the words when used alone to refer to that specific place or group.
    the Faculty Senate; thereafter, the senate
    the Department of Microbiology and Immunology; thereafter, the department
    the Feline Health Center; thereafter, the center
    the Leadership Program; thereafter, the program
- Do not capitalize the words *offices, colleges,* and *departments,* when referring to more than one individual office, college, or department.
- A specific course or subject.
- Names of all races and nationalities. Do not capitalize *white* and *black* when referring to the groups of people.
    African American, Caucasian, Nigerian, Irish, Japanese
- The word *room* when used to designate a particular room.
    Room 21 of Gambrell Hall
- Official college degrees when spelled out.
    Doctor of Veterinary Medicine
- When referring to a class according to its year of graduation, capitalize *Class*.
    The program was made possible by a gift from the Class of 1988.

C. Do Not Capitalize
- Words such as *college, school, department, office, division, association,* and *conference* when they stand alone, even if they refer to a specific, previously identified entity. The *only* exception to this rule is *College,* when referring to the Cornell University College of Veterinary Medicine.
- Titles standing alone or in apposition.
    The dean of the College of Veterinary Medicine must approve all research papers.
    Contact the budget director for further information.
    Nancy A. Smith, professor of epidemiology, will speak at the symposium.
- Names of fields of study, options, curricula, major areas, or major subjects, except languages, unless a specific course is being referred to.

He is studying large animal medicine.

Each student must meet core requirements in biological sciences.

- Unofficial titles preceding a name: comedian Richard Pryor.
- The words or abbreviations *a.m., p.m., baccalaureate, federal, state, government, honors, page,* and *paragraph.*
- Common names of plants and animals except proper nouns and adjectives:

    German shepherd, Alaskan malamute, fox terrier
- Names of seasons, including references to semesters.

Abbreviations

A. When in doubt, spell out the word.

B. Abbreviate

- Use the ampersand (&) only in corporate names, titles of published works (including *U.S. News & World Report*), if space demands it in course abbreviations, or in graphic treatments.
- Complimentary titles, such as *Mr., Mrs.,* and *Dr.,* but do not use them in combination with any other title or with abbreviations indicating scholastic or academic degrees. These and similar titles are typically not used in running text after first reference.

    Paul Huston, Ph.D., *not* Dr. Paul Huston, Ph.D.

    Roger White, DVM

    not Dr. Roger White, DVM
- Use *a.m.* and *p.m.* with periods and lowercase letters. In tabular matter, the periods can be omitted to save space.
- Use *U.S.* in text only as an adjective. Spell out *United States* as a noun, e.g., the U.S. Senate, but a resident of the United States.
- When abbreviating states (such as when following the name of a city), do not use the two-letter, no-period abbreviations used by the U.S. Postal Service. We prefer the traditional abbreviations (and note, some states never get abbreviated):

Alaska	Ky.	Ohio
Ala.	La.	Okla.
Ark.	Mass.	Ore.
American Samoa	Md.	Pa.
Ariz.	Maine	P.R. **or** Puerto Rico
Calif.	Mich.	R.I.
Colo.	Minn.	S.C.
Conn.	Mo.	S.Dak.
D.C.	Miss.	Tenn.
Del.	Mont.	Texas
Fla.	N.C.	Utah
Ga.	N.Dak.	Va.
Guam	Neb.	V.I. **or** Virgin

		Islands
Hawaii	N.H.	Vt.
Iowa	N.J.	Wash.
Idaho	N.Mex.	Wis.
Ill.	Nev.	W.Va.
Ind.	N.Y.	Wyo.
Kans.		

C. Do not abbreviate

- The name of an organization the first time it is used; spell out and put the acronym in parentheses. If the term appears only once, do not add the acronym.
    American Veterinary Medical Association (AVMA); thereafter, AVMA.
- The word *percent*: In general spell out the word *percent*, but in scientific and statistical copy, or where numerous percentage figures are used (to shorten and avoid repetition), use the symbol %.
    Of this year's student enrollment, 22 percent are interested in food animal medicine.
- *Assistant* and *associate* when used in a title.
- Names of buildings in running text.
    Room 109 Russell House, not 109 RH

    Note: Abbreviations may be used more freely in tabular matter or graphic design treatments.

