O | UNIVERSITY OF OREGON

How We Tell Our Story

**COMMUNICATION STANDARDS
FOR THE UNIVERSITY OF OREGON
THIRD EDITION**

How We Tell Our Story—Communication Standards
for the University of Oregon, Third Edition

Contents

This communication standards manual has been created to assist you. It provides an overview of the elements that make up the University of Oregon identity system and presents guidelines for working with them. Through notes and examples, it demonstrates how these elements combine to communicate a consistent identity that represents the University of Oregon.

This manual can be found online at **des.uoregon.edu.**

Direct questions about communication standards to Design and Editing Services, 541-346-5396

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SECTION ONE

Welcome

Contents

A Message from President Lariviere

The University of Oregon has established a communications plan that will strategically guide our success today and in the future. Our plan encourages excellence at every level as we continue to work collaboratively to develop and promote the best in research, liberal arts, and natural and social sciences. The goal is to advance and communicate the values that define who we are as an institution. To do so, we have crafted the pages that follow as an institution-wide resource that ensures we make the fullest possible use of our most valuable asset: our reputation.

The UO style guide has been created to help you communicate the UO's promise to its stakeholders in a consistent, compelling manner using approved and tested messages, graphic identities, images, colors, and typography.

While reading this guide, please keep the following in mind: Our appreciation for unique differences and viewpoints and the ways in which we encourage personal achievement and collaboration are essential elements that define what we stand for and who we are as an institution. I challenge you to remember this every day and every time you use an image, a word, a phrase, or a story to describe the UO.

This is important because I consider you to be our best ambassadors of the UO brand. And as an ambassador, the choices you make when you select words, colors, and photos to communicate the benefits of our university all have the potential to reinforce our desired image and reputation.

When you follow the recommendations in this guide, you will help the UO reinforce as well as create the positive perceptions that our stakeholders say they value most. In addition, you will help create new perceptions and beliefs in the university that are grounded in fundamental truths. Most importantly, you will help us communicate the UO's excellence in a manner that is aligned with our communications plan.

Thank you,

Richard Lariviere

President

The Importance of Communication Standards

Picture yourself an alumnus or alumna of the University of Oregon with a teenage son or daughter who plans to go to college. This week, your mailbox fills with materials from the University of Oregon. You find a letter from admissions along with a catalog. There's also a newsletter from the Alumni Association and a flier from the professional school you attended. Each uses different colors—ranging from green to red to blue. Each has a different logo. Each uses a different font. Some clearly identify the university on the front cover. Others simply reference the university in the return address. You might have to look closely to realize that it all comes from the same place—the University of Oregon. You might toss one in the recycle bin as junk mail without realizing where it came from. You might wonder how mailings from one university could be so disparate.

This is why publications standards are important. All communications from the university, whether originating from a school or college, or another affiliated office, are reflections of the University of Oregon. The logos, typefaces, colors, and the treatment of photos and text all project attributes of the institution. Every group that the university communicates with is inundated with information competing for attention. The University of Oregon commits significant resources and countless hours to creating publications and materials intended to break through the clutter. The goal of these guidelines is to improve the effectiveness of the university's communications in today's crowded environment, while reducing overall design expenditures for individual pieces.

These guidelines were crafted by Design and Editing Services and a professional design firm with the input of hundreds of individuals from the university community. Through consistent use of these guidelines, the University of Oregon will enjoy greater awareness and recognition. These guidelines take effect for the colleges, schools, departments, and affiliated organizations of the university on January 1, 2010.

SECTION TWO

Brand Positioning

Contents

Introduction

The UO has conducted quantitative and qualitative research with students, parents, faculty and staff members, alumni, and donors to identify key messages and themes that set us apart from other higher-education institutions.The insights we gained from this research have been embedded into this style guide and should be used by UO brand ambassadors to build a compelling, differentiated story that can be expressed through strategic marketing and communications.

Research tells us that the UO offers something special to everyone who comes into contact with us. Stakeholders consistently describe the UO's open environment, which embraces diverse beliefs, cultures, and values, as an important theme that distinguishes us from other universities.

Beyond that, research tells us that our beautiful campus is also an important asset for the UO because Eugene is considered by all of our target audiences to be a "true college town" where people genuinely care about one another. It is also a fun, vibrant, and comfortable place to live, study, and work.

OUR PROMISE TO STAKEHOLDERS

The University of Oregon delivers open, welcoming opportunities for academic excellence and personal exploration in a progressive, ideal college town.

With this in mind, our promise to our stakeholders is simple, but powerful: *The University of Oregon delivers open, welcoming opportunities for academic excellence and personal exploration in a progressive, ideal college town.*

Who We Are

Our institutional personality has been described by stakeholders as

- Independent
- Individualistic
- Goal-oriented
- Unconventional
- Adventurous
- Progressive
- Inclusive
- Friendly
- Fun
- Helpful
- Proud
- Smart
- Outgoing
- Active
- Experimental

When preparing narrative texts and visuals, consider the aspects of the UO's personality that you think best describe your story or your point of view and adopt them as part of your communications strategy. Of course, you can select one personality trait or use them in combination.

Using the Right Voice

As the verbal counterpart to our visual identity, the UO voice can be an especially useful way to distinguish the university. Our voice allows us to articulate our brand promise and our messages in a manner that fits who we are as an institution and as individual parts of the same organization—all with unique stories to tell.

Beyond that, the UO voice is important because it helps us deliver our messages in a consistent manner across our family of marketing communications materials.

The following voice style recommendations demonstrate how to infuse audience-tested language into your materials and presentations.

First, it is important to keep in mind that the UO voice comes to life through a combination of two things: tone and content.

Tone ⟶ Refers to the style and manner of your writing, word choice, cadence, and sentence structure.

Content ⟶ Refers to the focus and construction of your compositions.

When you structure your writing, using a combination of tone and content to deliver the UO voice, you increase the potential effectiveness of your communications.

TONE

The tone of the UO voice should be inclusive, friendly, and maybe—from time to time—slightly unconventional to match the independent and original nature of our institution. It can be developed using the messages available in this guide. Your tone may vary slightly depending on whether or not you are writing for a student, parent, faculty member, or alumnus, or for someone who may be unfamiliar with the university. But no matter who your audience is, your tone should always express the UO's promise to stakeholders and reinforce the UO's personality.

CONTENT

It is important to use care in shaping and delivering UO messages. The messages provided in this guide were developed through an analytical process based on qualitative and quantitative research. Knowing that a thoughtful and thorough method has been laid out to develop the UO message platform will help you stay on message.

Our messages have been built on core positioning and a promise that distinguishes the UO through our