Punctuation

A. Apostrophes

- Use only an apostrophe when making possessive a singular proper name ending in s.
    Achilles' heel
    Dickens' novels
    Williams' speech
- In making the plural of decades, figures, and letters, do not use an apostrophe.
    The 1980s are here.
    The three Rs
    Two CEUs
- Punctuate years of college classes with an apostrophe (single closing quote). Please note that when keying this on a computer, the single *opening* quote will automatically appear when you first insert the single quote. You must go back and change it to a closing quote (hit the key twice, then delete the opening quote).

B. Bold

As a general rule, we do not bold/highlight punctuation that immediately follows a bold/highlighted word. We do make exceptions in some cases for clarity or as part of a graphic treatment.

C. Bullets

Bullets are graphic devices that substitute for alphanumeric designation of items in a list. In a bulleted list the graphic device obviates normal grammatical punctuation.

- In bulleted lists within text passages, the bullet is the punctuation. No other punctuation is required to separate listed items. Do not use commas or semicolons at the end of each item.
- If an item in the bulleted list is a complete sentence, then the first word should be capped and there should be a period at the end of the sentence. If the item is a nonsentence fragment, then the first word should be lowercased.
- Avoid mixing sentence and nonsentence items in a bulleted list.

D. Commas, Semicolons, Colons, Periods

- Use a comma before the words *and* and *or* in a series.
- Place a comma after digits signifying thousands, except when reference is made to temperature or to SAT scores.
  > 1,150 students and an SAT score of 1143
- Follow a statement which introduces a direct quotation of one or more paragraphs with a colon. Also use a colon after *as follows*.
- Transitional words or phrases such as *namely, i.e., e.g.,* and *viz,* should be immediately preceded by a comma or semicolon and followed by a comma.
- When listing names with cities or states, punctuate as follows:
  > George Andrews is a Camden, S.C., native.
- When writing a date, place a comma between the day and the year as well as after the year.
  > July 4, 1980, dawned clear.
  > Tuesday, July 6, was rainy.
- Do not place a comma between the month and year when the day is not mentioned.
  > June 1980
- No comma is needed when referring to a school semester and year. The term for the semester does not get capitalized, and words like *the* and *of* are not necessary.
  > He retired in fall 2007.
  > **not** He retired in fall, 2007.
- Do not use a comma before or after Jr. or Sr., and do not precede Roman numerals such as I, II, or III with a comma. (**Note:** Preference should be given to the wishes of the person being identified.)
- If a phrase is within parentheses at the end of a sentence, place the period after the closing parenthesis. If a complete sentence is in parentheses, the period should be inside the closing parenthesis.

E. Dashes

- Do not use spaces before or after en or em dashes

F. Ellipses

- In general, treat an ellipsis as a three-letter word, constructed with three periods and a regular space on either side of the ellipsis, as shown here (…).
- When the grammatical sense calls for a question mark, exclamation point, comma, or colon, the sequence is word, punctuation mark, regular space, ellipsis, e.g., "Will you come? …"
- When material is deleted at the end of one paragraph and at the beginning of the one that follows, place an ellipsis in both locations.

G. Hyphens
Note: For all spelling questions, our first rule is to consult *Webster's New Collegiate Dictionary*. If a word is not found, we check *Webster's Third New International Dictionary* (unabridged).

- Use the nonhyphenated spelling of a word if either spelling is acceptable.
- Do not hyphenate the words *vice president* and words beginning with *non*, **except** those containing a proper noun.
  > non-German
  > nontechnical
- Do not place a hyphen between the prefixes *pre, post, semi, anti, multi,* etc., and their nouns or adjectives, **except** before proper nouns or when two vowels with no hyphen separating them would be unclear.
  > predentistry
  > electro-optical, **but** preindustrial
  > pro-American
  > **Exception:** *pre* when used before *law* or *med*, as in pre-law or pre-med advising.
- Do not place a hyphen between the prefix *sub* and the word to which it is attached.
- subtotal
- Hyphenate the word *X-ray* and use a capital *X*.
- Hyphenate *part-time* and *full-time* when used as adjectives. Hyphenate any modifying word combined with *well, ill, better, best, little,* and *lesser* when used as an adjective preceding a noun. Do not hyphenate when the expression carries a modifier or when it follows a noun.
  > well-built engine
  > a moderately well built engine
  > The engine is well built.
- Hyphenate a compound in which one component is a number and the other is a noun or adjective.
  > 30-mile run
  > 10-year-old child, **but** 10 years old
  > 12,000-square-foot building
- Whenever possible, avoid the hyphenation of proper names when breaking text lines.

H. Quotation marks
The following should be placed in quotation marks:
- book series
- conference presentations
- dissertations and theses
- essays
- film series
- lectures
- parts of volumes (chapters, titles of papers)
- radio and television episodes
- short stories
- single conferences/lectures
- songs

Note: Unpublished books (manuscripts, works in progress) do NOT get italicized. Use Roman text and quotation marks only.

- Use single quotation marks for quotations printed within other quotations.
- If several paragraphs are to be quoted, use quotation marks at the beginning of each paragraph, but at the end of the last paragraph only. No quotation marks are needed for passages set off from the text by additional space, an indent, or change of typeface.
- Set quotation marks after periods and commas and before colons and semicolons. Exclamation points and interrogation marks that are not part of the quotation should be set outside quotation marks.
- Use editor's brackets, not parentheses, to set off editorial remarks within direct quotations. But editorial remarks should be kept to a minimum.

Numbers
- For numbers under 10, use number words (*one, two*, etc.).
- Use numerals for all numbers 10 or over, including ordinals, e.g., 22nd.
- Days of the month should be written in numeric form, omitting *rd, th, st, nd*.
    April 6, June 1
- Use numerals (and standard marks, as below) for degrees, percentages, persons' ages, and course or program credit hours.
- In order to maintain consistency within a series, use numerals if more than half of the numbers are 10 or over; otherwise use number words within a series.
- Use periods when writing phone numbers, e.g., 800.555.1212 or 401.792.2075.
- Hours of the day should be expressed like *7 p.m.* or *7:30 p.m.* Do not use 7:00 p.m. **except** in lists of events, etc., to preserve alignment of type, or for formal invitations.
- Do not add a numeral in parentheses after use of a number word.
    three copies, **not** three (3) copies

Names and Titles
A. Names
- Always give full name (or two initials with surname) of persons the first time they appear in an article. Office style is to avoid use of the title *Dr.* for Ph.D.s, except when specifically requested in departmental literature or by an individual.
- After referring to an individual by full name, journalistic style indicates that the second reference should be to surname only, e.g., Smith.
- Refer to a woman by her full name, not by her husband's name, unless the individual requests it.

B. Titles
- When referring to a department, panel, or board chairperson, the preferred title is *chair*.
    Ann Kingsolver is chair of the Department of Clinical Sciences.
    Ann Kingsolver chairs the Department of Clinical Sciences.
- The following should be italicized:
    - books
    - catalogs
    - CDs
    - long musical compositions
    - movies

- operas
- pamphlets
- periodicals
- plays
- radio and television programs
- works of art (paintings, statues, sculpture)
- web publications (but not web pages/sites)

Italics
A. Italicize Latin names of plants and animals (genus and species).

> *Homarus americanus*

B. Do not italicize
- Scientific names for phylum, class, order, and family, but use initial caps.
  Chordata, Carnivora
- English derivatives of scientific names, and use lower case: amoeba, carnivore.

C. Emphasize Words and Phrases
Use italics, rather than quotes or underlining, to emphasize words in text; also to highlight foreign words or phrases not yet Anglicized (**Note:** If a foreign word or phrase is in *Webster's*, do not italicize).