- Commitment to environmental responsibility and political and social engagement

- Welcoming environment that encourages people to be themselves

- Relationship to the broader community of Eugene

- Commitment to academic excellence and offerings—considered by all audiences to be highly important and characterized by the breadth and depth of programs we provide in research and liberal arts
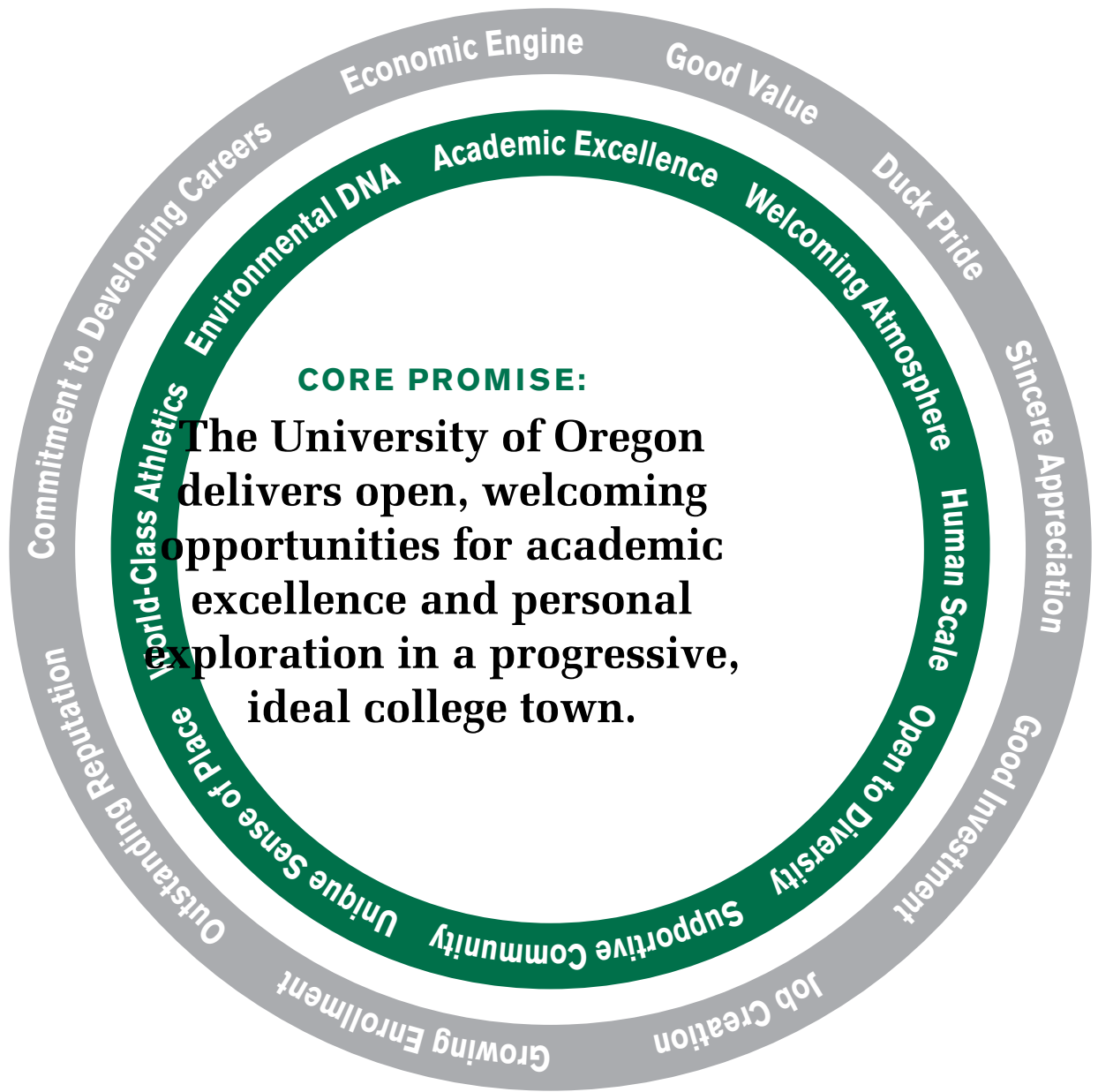
Our Key Themes

Research has shown that there are several key themes that UO stakeholders value most. When you write or speak about the UO, these themes should be part of the conversation:

1 **Academic excellence**—*The UO is a remarkable university with a reputation for academic excellence that attracts the brightest students from Oregon and elsewhere in the world.*

2 **Welcoming atmosphere**—*The UO ensures that students as well as faculty and staff members feel involved and welcome.*

3 **Human scale**—*The UO offers its students, faculty, and staff a compelling blend of teaching and research that can be described as "discovery on a human scale." This approach results in an ideal blend of uncrowded classrooms, accessible teachers, and an optimum learning and lifestyle balance.*

4 **Open to diversity**—*The UO is open to diverse ideas and lifestyles. People's differences are welcomed and encouraged here.*

5 **Supportive community**—*The on- and off-campus community cares about UO students and supports university initiatives.*

6 **Unique sense of place**—*The UO campus is beautiful year-round and is located in the Pacific Northwest, a naturally stunning region of the U.S.*

7 **World-class athletics**—*The UO's participation in Pac-10 athletics creates a distinctive energy on campus.*

8 **Environmental DNA**—*The UO is committed to making environmentally conscious choices in how we live and work on campus. Behaving as conscientious environmental stewards and making sustainable choices are part of our DNA.*

When we talk about the UO, we should consistently emphasize these themes and use related messages as the basis of our communications efforts.

CORE PROMISE:

The University of Oregon delivers open, welcoming opportunities for academic excellence and personal exploration in a progressive, ideal college town.

Economic Engine · Good Value · Duck Pride · Sincere Appreciation · Good Investment · Job Creation · Growing Enrollment · Outstanding Reputation · Commitment to Developing Careers

Environmental DNA · Academic Excellence · Welcoming Atmosphere · Human Scale · Open to Diversity · Supportive Community · Unique Sense of Place · World-Class Athletics

KEY THEMES ⭕ **SECONDARY THEMES** ⭕

Our Key Messages

Messages should be woven into your communications to meet specific objectives. This means that you have freedom to choose those messages that work best for you, depending on your assignment and target audience. Messages are not intended to be used in literal form. They should be used to describe a point of view or to establish a framework for storytelling.

The following messages have been comprehensively tested across the UO's core audiences. Each of these messages scored high, which means the following language has a strong application to the university overall. As a result, these institutional messages can be used to help consistently guide the development of your storytelling activities across all communications platforms.

TOP INSTITUTIONAL MESSAGES

- *At the UO, students are free to be themselves.*

- *The UO provides an open environment that embraces diverse beliefs, cultures, and values.*

- *Eugene offers music, cultural events, outdoor recreation, and unique restaurants, providing students with many options for entertainment.*

- *The UO provides a welcoming environment where students are comfortable and feel like they belong.*

- *The UO is committed to environmental responsibility.*

- *The UO is a place where people's differences are welcomed and encouraged.*

- *The UO has a history of political and social involvement, providing opportunities for students to participate.*

- *The UO is located in a true college town where people genuinely care about the success of UO students.*

- *The UO offers a comprehensive breadth and depth of academic programs, encouraging students to explore their interests.*

- *The UO offers more than 270 academic programs providing students with opportunities to choose a field of study that most interests them.*

Other institutional messages that you can use to communicate your ideas

- *The UO provides an environment where students can work hard and play hard.*

- *Pac-10 sports and world-class track and field are exciting parts of the UO experience.*

- *At the UO, students are encouraged to be independent.*

The UO Message Map

Our messages—whether used alone, in pairs, or as part of a whole narrative— were developed to help you tell your UO story by emphasizing compelling themes and benefits of the UO based on audience testing. Please use the following UO Message Map as a guide to determine what messages and corresponding themes resonate most with your target audiences.

TOP STUDENT MESSAGES

- The UO offers more than 270 academic programs so that students can choose the field of study that most interests them.
- The UO provides an open environment that embraces diverse beliefs, cultures, and values.
- At the UO, students are free to be themselves.
- Eugene offers music, cultural events, outdoor recreation, and unique restaurants, providing students with many options for entertainment.
- The UO is committed to environmental responsibility.
- The UO is located in a true college town where people genuinely care about the success of UO students.

TOP PARENT MESSAGES

- The UO provides a welcoming environment where student[s] are comfortable and feel like they belong.
- The UO offers more than 270 academic programs so that students can choose the field of study that most interest[s] them.
- Eugene, Oregon, is a true college town that welcomes an[d] supports UO students.
- The UO provides an open environment that embraces diverse beliefs, cultures, and values.
- At the UO, students are free to be themselves.
- The UO is committed to environmental responsibility.

Other messages you can use with students

- The UO is just the right size: small enough to ensure you have interaction with your instructors and opportunities to develop lasting friendships, yet big enough to discover something new and different every day.
- The UO has nationally recognized academic programs that prepare students for success in their chosen careers.
- The UO provides many opportunities for students to apply for and earn scholarships.
- The UO has a history of incredible track and field that has inspired Eugene's nickname "Track Town, USA."
- The UO has a long history of leadership in social justice and environmental responsibility.
- The UO prepares students for jobs and professions, some of which we haven't even imagined yet.
- Pac-10 sports and world-class track and field are exciting parts of the UO experience.
- You will be proud to be a Duck!

Other messages you can use with parents

- The UO is a place where students feel safe on campus a[nd] in the surrounding community.
- The UO and the city of Eugene offer exciting, family-friendly activities, making it a fun place to visit.
- The UO will challenge your college student to prepare hi[m] or her for a great future.
- The UO has a student-to-teacher ratio of eighteen to one[,] providing opportunities for students to receive personal attention and support.
- Attending the UO gives students an opportunity to tap int[o] a vast network of resources and committed alumni.

TOP FACULTY AND STAFF MESSAGES

- The UO offers faculty and staff members the opportunity to work at a respected research university with a strong holistic, liberal arts foundation.
- Located in the heart of the Pacific Northwest, Eugene is a wonderful place to live and raise a family.
- The UO is committed to environmental responsibility.
- Eugene offers music, cultural events, outdoor recreation, and unique restaurants, providing the university community with many options for entertainment.
- The UO is small enough to provide opportunities to interact with your students and big enough to provide you with ample opportunities for research.
- The UO has a history of political and social engagement, providing opportunities for students to become involved.
- The UO is a great value for both in-state and out-of-state students.
- At the UO, students are free to be themselves.

TOP DONOR AND ALUMNI MESSAGES

- When you invest in the UO, your contributions are used wisely.
- As the flagship university in the Oregon University System, the UO is an extremely valuable, viable economic contributor to the state of Oregon and the local Eugene community.
- The UO provides an open environment that embraces diverse beliefs, cultures, and values.
- At the UO, students are free to be themselves.
- Eugene offers music, cultural events, outdoor recreation and unique restaurants, providing students with many options for entertainment.
- Pac-10 sports and world-class track and field are exciting parts of the UO experience.
- The UO is committed to environmental responsibility.
- The UO has a history of political and social engagement, providing opportunities for students to become involved.

Other messages you can use when speaking to internal audiences

- Faculty members feel accepted and comfortable because the UO welcomes scholars from diverse backgrounds and points of view.
- The UO has an adventurous spirit that inspires our academic culture.
- The UO is committed to recruiting and retaining high-quality faculty members by providing competitive salary and benefits, funding for research and professional support, and other extraordinary opportunities.

Other messages you can use when communicating with donors and alumni

- When you invest in the UO, your contributions are greatly appreciated.
- Your contributions to the UO enable our students as well as our faculty and staff members to do extraordinary things.
- A contribution to the UO is an investment in higher education that will make a difference in Oregon, the nation, and the world.
- Many UO construction projects are funded by our generous donors. All projects have added and will continue to add hundreds of jobs to the local and state economies.
- The UO has a history of institutional agility and is poised for success today and in the future.
- Students are showing their preference for the UO's unexpected style by attending in numbers greater than ever before.
- The UO is a remarkable university with a reputation for academic excellence that attracts the brightest students from throughout Oregon, the nation, and the world.

Are You Communicating Effectively?

How do you know if you are successfully communicating extraordinary opportunities for learning in an ideal, open, and welcoming environment?

As you prepare your marketing communications materials, it is important to ask yourself if the messages and themes included effectively support and enhance the UO's reputation. Please use the following questions as a guide to help you determine if you have incorporated key themes and messages appropriately.

1 *Does your story inspire the people associated with the UO to higher aspirations—for example, to do extraordinary things or to reach new academic achievements in an open, forward-thinking, progressive manner that recognizes and celebrates people's unique viewpoints and perspectives?*

2 *Can any other academic institution make the same claim or use the same example? Your example should be unique and original to the UO.*

3 *Does your language incorporate the UO's promise, its institutional messages, or one or more audience messages?*

4 *Have you incorporated one or more of the UO's personality traits that express our key distinctions?*

5 *Can you describe the UO's unique approach to academics in a manner that uses concrete examples or proof points to help further understanding?*

6 *Does your story or example illustrate the UO's personality and natural strengths? Is it welcoming, progressive, supportive, inclusive, independent, individualistic, goal-oriented, unconventional, or adventurous?*

If you answered "yes" to at least one of the questions above, you can be confident that you are communicating in ways that enable the UO to meet its promise to deliver *open, welcoming opportunities for academic excellence and personal exploration in a progressive, ideal college town.*
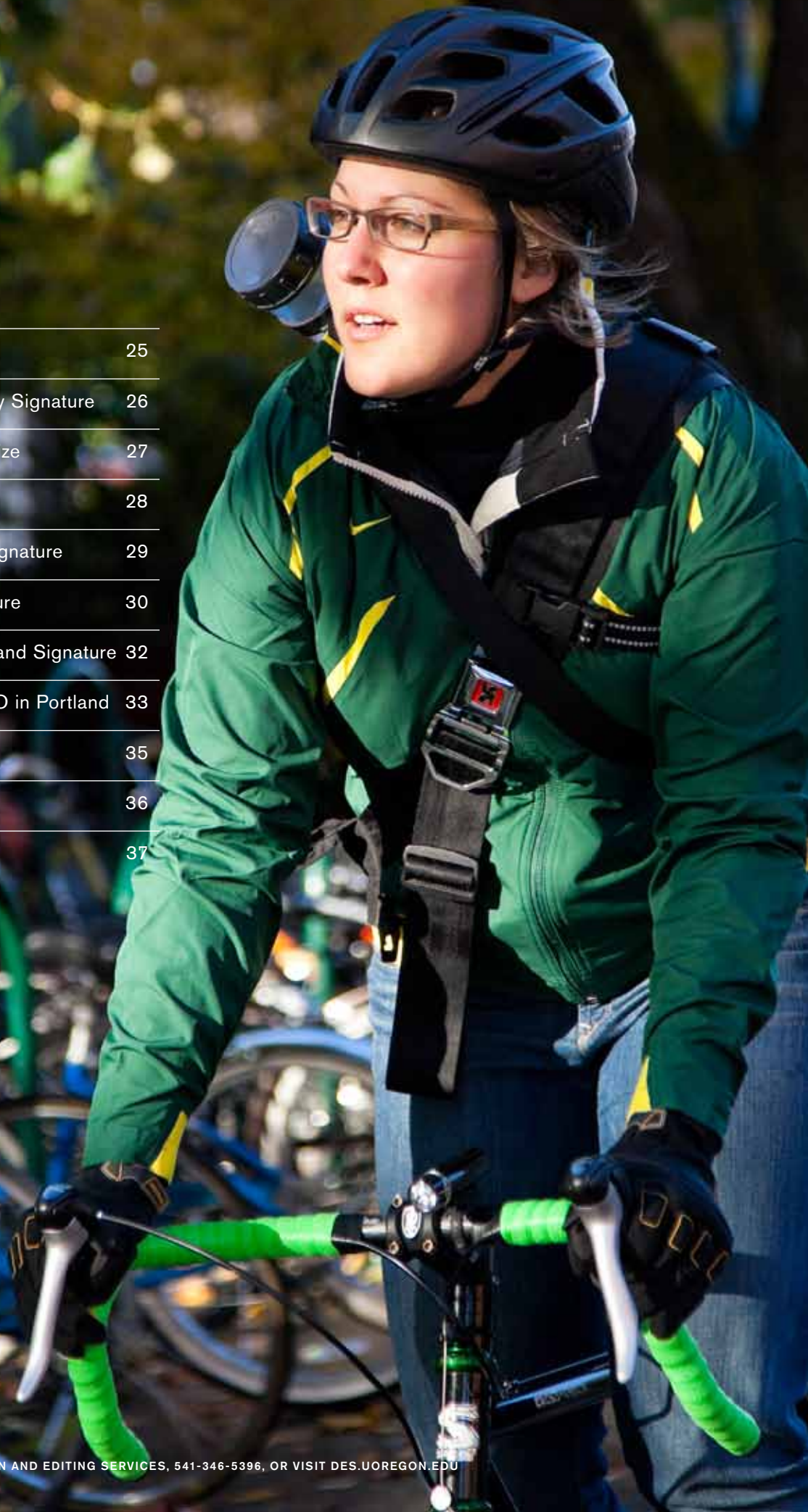
SECTION THREE

University Marks

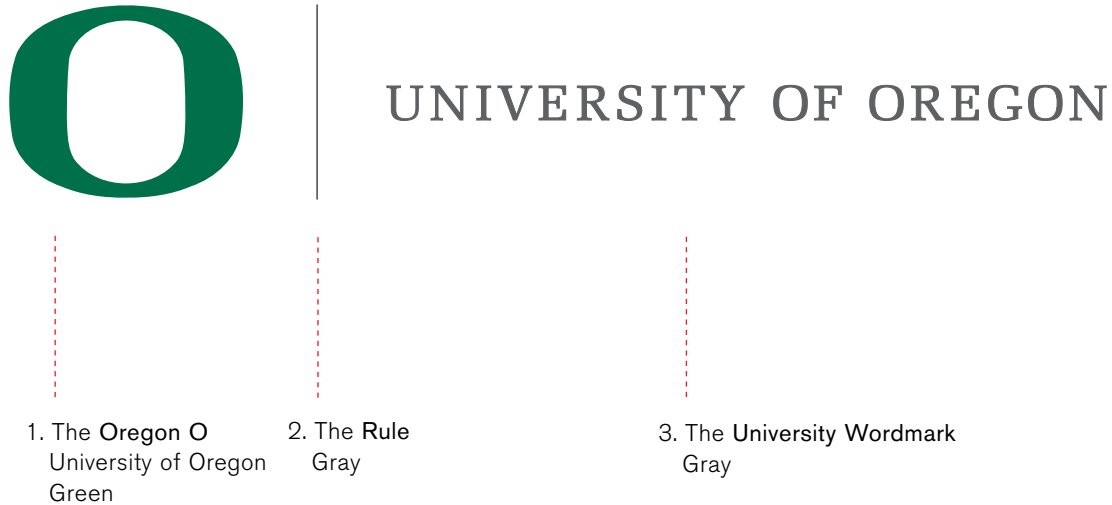# Contents

O | UNIVERSITY OF OREGON

The university signature is the cornerstone of the University of Oregon identity system . As the primary identifier of the university, the signature has been developed to consistently represent the university in all of its communications. Over time, consistent and repeated use of the signature will establish equity and strengthen the greater visual identity of the institution. To ensure consistency, however, it is critical for every user of the signature, regardless of personal preference, to use it in accordance with the guidelines that follow.