Class Years
When referring to graduates of the College, please use the following formats:

Veterinary graduate (no commas, no periods)	Lewis Berman DVM '57
Veterinary graduate with two Cornell degrees	Alexander de Lahunta DVM '58/PhD '63
Veterinary college graduate and resident	Sophie Jesty DVM '02/RES '08
Veterinary college resident	Dr. Kristin McGonigle RES'10
Veterinary college widow	Carroll McConnell Maning W'55
PdD graduate	Samantha Hilburne PhD '09

When the individual is a graduate of a Cornell undergraduate college, we will not refer to their undergraduate degree unless the person is being highlighted in a University publication (electronic or print).

In referring to a veterinarian who is not a Cornell graduate, the preference would be to use Dr. Lorin Warnick or Dr. Robert Gilmour. When a degree listing is necessary, using the following format is acceptable: Michael I. Kotlikoff VMD, PhD

Equal Opportunity Statement
All publications must contain the following statement:
Cornell University provides equal program and employment opportunity.

Web Best Practices
As in traditional print publishing, high-quality web sites are designed to meet the needs of specific audiences. It is difficult to develop an effective site that meets the needs of an unknown audience. The process to create a new or redesign an existing web site takes research and careful planning. The Office

of Communications is available to assist you with audience research, concept development, navigation schemes, design and content creation, organization of the pages and content, and usability testing.

This information will help web designers, developers, and content authors create and maintain quality College pages for external audiences* that adhere to established graphic and type style settings consistently implemented throughout the site. Consistency gives polish to a site and encourages visitors to stay by creating an expectation about the structure of a text. If inconsistent formatting denies this expectation, readers will be confused, and unlikely to return.

The College of Veterinary Medicine uses cascading style sheets to help ensure this consistency. A variety of settings are pre-formatted. Some of these include the page background; fonts; margins; formatting for lists and blocked text; spacing between paragraphs; the size of heads, subheads, and body text; the use of color and specifically the color of links; formatting of tables; the main navigation and navigation structure; and basic page layout will be consistent across the site.

Pages will be constructed using a template with a variety of options. The options you choose, the style in which you compose your text, and the images/graphics/multimedia options you select will—together—create a set of pages that reflects your department or initiative uniquely and allows "your" character to shine through.

In addition, it is important that College pages recognize and leverage the value inherent in the University "brand." As such, College pages will include a University banner and adhere to guidelines and requests presented by University Communications.

* While it is perfectly acceptable for you to use these guidelines when creating internal pages, faculty or staff personal pages, or course-related pages, they have been designed for external pages only.

Site Organization
A. Top level
One of the main functions of a top-level page is to provide users with an overview of the content and resources available on linked pages. Generally, these pages should present users with the highest level of the information hierarchy. A set of quick links is sometimes used on top-level pages to allow users easy access to popular resources. These pages may also include feature content (e.g. faculty highlights, student stories, promotions) and news items that are updated regularly.

Top-level page design should:
- Use "real estate" wisely, giving center stage to navigation
- Avoid filling the center of the screen with welcome messages, mission statements or other content that might be read only once, if at all
- Aim for a distinct layout so users will easily recognize when they are on the top-level page
- Include the College's main navigation

B. Content pages
Content pages provide information and should form the majority of your web site. They are destination pages rather than pages that users pass through to reach information. Content pages live below your top-level page in the site map hierarchy.

C. Navigation

The College's navigation must be part of all external department, institute, center, programmatic, official faculty/staff, and initiative pages. In addition, breadcrumbs will be used to help users navigate through the site. Navigation on your pages should be consistent throughout your site.

Information can be structured according to a variety of organizational approaches. For example, you could organize your content and move people through your pages in any of the following ways:
- Audience-based
- Thematically-based
- Alphabetically-based
- Task-based
- Metaphor-driven, e.g. file and folder system

Typically, two or more of these approaches are incorporated. Work with target audience groups when creating or refining the site's organization scheme, to ensure understanding and usability. Card sorting exercises are user-centered methods for designing an organizational approach. Usability testing can confirm that the resulting approach is workable. Avoid designing an organization approach that mirrors the structure of the organization. Users who are unfamiliar with the organizational structure may find it hard to locate resources. Also, organizational changes will require changes to the organizational approach. Templates for "mapping out" the organization of your web pages are available from the Office of Communications, although there is no right or wrong way to document the flow of information communicated on your web pages.