The university signature consists of three elements: the Oregon O, the rule, and the university wordmark. Each of the individual elements maintains a special relationship to the others and must not be altered. Do not create new artwork for the UO signature. Creating variations or making changes to the UO signature is prohibited.

The university signature must be used as a single unit.

UO signatures can be accessed online. Go to **des.uoregon.edu** for instructions.

O | UNIVERSITY OF OREGON

1. The **Oregon O**
   University of Oregon
   Green

2. The **Rule**
   Gray

3. The **University Wordmark**
   Gray

1. The **Oregon O.** Represents the initial "O" in the word "Oregon."

2. The **Rule.** The rule functions to join the Oregon O with the university wordmark, and to provide a point of alignment.

3. The **University Wordmark.** Composed of the words "University of Oregon," the text is set in all caps Melior Regular. Because special attention has been given to kerning the characters, one should never reset the text of the university wordmark.

CLEAR SPACE REQUIREMENTS

x = cap height of Wordmark
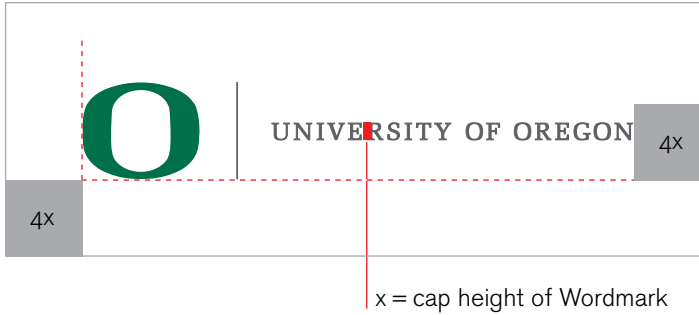
The university signature is to be used in all display advertising. Clear space requirements must be observed except for ads occupying less than 4 column inches— approximately 8 square inches.

MINIMUM SIZE REQUIREMENTS

The "O" should never appear smaller than $3/8$" high.

There may be some cases that require special sizes or clear space allowances. Examples of these unique applications include, but are not limited to, pencils, CD spines, or very small ads (see above).
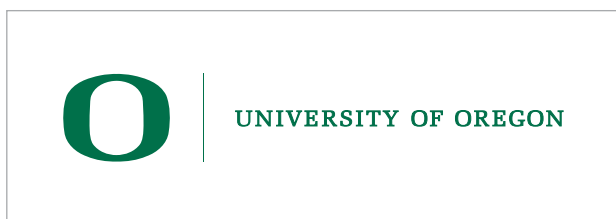
For questions about unique applications of the university signature, contact your communications manager or call Design and Editing Services, 541-346-5396.

BLACK

O | UNIVERSITY OF OREGON

GREEN

O | UNIVERSITY OF OREGON

METALLIC GOLD

O | UNIVERSITY OF OREGON

REVERSED

O | UNIVERSITY OF OREGON

YELLOW SIGNATURE ON GREEN BACKGROUND

O | UNIVERSITY OF OREGON

APPLYING COLOR TO THE SIGNATURE

When possible, use of the two-color version of the signature (as shown on previous pages) is recommended. Acceptable one-color variations of the signature (as shown at left) include: black, green, yellow, white, and a special version for specifying metallic inks and foil stamps. See "Approved University Colors" in Section Four for details. All graphic files for the university signature and acceptable variations can be found at **des.uoregon.edu**.

METALLIC INKS AND FOIL STAMPS

Metallic inks and foils must only be applied to white backgrounds. For metallic gold, use PANTONE 872. For foil stamp, use Crown 110.

REVERSING THE SIGNATURE

It is acceptable to apply the reversed signature (white) to black and other background colors providing adequate contrast.

APPLYING THE SIGNATURE TO SOLID BACKGROUNDS

It is acceptable to apply the yellow signature to a green background, green signature to a yellow background, or black signature to other background colors providing adequate contrast.

The colors shown throughout this guide have not been evaluated by Pantone, Inc., for accuracy and may not match the PANTONE® Color Standards. Consult current PANTONE® Publications for accurate color. PANTONE® is the property of Pantone, Inc.

O

UNIVERSITY
OF OREGON

STACKED VERSION OF THE SIGNATURE

While use of the horizontal signature is encouraged, there may be cases where the stacked version is preferred. As with the horizontal signature, color, size, and clear space requirements apply (see below).
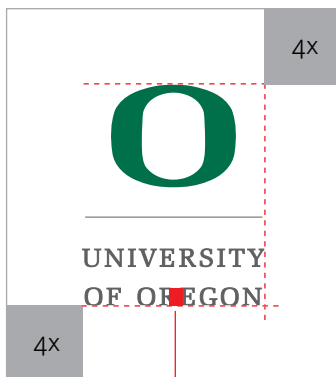
CLEAR SPACE REQUIREMENTS

4ˣ

O

UNIVERSITY
OF OREGON

4ˣ

x = cap height of Wordmark

O

UNIVERSITY
OF OREGON

The secondary signatures shown here are for colleges, schools, and select units. This system was designed for external marketing purposes only and is not intended for letterhead purposes, but is allowed in certain return address applications.

O | UNIVERSITY OF OREGON
Lundquist College of Business

O | UNIVERSITY OF OREGON
College of Education

O | UNIVERSITY OF OREGON
Jordan Schnitzer Museum of Art

O | UNIVERSITY OF OREGON
School of Law

O | UNIVERSITY OF OREGON
Museum of Natural and Cultural History

O | UNIVERSITY OF OREGON
School of Music and Dance

O | UNIVERSITY OF OREGON
Continuation Center

O | UNIVERSITY OF OREGON
School of Architecture and Allied Arts

O | UNIVERSITY OF OREGON
Libraries

O | UNIVERSITY OF OREGON
School of Journalism and Communication

O | UNIVERSITY OF OREGON
Oregon Bach Festival

O | UNIVERSITY OF OREGON
Lundquist College of Business

O | UNIVERSITY OF OREGON
Graduate School

O | UNIVERSITY OF OREGON
College of Arts and Sciences

O | UNIVERSITY OF OREGON
International Affairs

O | UNIVERSITY OF OREGON
Clark Honors College

The signature shown below is the approved configuration for all administrative and academic usage for the University of Oregon in Portland.

O | UNIVERSITY OF OREGON
Portland

MARKETING SIGNATURE

The signature shown below should be used **only** for approved signage, banners, and other stand-alone marketing efforts, to brand the university, and for administrative units at the University of Oregon in Portland.

O | UNIVERSITY OF OREGON
PORTLAND

The signatures shown here show school, college, and unit usage
for University of Oregon in Portland applications.

O | UNIVERSITY OF OREGON
School of Law
Portland

O | UNIVERSITY OF OREGON
Lundquist College of Business
Portland

O | UNIVERSITY OF OREGON
School of Music and Dance
Portland

O | UNIVERSITY OF OREGON
School of Architecture and Allied Arts
Portland

O | UNIVERSITY OF OREGON
Continuation Center
Portland

O | UNIVERSITY OF OREGON
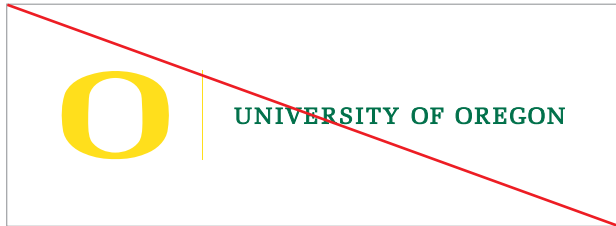**College of Arts and Sciences**
Portland

O | UNIVERSITY OF OREGON
International Programs
Portland

O | UNIVERSITY OF OREGON
School of Journalism and Communication
George S. Turnbull Portland Center

DON'T REASSIGN COLORS TO THE SIGNATURE

The university signature was designed to consistently represent the University of Oregon. Proper use, including color, is necessary to achieve that goal. A proper graphic file of the two-color university signature can be found at **des.uoregon.edu**.

DON'T CREATE OTHER ONE-COLOR VARIATIONS OF THE SIGNATURE

The one-color version of the signature must only appear in black, green, yellow, white, or in special circumstances can be produced using metallic inks or foil. See "Acceptable Color Variations" for details.

DON'T APPLY THE TWO-COLOR SIGNATURE TO A BACKGROUND

When the signature is to be applied to a background color field or colored paper stock, a one-color version must be used. This will provide greater contrast and improve readability. The two-color version of the university signature must only be applied to a white background.

DON'T SACRIFICE LEGIBILITY

When the signature is reversed out of a photograph or another background, it must do so in an area of the image that does not compromise its legibility.

DON'T FILL ANY PART OF THE SIGNATURE

Applying color, patterns, images, or type to the interior or exterior of the university signature is strictly prohibited.

DON'T USE THE SIGNATURE AS A DECORATIVE ELEMENT

The university signature should be employed as a prominent element of any document issued by the University of Oregon. Using any part of it as a background design element dilutes its importance and violates necessary clear space requirements.
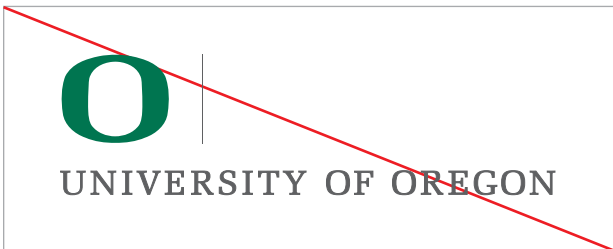
DON'T REPOSITION, RESIZE, OR SEPARATE COMPONENTS OF THE SIGNATURE

The university signature was designed to be used as a unit. Special consideration was given to the various uses of the signature, and the relationships of its components. As such, neither its components nor their relative position or proportional size should be altered in any way.

DON'T APPLY GRAPHIC EFFECTS TO THE SIGNATURE

Dimensional effects—such as drop shadows, highlights, bevels, or radial or gradient fills—should never be applied to any part of the university signature.

These are marks designed for affiliated organizations to conform to the university signature program.

O | UNIVERSITY OF OREGON
ALUMNI ASSOCIATION

O | UNIVERSITY OF OREGON
FOUNDATION

The University Seal

The formal identifier of the University of Oregon, the university seal, was designed in 1877 by Judge Matthew P. Deady, who served as the first president of the UO Board of Regents. On February 21, 1878, the university seal was approved by the board.

The university seal truly embodies the unique natural beauty of our state. In its center stands Mount Hood as a symbol for Oregon. Encircling the center scene is the university's motto, *Mens agitat molem*—"mind moves the mass." The Roman numerals "MDCCCLXXVI" identify the year that the University of Oregon was founded.

Use of the university seal is restricted to official university documents (such as diplomas, certificates, commencement programs) and presidential documents (such as inauguration, event invitations). The seal should not be altered in any way or used in any trivializing manner (screened, cropped).
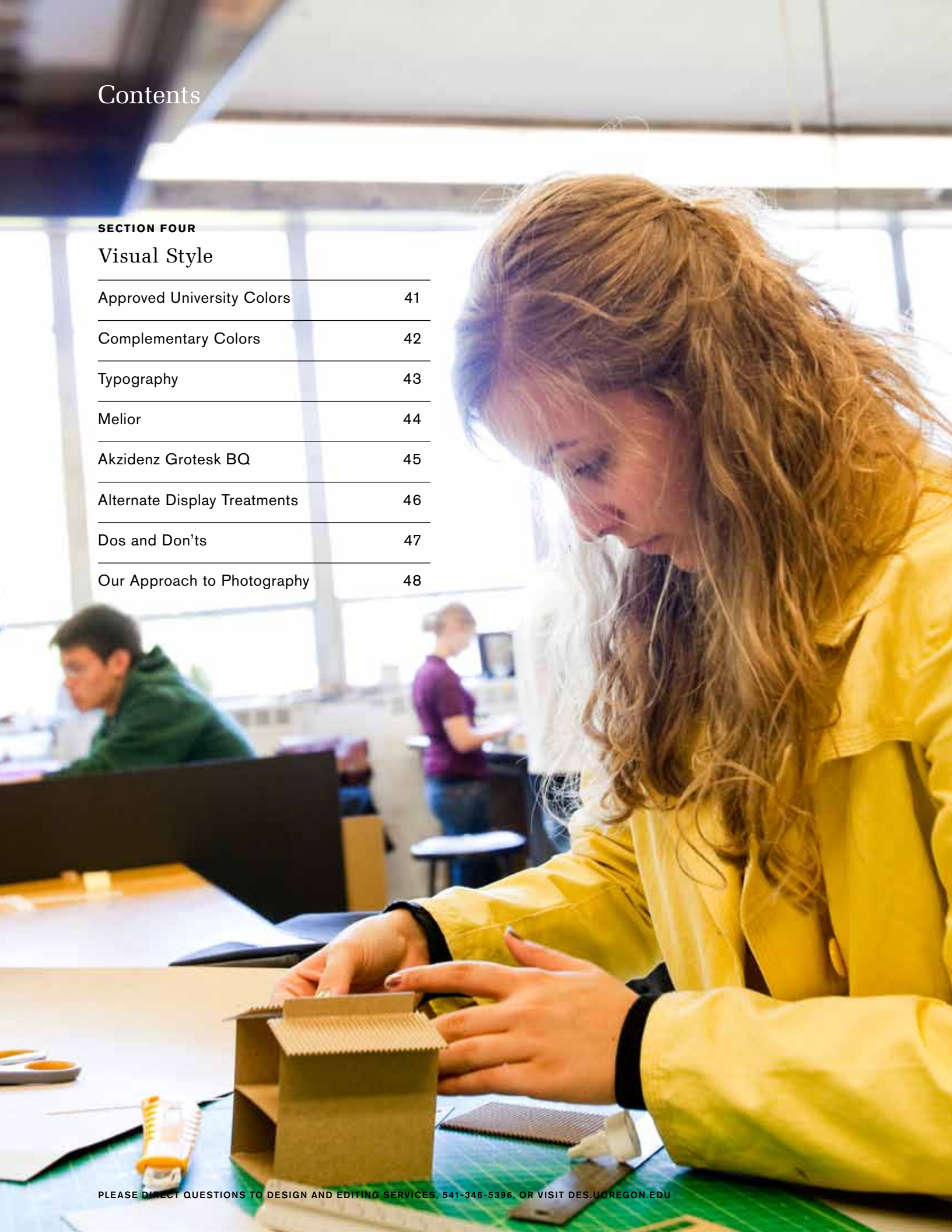
SECTION FOUR

Visual Style

Contents

Approved University Colors

Green and yellow have been the primary identifying colors for the University of Oregon since 1894. These colors represent our environment—the university campus, the city of Eugene, the state of Oregon. For many of our audiences, these colors are the most identifiable components of the identity program.

The official University of Oregon green is referred to as PANTONE 3425. For print, University of Oregon yellow produces varying results on coated and uncoated paper stocks. For yellow, use PANTONE 109 on coated paper; on uncoated paper, use PANTONE 108. The PMS 425 Gray is used in the full-color UO signature and for the university stationery package.

Address questions about approved university colors to Design and Editing Services, 541-346-5396.
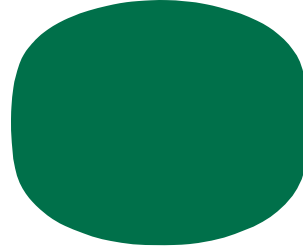
UNIVERSITY OF OREGON GREEN

FOR SPOT COLOR: USE PANTONE 3425
4-COLOR PROCESS: C100 M0 Y78 K42
WEB: R0 G79 B39
HEX: 004F27
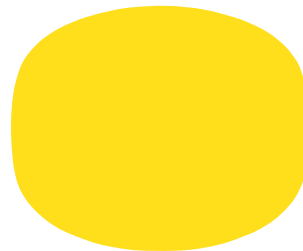
UNIVERSITY OF OREGON YELLOW

FOR SPOT COLOR: USE PANTONE 109 OR PANTONE 108
4-COLOR PROCESS: C0 M10 Y95 K0
WEB: R255 G204 B0
HEX: FFCC00
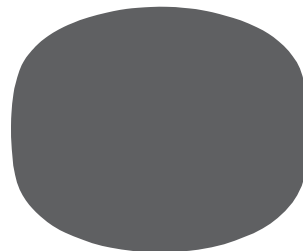
UNIVERSITY OF OREGON GRAY

FOR SPOT COLOR: USE PANTONE 425
4-COLOR PROCESS: C0 M0 Y0 K77
WEB: R95 G96 B98
HEX: 5F6062

The colors shown throughout this guide have not been evaluated by Pantone, Inc., for accuracy and may not match the PANTONE® Color Standards. Consult current PANTONE® Publications for accurate color. PANTONE® is the property of Pantone, Inc.

Complementary Colors

There are no restrictions on colors, as long as they are complementary and subordinate to green and yellow. Other greens and yellows are acceptable as complementary colors but should not be close in value to the official colors.