Page Elements
A. Graphic elements

Electronic publishing offers significant savings when compared to traditional print production. However, to achieve your goals and maximize the web's capacity, important consideration should be given to choosing and preparing high-quality graphics and photographs that reflect the College's professional leadership and individuality. Graphic elements should be created in an image-editing program, like Adobe Photoshop, and be specifically saved for electronic presentation.

The templates available in our content management system include options for placing images and graphics on your page. In all cases, though, the template will size your graphic so that the longest dimension of the image is 200 pixels. (If you need a photo larger than that, please talk to Stephanie Specchio or Carly Hodes.) When preparing graphics for inclusion on your page, we recommend that you size it (proportionally in an image-editing software package) to meet these specifications:

Banner images:
The banner images are 691 pixels by 187 pixels. For maximum impact, this region is designed for one image that is cropped to those dimensions. Please talk to Stephanie Specchio or Carly Hodes if you have questions about banners.

Thumbnails:
Square thumbnail images are 80 pixels by 80 pixels.

Portraits:

Most portraits are between 125 and 150 pixels wide by 180 to 200 pixels tall. Portraits on the faculty pages are all 125 pixels by 188 pixels.

The follow dimensions will help you size images for each of the new regions in contribute.

- Banner region: 691 pixels by 187 pixels
- Left column content region: Maximum width: 164 pixels wide
- Center column slide show: Maximum width: 498 pixels. Maximum height: 292 pixels (note: height and width should be sized proportionally)
- Center column text region with right column turned ON: Maximum width: 498 pixels.
- Center column text region with right column turned OFF: Maximum width: 780 pixels.
- Right column slide show: Maximum width: 272 pixels. Maximum height: 232 pixels (note: height and width should be sized proportionally)
- Right column content area: Maximum width: 232 pixels

The file format should be either .jpg or .gif. The Office of Communications is happy to assist with graphics.

B. Multimedia

Our readers absorb material in many different ways. Some people prefer visual cues, while other members of our audiences prefer to hear our message. Multimedia tools give you the power to combine text, graphics, sounds, and moving images in meaningful ways. It is important to consider the user's time involved when multimedia elements are included in your page. People will wait just a few seconds for a page to appear and will watch a promotional video for approximately 3 minutes.

With content that is as technologically demanding as videos, for example, it is especially important to give users enough information to make an informed decision before they click, so that they know what to expect and are prepared to receive your materials. Clearly explain what your visitors can expect when they click on a multimedia link and how long it will take for the requested material to download.

Advantages of using images and multimedia:
- Conveys information more quickly than when using text
- Makes complex information simple
- Enhances online teaching and learning
- Enhances communication with some groups, particularly those with learning difficulties or cognitive impairments

Multimedia is necessary if you want to show movement or change over time or demonstrate multiple dimensions.

Some disadvantages to using images and multimedia:
- Longer download times
- May require the use of plug-ins that the user may not have or be able to install
- May create accessibility barriers for some users

Basic guidelines for multimedia include the following:

- Use an appropriate format. Use formats that support animation only where you need to show movement, multiple dimensions, or transitions over time.
- Use PDF only where it is critical to preserve the printed format of a document. PDF takes longer to download and it may not be accessible to people with visual impairments who are using screen readers.
- Use common formats and stay a version or two behind. Users are generally slow to upgrade, so save multimedia files so that they will be readable by an earlier version of the plug-in.
- Provide an accessible alternative. Multimedia may not be accessible to some users with disabilities.
- Provide previews of audio or video. Let users try before they buy or download.
- Segment larger works into topical sections. Users may only be interested in a portion of your content; segmenting allows them to download smaller and more relevant files.
- All materials with an audio component must also include a transcript to comply with web accessibility guidelines.