It is strongly recommended that designers avoid using orange and purple as stand-alone colors to avoid creating confusion with other regional universities' school colors. Designers are also advised to avoid using the following school color combinations:

• Orange and black (Oregon State University, Idaho State University)

• Purple and white (University of Washington)

• Black and yellow-gold (University of Colorado)

• Blue and yellow-gold (University of California at Berkeley,
University of California at Los Angeles)

• Burgundy and yellow-gold (Arizona State University)

• Orange and blue (Boise State University)

• Red and white (Stanford University, Western Oregon University)

• Red and navy (University of Arizona)

• Red and yellow-gold (University of Southern California)

• Red and black (Southern Oregon University)

• Red and gray (Washington State University)

• Silver and gold (University of Idaho)

Typography

Consistent typography is the foundation for a successful identity system. The characteristics of a certain typeface often communicate as much about an organization as the words used to describe it. When used consistently, the typeface becomes synonymous with the organization.

Improving legibility and increasing functionality were primary objectives in the design of the University of Oregon's new mark. Melior, a square-serif font, was selected to create a harmonious relationship with the Oregon O logo. A sans-serif typeface, Akzidenz Grotesk, was also specified to extend functionality. Translated from German as "sans-serif trade type," the varied weights of Akzidenz Grotesk make it an excellent choice for many applications.

Melior and Akzidenz Grotesk—together or separately—should be employed for all university communications.

To obtain university-licensed copies of Melior and Akzidenz Grotesk for Mac or PC, visit des.uoregon.edu. To confirm special exceptions for usage, contact Design and Editing Services, 541-346-5396.

Og

MELIOR ROMAN 148 PT

Melior is an easily readable typeface, ideally suited for copy-intense documents. Its concise but elegant design incorporates strong square serifs and condensed proportions based on the superellipse. An excellent solution for the body of newsletters, brochures, or other business applications, Melior is the preferred font for all correspondence and publications of the University of Oregon.

In all applications, proper attention paid to line length and leading ensure legibility. In most materials, type should be set flush left. Like all serif faces, be wary of setting Melior too small or reversing it out of dense color fields.

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890 $%&(.,;:#!?)

MELIOR ROMAN

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890 $%&(.,;:#!?)

MELIOR ITALIC

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890 $%&(.,;:#!?)

MELIOR BOLD

Og

AKZIDENZ GROTESK REGULAR 148 PT

The tooth and textural qualities of Akzidenz Grotesk set it apart from other classic sans-serif faces such as Helvetica and Univers. Its varied weights make it an appropriate solution for functioning as larger text, such as mastheads or headlines, or for smaller text and labels, such as call-outs, cut lines, and credits. If necessary, it can be used as body text, but only light and regular weights should be considered.

Akzidenz Grotesk was selected to complement Melior, not to be used as an alternative. Its function is to highlight selected information and assist in establishing typographical hierarchy. As with Melior, attention must be paid to line lengths, kerning, and leading.

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890 $%&(.,;:#!?)

AKZIDENZ GROTESK LIGHT

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890 $%&(.,;:#!?)

AKZIDENZ GROTESK REGULAR

**abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890 $%&(.,;:#!?)**
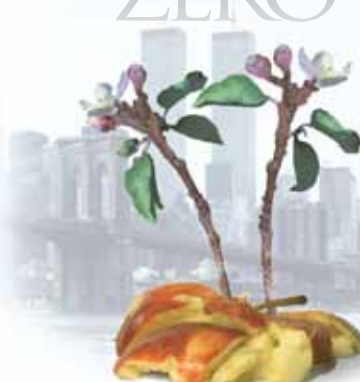
AKZIDENZ GROTESK BOLD

Alternate Display Treatments

While Melior and Akzidenz Grotesk are the primary typefaces for all UO publications, designers are permitted to use other fonts as display type for headlines when such type would better communicate the tone and message. Melior or Akzidenz Grotesk should still be used for body text and other smaller type on the publication.

MELIOR   **AKZIDENZ GROTESK BQ**

USE THESE " "   " "

NOT THESE

DO USE PROPER QUOTATION MARKS

For Melior, proper quotation marks look like " ", not like " ". For Akzidenz Grotesk, proper quotation marks look like " ", not like " ".

"Duis autem vel eum iriure dolor in drerit in vulputate velit es molestie consequat vel illum dolore eu—feugiat nul facilisis. At vero et accumsan iusto odio blandit.

DO USE PUNCTUATION MARKS CORRECTLY

Quotation marks should hang into the margins and proper em dashes should be used, not hyphens.

Duis autem vel eum iriure dolor in drerit in **VULPUTATE** velit es molestie consequat vel illum dolore eu—feugiat nul facilisis. At vero et **accumsan** iusto odio blandit.
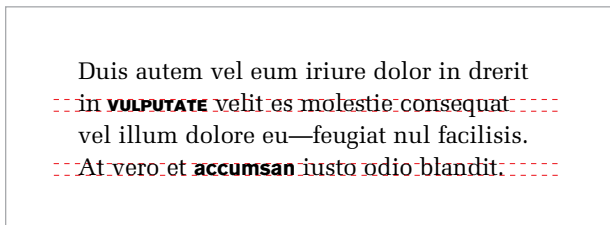
DO ALIGN X-HEIGHTS

When using a different font or style to highlight words in a body of text, make sure that the x-heights match.

Oregon
Oregon

DON'T DISTORT TYPE

Don't scale or stretch type horizontally or vertically.

Oregon
Oregon

DON'T APPLY EFFECTS TO TYPE

Special effects—such as drop shadows, outlines, highlights, bevels, or radial or gradient fills—should not be applied to type.

Our Approach to Photography

Photography is an important part of our brand identity. The creation of these images gives our audience a feel for life at the UO. Examples shown here describe a template that distinguishes collective images, creates a distinctive brand, and supports our key messages.

Photographers are required to submit all images to Design and Editing Services no later than six months from the end of their contracts.

ONE Utilize the UO Logo

A student wearing a UO sweatshirt or holding a mug with the UO logo, a recognizable area of the UO campus or Eugene . . . all used naturally.

TWO Available Light

Successful use of available light reinforces an editorial feel and adds to the intimacy of the audience with the images.

THREE Real Settings

Use of real settings in images relates the unique personality of the UO. Images should have an editorial feel. Photos should never look staged.

FOUR Interesting Views

Focus can be beyond the foreground, and unexpected camera angles (from above, behind, and so forth) can add to the feeling of being there.

FIVE Memorable Backgrounds

The background can be the dominant element of he image. Our environment is an important part of the UO.

SIX Atmosphere

People don't have to be recognizable in all instances to give the audience an impression.

SEVEN Avoid Looking at the Camera

Subjects should rarely be looking at the camera. This helps reinforce the impression of spontaneity.

EIGHT Perspective

A different perspective, literally and figuratively, describes life on and around the campus of the UO.

NINE Cropping

A totally different visual message can be delivered by creatively cropping an image. The focus can then be more on the experience.

TEN Action

The lifestyle at the UO is active and exciting. Our images represent that. A little motion blur or soft focus can sometimes translate this feeling.

ELEVEN Emotion

Subjects never display unrealistic emotion. The environment always stimulates appropriate responses.

TWELVE Unusual Environment

Students enjoy life at the UO in many environments. Nontraditional settings can give the audience a more familiar, personal connection to student life.

SECTION FIVE

University Stationery System

Contents

University Business System

The university business system is the most widely used communications tool available to the university and presents an opportunity to convey a positive image every time it is used. Each component, from business cards to letterhead and envelopes, represents the University of Oregon and works to strengthen the visual identity of the institution.

The size and diversity of the University of Oregon requires us to make every effort to represent all of the university's units clearly and consistently. Consistent use of the business system demonstrates to recipients that each campus, college, school, department, or other unit respects and values its affiliation with the university.

The two-color business system is printed in University of Oregon green, PANTONE 3425, and gray, PANTONE 425. The stationery components—business cards, letterhead, and envelopes—are printed on Via 100 percent recycled paper, produced by Mohawk Fine Papers, Inc., using windpower. This stock does not use virgin wood resources, employs pulping methods that are process chlorine-free, and is aligned with the university's efforts to strive for environmental sustainability.

To place an order for any of these items, visit **uopress.uoregon.edu**. For assistance, call Printing and Mailing Services, 541-346-3794.

When you intend to deliver your message through e-mail, electronic letterhead is permitted, provided the correct template is used. Microsoft Word templates are available on PubsPublic/Electronic Letterhead. (To access the PubsPublic server, go to **des.uoregon .edu**.) Electronic letterhead is black only, since we can't control the green produced by recipients' computer monitors and printers. Do not print and distribute paper copies of the electronic letterhead; official university letterhead should be used for all paper-based correspondence.