Multimedia options
Audio only
Audio is an extremely efficient way to deliver information. Often, an audio track can stand alone and will not require an excessive amount of time to download. In addition, audio can be captured and optimized fairly easily, although background noise is an important consideration, as no amount of editing will eliminate it altogether. The Office of Communications is happy to assist with this.

Slideshows
Slideshows can be presented in two ways: a series of pictures automatically presented and continuously looped (with or without captions) or a series of pictures presented in combination with an audio track. The Office of Communications is happy to assist with this.

Video
Video is by far the most compelling multimedia option. It is also the most risky. If it takes too long to download, your visitor will likely leave. If it is too long to watch, your visitor will also leave. Some tips* for creating effective video for the web follow:
- Shoot close-ups. Wide shots have too much detail to make sense at low resolution.
- Shoot against a simple monochromatic background whenever possible. This will make small video images easier to understand and will increase the efficiency of compression.
- Use a tripod to minimize camera movement.
- Avoid zooming and panning. These can make low frame-rate movies confusing to view and interpret and can cause them to compress poorly.
- When editing your video, use hard cuts between shots. Don't use the transitional effects offered by video editing software, such as dissolves or elaborate wipes, because they will not compress efficiently and will not play smoothly on the web.

Animation
We have the capability to include animated graphics. Please consult with the Office of Communications or the College's web designer for assistance.

* Tips are taken from www.webstyleguide.com.

C. Tables and forms

Tables should be used sparingly and only to present tabular data. They need to be designed and created with care so they are accessible and work in a variety of browsers, including text-only browsers and screen readers.

Writing

As the web has gained prominence as a publication, a new writing style has emerged to accommodate the reading habits of web users who read differently on the web. One reason for this is that reading text on-screen is unpleasant and causes eye strain. Because of this, many readers scan onscreen and print pages for reading.

The writing style must also be different because web readers do not read from front to back, as is traditional with printed material. Web readers roam from page to page, and web page authors often encourage this with embedded links. In addition, because web pages may be accessed directly (through search engines) without necessarily following the path site authors would like people to take, web pages must be capable of standing alone.

Readers need to be able to quickly ascertain the contents of a page, get the information they are seeking, and move on.

Presenting your thoughts

Documents written to be read online must be concise and structured for scanning. People tend to skim web pages rather than read them word-by-word. Use heads, subheads, lists, and typographical emphasis for words or sections you wish to highlight, as these elements will grab you reader's attention during a quick scan. Keep these elements clear and precise. Try to answer the traditional "5 Ws": who, what, when, where, and why in the first two paragraphs.

Concise writing is always better, but don't "dumb down" your message. You can assume that readers will print anything longer than half a page and read it offline. The templates have been designed to facilitate printing, so when necessary you can use the web to deliver content without cutting the heart out of what you have to say.

For most web writing you should assume that your carefully crafted prose will not be read word-by-word. This is not the case, of course, for texts such as journal articles or teaching materials: in many cases these more complicated texts will be printed and read offline. But most online information is best presented using short segments of texts written in a clear, concise style and with ample use of heads, subheads, and strategic emphasis (discussed below).

There are a variety of sessions and workshops offered that discuss effective strategies for web writing. In addition, the Office of Communications is happy to assist in text development at whatever level is most useful to individual site owners.

Some general guidelines include the following:
- Use familiar, everyday words; short, simple sentences; and the active voice.
- Know what you are trying to say.

- Keep your audience in mind when writing. Understand who they are, what they are looking for, their familiarity with the subject and any related jargon, and their reasons for visiting the site.

By way of example, the following samples show two ways of presenting the same information. The second writing style is most suitable for web documents.

Sample 1:
Web site development is a complex process that involves many steps and tasks that range from budgeting to design and evaluation. First, you need to define the scope of your project and determine a budget for site development. Then you need to survey and map the structure of your information. The next step is to establish a look and feel for your site, and then comes the actual construction of your site. Once your site is finished you need to make sure people know that it's there and how to find it. Finally, you should spend time evaluating your site's effectiveness. As you embark on the process of developing a Web site, keep these steps in mind and make sure that you have the organizational backing, budget, and personnel you need to make the project a success.