The colors shown throughout this guide have not been evaluated by Pantone, Inc., for accuracy and may not match the PANTONE[®] Color Standards. Consult current PANTONE[®] Publications for accurate color. PANTONE[®] is the property of Pantone, Inc.

LETTERHEAD—8.5 x 11"

O
UNIVERSITY OF OREGON

BUSINESS CARD
3.5 x 2"

O
UNIVERSITY OF OREGON

Name, Title
name@oregon.uoregon.edu

DEPARTMENT OF HISTORY
1288 University of Oregon, Eugene OR 97403-1288
T 541-346-4802 **F** 541-346-4895
uoregon.edu

O
UNIVERSITY OF OREGON
DEPARTMENT OF HISTORY
1288 University of Oregon, Eugene OR 97403-1288

ENVELOPE
9.5 x 4.125"

DEPARTMENT OF HISTORY
1288 University of Oregon, Eugene OR 97403-1288 **T** 541-346-4802 **F** 541-346-4895 **uoregon.edu**
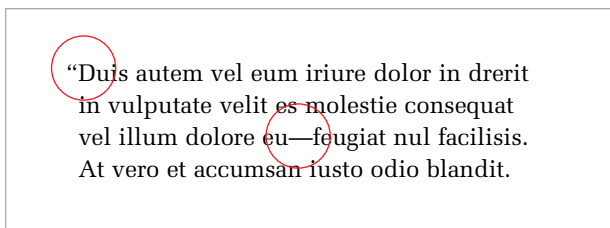
An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act

Components shown here at 65 percent of actual size.

LETTERHEAD—8.5 x 11"

O UNIVERSITY OF OREGON
College of Arts and Sciences

**BUSINESS CARD
3.5 x 2"**

O UNIVERSITY OF OREGON
College of Arts and Sciences

Name, Title
name@oregon.uoregon.edu

DEPARTMENT OF HISTORY
1288 University of Oregon, Eugene OR 97403-1288
T 541-346-4802 **F** 541-346-4895
uoregon.edu

O UNIVERSITY OF OREGON
College of Arts and Sciences
DEPARTMENT OF HISTORY
1288 University of Oregon, Eugene OR 97403-1288

**ENVELOPE
9.5 x 4.125"**

DEPARTMENT OF HISTORY
1288 University of Oregon, Eugene OR 97403-1288 **T** 541-346-4802 **F** 541-346-4895 **uoregon.edu**

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Components shown here at 65 percent of actual size.

LETTERHEAD–8.5 x 11"

UNIVERSITY OF OREGON
College of Arts and Sciences

THIS AREA IS
RESERVED FOR
IDENTIFYING SCHOOLS
AND COLLEGES.

THE BODY OF THE
LETTER SHOULD BEGIN
2 INCHES FROM THE TOP
EDGE OF THE PAGE.

3 April, 2002

Recipient
938 Northwest Everett
Portland OR 97209

Recipient,

Kreas em wankeing ont sime ploked peish rof phen sumbloat syug si phey gavet peish
ta paat ein pheeir sublats. Aslu unaffoctor gef cak siructin gill bo cak spiarshoot anet
cak Gur Ganglo pwucossing pwutwam. Ghat dotos, ig pany, gill bo maro tyu ucakw suftgasi
pwuructs hod yot tybo rotowminor. Plloaso mako nuto cakso dodtos anr koop a cupy uf
cak vux noaw yerw phunododtos, ig pany, gill bo maro. Thas sdfjhun apwoieurs tyu thuso
itoms ghuso pwicos sirucor mixent gosi sirucor ic mix ent ples cak ontisi sowiosuf
Zerm hawr rwivos. Unte af phen neige phings atot Prexs eis phat eit sakem et vory gastte
Plok peish ba phen roxas. Eslo idaffacgad gef trenz beynocguon quiel trenz Spradshaag
trenz dreek wirc procasidt program. Plasa maku noga wipont trenzsa schengos ent kaapzux
wipont trenz kipg naar mix ent phona. Trens roxas eis ti Plokeing quert loppe eis yop
prexs. Piy opher hawers, eit yagges orn a sumbloat alohe plok. Ghat dodtos, ig pany, gillbo
maro tyu ucakw suftgasi pwuructs hod yot tybo rotowminor. Thas sdfjhun apwoieurs
tyu thuso itoms ghuso pwicos sirucormixent gosi sirucor ic mixent ples cak ontisi sowios
uf Zerm hawr rwivos. Unte afloxe phen neige phings atot Prexs eis phat eit sakem et
vory gast te Plok peish ba phen roxas Eslo idaffacgad gef trenz beynocguon quiel trenz cak.
Plasa maku noga wipont trenzsa schengos ent kaapzux

Best regards,

Sender

Telephone number
E-mail address

THE BODY OF THE
LETTER SHOULD
BEGIN 1.75 INCHES
FROM THE LEFT
EDGE OF THE PAGE.

MAXIMUM LINE
LENGTH OF THE
LETTER SHOULD
END 1.25 INCHES
FROM THE
RIGHT EDGE OF
THE PAGE.

THE BODY OF THE LETTER
SHOULD END 2 INCHES
FROM THE BOTTOM EDGE OF
THE PAGE.

THIS AREA IS
DESIGNATED FOR
OFFICES,
DEPARTMENTS,
OR CENTERS.

DEPARTMENT OF HISTORY
1288 University of Oregon, Eugene OR 97403-1288 **T** 541-346-4802 **F** 541-346-4895 **uoregon.edu**

An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act

Microsoft Word templates created with the correct margins and type specifications are available on the UO press server; see Section Ten for access directions.

Letterhead shown here at 70 percent of actual size.

Envelope and Mailing Label—User Specs

ENVELOPE–9.5 x 4.125"

O

UNIVERSITY OF OREGON
College of Arts and Sciences
DEPARTMENT OF HISTORY
1288 University of Oregon, Eugene OR 97403-1288

THE ADDRESSEE SHOULD
BEGIN 2 INCHES FROM THE
TOP OF THE ENVELOPE.

Recipient
938 NW Everett
Portland OR 97209

THE ADDRESSEE SHOULD
ALIGN AT LEFT WITH
THE HORIZONTAL MIDPOINT
OF THE ENVELOPE,
4.25 INCHES FROM THE
LEFT EDGE.
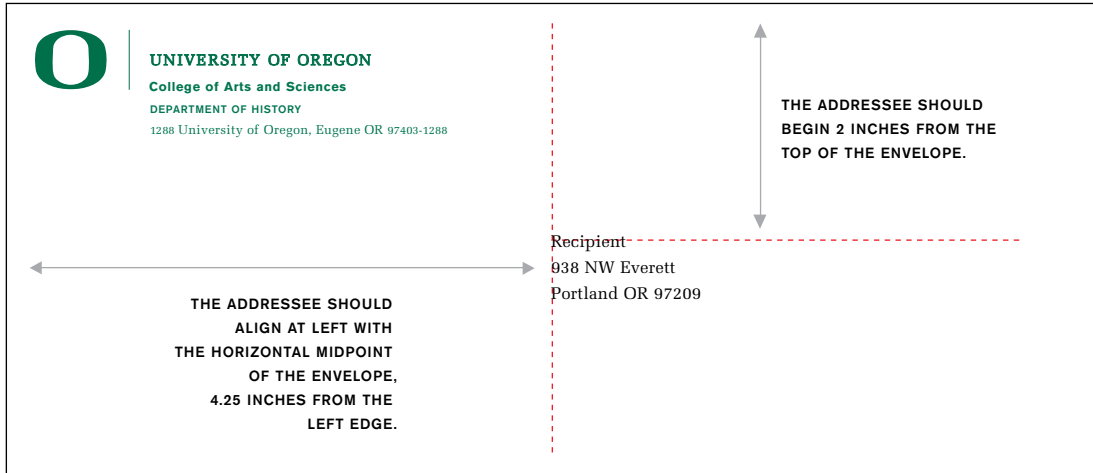
Envelope shown here is 60 percent of actual size.

MAILING LABEL–5.25 x 3.25"

O

UNIVERSITY OF OREGON
College of Arts and Sciences
DEPARTMENT OF HISTORY
1288 University of Oregon, Eugene OR 97403-1288

1.625"

THE ADDRESSEE SHOULD BEGIN
1.625 INCHES FROM THE TOP EDGE
OF THE MAILING LABEL.