Sample 2:
The process of developing a Web site generally follows these steps:
1. Site definition and budgeting
2. Information architecture
3. Site design
4. Site construction
5. Site marketing
6. Tracking and evaluation

Before beginning to develop a Web site, make sure you have the organizational backing, budget, and personnel you need to perform these steps successfully.

If content is not ready, it is best to not mention it. Please do not use these phrases:
- Coming Soon
- Under Construction
- In process

Formatting
Emphasis
A web page of solid body text is hard to scan for content structure and will not engage the eye. Using tools to strategically emphasize key parts of your text is an effective way to engage your reader and help him navigate the text in a logical way.

There are time-honored typographical devices for adding emphasis to a block of text, but be sure to use them sparingly. If you make everything bold, then nothing will stand out and it will seem as if you are shouting at your readers. A good rule of thumb when working with type is to add emphasis using one parameter at a time. If you want to draw attention to the section heads in your document, don't set them large, bold, and all caps. Instead, choose one of these options. For example, if you prefer bold, leave the heads the same size as your body text and make them bold.

Case

Capitalize the first letter of the first word (in sentences and headlines) and capitalize proper nouns. This technique, referred to as "downstyle," is more legible because as we read we primarily scan the tops of words. Initial caps cause pointless "bumps" and disrupt the reader's scanning of the word forms. In addition, we also read by recognizing the overall shape of words, not by parsing each letter and then assembling a recognizable word. Words presented in all caps appear—to the reader's eye—as a rectangle. To read a block of text set in all capital letters we must parse the letter groups — read the text letter by letter—which is uncomfortable and significantly slows reading.

Italics

Italicized text attracts the eye because it contrasts in shape from body text. Use italics for convention or within text for stressed or foreign words or phrases. Avoid setting large blocks of text in italics because the readability of italicized text, particularly at screen resolutions, is much lower than in comparably sized Roman text.

Bold

Boldface text gives emphasis because it contrasts in color from the body text. Subheads work well set in bold. Boldface text is readable on-screen, though large blocks of text set in bold lack contrast and therefore lose their effectiveness.

Underlined

Underlined text (like two spaces after punctuation) is a carryover from the days of the typewriter, when such options as italics and boldface were unavailable. In addition to its aesthetic shortcomings (too heavy, interferes with letter shapes), underlining has a special functional meaning in web documents. Most readers have their browser preferences set to underline links. This default browser setting ensures that people with monochromatic monitors or people who are color-blind can identify links within text blocks. If you include underlined text on your web page it will certainly be confused with a hypertext link. For this reason, please use italics or bold instead.

Colored text

Although the use of color is another option for differentiating type, colored text, like underlining, has a special functional meaning in web documents. You should avoid putting colored text within text blocks because readers will assume that the colored text is a hypertext link and click on it.

Spacing and indentation

One of the most effective and subtle ways to vary the visual contrast and relative importance of a piece of text is simply to isolate it or treat it differently from the surrounding text. If you want your major headers to stand out more without making them larger, add space before the header to separate it from any previous copy. Bulleted or numbered lists are another way of distinguishing text. Quotations can be indented. In most cases, text should be left justified. Centered and right-justified text should be used sparingly. Paragraphs should not be indented.

Other stylistic considerations

- Be frugal. Make sure that the text you present is worth something to the reader. Avoid empty chatter like welcome text or instructions on how to use the site. Users should be able to determine who you are by your navigation and page design, and your interface should be clear

enough that it doesn't require instructions. Don't use the first paragraph of each page to tell users what information they'll find there. Instead, start with the information, written concisely and factually.

- Cultivate a voice. Web readers welcome a measure of individuality from their information sources. With so many competing sources, a unique voice may help distinguish your pages, but beware of going "over the top."

Links

Two basic types of links are used in Web sites: navigational links connect pages within a site and embedded links in text offer parenthetical material, footnotes, digressions, or parallel themes that may support your point.

Text-embedded links can be used at your discretion. If you do use them, please make these links more descriptive than "click here," as readers that are used by people with disabilities simply read the links. Those that say "click here," do not provide enough information for people to determine if they want to take action.

Based on research, many people believe that embedded links pose two challenges. When used ineffectively, they disrupt the flow of content on your page by encouraging the reader to leave your site. They can also radically alter the context of information by pointing the reader to unfamiliar territory without any supporting or contextual information.

Best practice encourages the use of embedded links to reinforce your message. Most links in a web site should point to other resources within your site, pages that share the same graphic design, navigational controls, and overall content theme. Whenever possible, integrate related visuals or text materials into your site so that readers do not have the sense that you have dumped them outside your site's framework. When embedding a link that will take people to another page on the College's web site, the link should open in the same window. If you must send your reader away, make sure the material around the link makes it clear that the reader will be leaving your web site and entering another site by following the link. Provide a description of the linked site along with the link so users understand the relevance of the linked material. These links should open in a new window.

Accessibility

In its broadest definition, "web accessibility" is an approach to web design that aims to reach the widest number of potential users as possible. Normally, when people speak of web accessibility they are referring to access for people with some form of disability. The University has a legal obligation under the Disability Discrimination Act to develop and maintain accessible web pages. The templates will prompt you to supply the information required by section 508 of the Rehabilitation Act. For more information on complying with federal legislation, visit http://www.cit.cornell.edu/policy/webaccess/primer/waa_section508.html.

Miscellaneous
On a web page, the most important elements should appear on the first screen full of information. As people set their monitors to different screen resolutions, the amount of information seen on the first screen varies. Browser toolbars also take up space. It is safe to assume that about 300 pixels will fit within the first screen full. Use this space to provide users with a clear indication of the page contents.

A. Don't overdo the navigation
Users are interested in content and see navigation only as a means to an end.

B. Create a visual hierarchy
Place images and text on pages in a way that creates a clear visual hierarchy. Creating a visual hierarchy helps to:
Show importance or priority
- Place important elements nearer the top of the page
- Make important elements bigger, bolder
- Use whitespace around important elements to make them stand out

Show relationships
- Use positioning to show relationships:
  - grouping items together or placing them in proximity to each other shows similarity or a family relationship
  - placing items independently shows there is no relationship
  - nesting items under another item shows a child/parent relationship

Aid scanning and comprehension (see section on writing)
- Create contrast between page elements:
  - use heads and subheads
  - break text into short paragraphs
  - use bulleted lists
- Use images, charts, graphs and/or tables to present or support complex information
- Use left alignment for heads, subheads, and text
- Use sentence case, rather than initial caps or all uppercase

Consider page length
- Use the first screenful of information to provide a clear indication of the page content
- Keep top-level pages as short as possible
- Content pages can be longer if the page is well-structured with meaningful heads and subheads.

C. Under the Engine
You have a variety of options to optimize your page behind the scenes. For every page, metadata (basically, data about data), including page title, page description, and keywords, should be included. VMIT will assist in populating the metadata.

Page Titles
The title is crucial for several reasons. Often the title is the first piece of information users with slow Internet connections will see; it also becomes the text for any bookmarks the reader makes to your pages. In addition, most search engines use the page title when ranking the page. Search engines regard the page title as the primary descriptor of page content, so a descriptive title increases the

chance that a page will appear as the result of a related search query. The page title should be one or two words that describe the page contents.

Keywords
Keywords supplement the title information and are those you think your users may type into a search engine when they're looking for the information on your pages. You can select as many keywords as you like, and they should be different for each page. It is a good idea to use these words—in a natural way—in introductory text on the pages themselves.

Page description
Often, this is what appears under the url in the response to a search engine query. The description should accurately summarize your value proposition and be presented in a clear and concise style. It is a good idea to incorporate your keywords in the description as long as you can do so in a natural way.

D. Analytics
All of the College's pages (that are within the College template) can be analyzed using Google Analytics. This service allows you to monitor several variables, including who comes to your site, the path they follow from page to page, the keywords they used to find your site, and more. For more information on this, please contact Stephanie Specchio.

To obtain logos and/or other elements related to the brand guidelines, please contact Stephanie Specchio.

Contact Information

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