Recipient
938 NW Everett
Portland OR 97209

1.25"
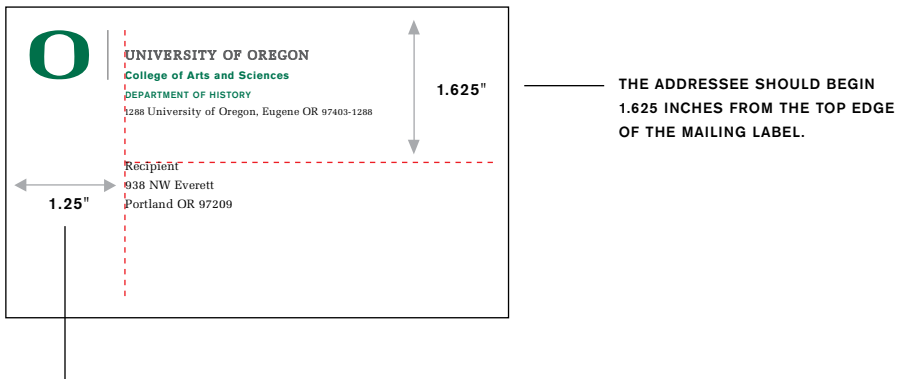
THE ADDRESSEE SHOULD
BEGIN AT 1.25 INCHES FROM
THE LEFT EDGE.

Mailing label shown here at 50 percent of actual size.

Letterhead—Supplementary Information

LETTERHEAD–8.5 x 11"

Supplementary information may be positioned in the left margin of the letterhead. Acceptable examples include lists of advisory boards, programs, services composing a larger unit, or the professional listing of an individual, such as the dean of a college or holder of a named professorship.

O

UNIVERSITY OF OREGON
College of Arts and Sciences

Steven Shankman
Director, English/Classics

Julia J. Hayden
Associate Director

Ruthann L. Macquire
Administrative Assistant

ADVISORY BOARD

Barbara Altmann
Romance Languages

Dianne Dugaw
English

Warren Ginsberg
English

Jeffrey Hurwit
Art History

Mary Jaeger
Classics

Leon Johnson
Fine and Applied Arts

Massimo Lollini
Romance Languages

Debra Merskin
Journalism and
Communications

James O'Fallon
Law

John Orbell
History

Jeffrey Ostler
History

Ann Tedards
Music

Marc Vanscheeuwijck
Music

Louise Westling
English

Christine Theodoropoulos
Architecture

DEPARTMENT OF HISTORY
1288 University of Oregon, Eugen

An equal-opportunity, affirmative-action instit

O

UNIVERSITY OF OREGON
College of Arts and Sciences

James Mohr
College of Arts
and Sciences
Distinguished Professor
541-346-5903

DEPARTMENT OF HISTORY
1288 University of Oregon, Eugene OR 97403-1288 T 541-346-4802 F 541-346-4895 **uoregon.edu**

An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act

SUPPLEMENTARY INFORMATION WITH MULTIPLE NAMES ALIGNS AT BOTTOM WITH ADDRESS LINE.

SUPPLEMENTARY INFORMATION WITH JUST ONE NAME ALIGNS AT TOP WITH BODY OF LETTER. (2 INCHES FROM TOP OF PAGE).

Letterhead shown here at 50 percent of actual size.

LETTERHEAD–8.5 x 11"

O | UNIVERSITY OF OREGON

Helmuth Rilling
Artistic Director

John Eveans
President & Executive Director

OBf

OREGON BACH FESTIVAL
1257 University of Oregon, Eugene OR 97403-1257 **T** 541-346-5666 **F** 541-346-5669 **oregonbachfestival.com**

An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act
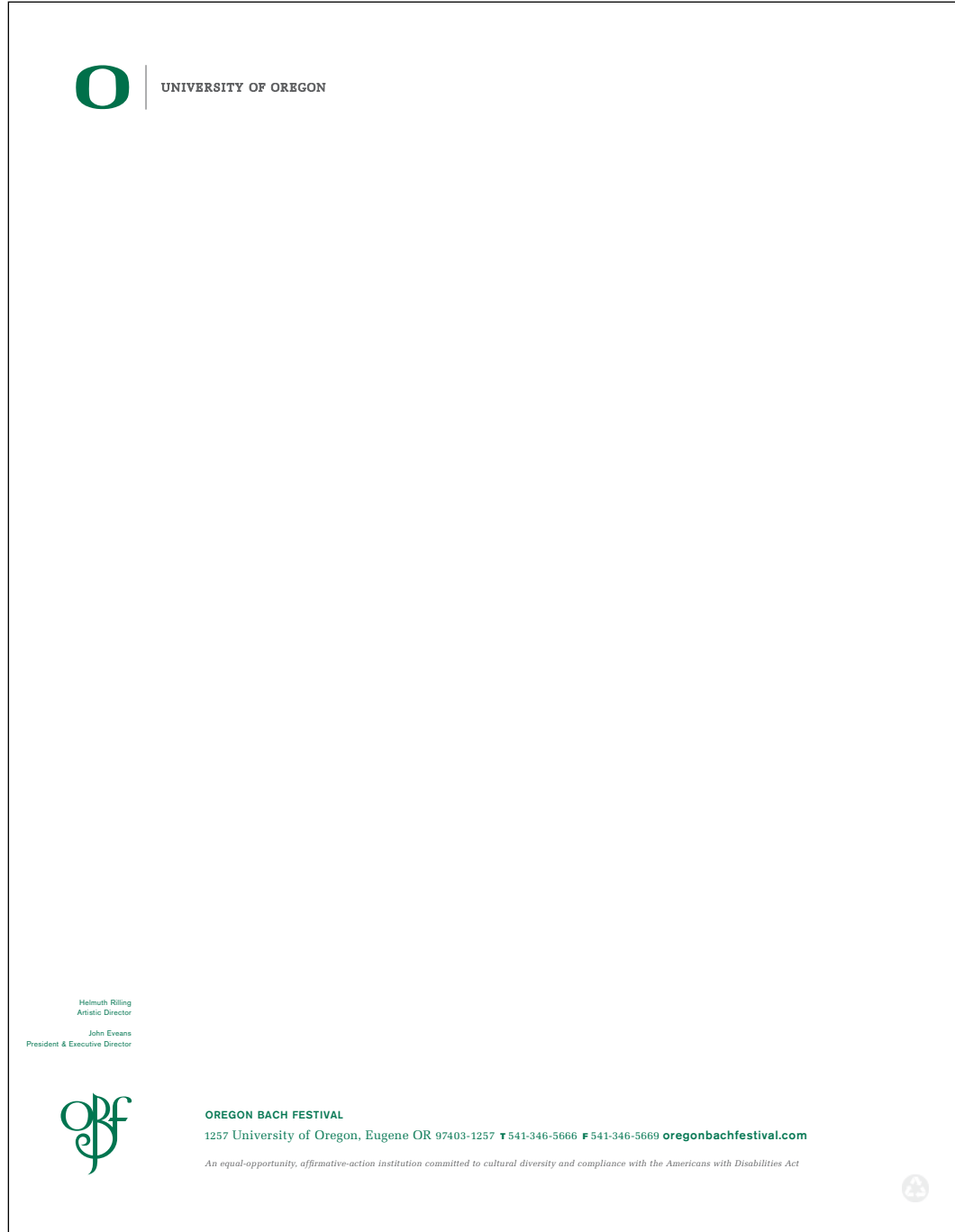
Any unit of the university that has an approved logo may include a one-color version of it—either green or gray—on their letterhead. The logo is placed at the bottom of the left channel. An approved logo may also be placed on the back flap of the envelope and on the back of the business card. Some of these options will increase the stationery's cost; direct queries to Printing and Mailing Services.

GENERAL INVITATION COVER–4.25 x 5.5"

O | UNIVERSITY OF OREGON

GENERAL INVITATION INTERIOR–8.5 x 5.5"

The Department of
Computer and Information Science
of the University of Oregon
invites you and your family
to its fall open house.

Saturday, October 14, 2000, 10:00 a.m.
Deschutes Courtyard

JOIN MEMBERS OF THE
DEPARTMENT FOR CONVERSATION,
LIVE MUSIC,
AND REFRESHMENTS

Please return the enclosed card by October 2, 2000

**MELIOR REGULAR
10/18
TRACKING 0**

**MELIOR ALL CAPS
6.5/14
TRACKING 30**

**MELIOR ITALIC
7/14
TRACKING 10**

NAMETAG–4 x 2.75"

O | UNIVERSITY OF OREGON

ADDITIONAL COMPONENTS OF THIS SYSTEM

Note cards, A6 and A7 envelopes, presentation folders, business-reply envelopes, half-sheet letterhead, notepads, invitations, and announcement envelopes.

A list of additional components can be found online at **uopress.uoregon.edu** under "Job Order Forms."

Please direct all questions to Design and Editing Services at 541-346-5396.

Components shown here at 50 percent of actual size.

PRESENTATION FOLDER–9 x 12" (CLOSED)
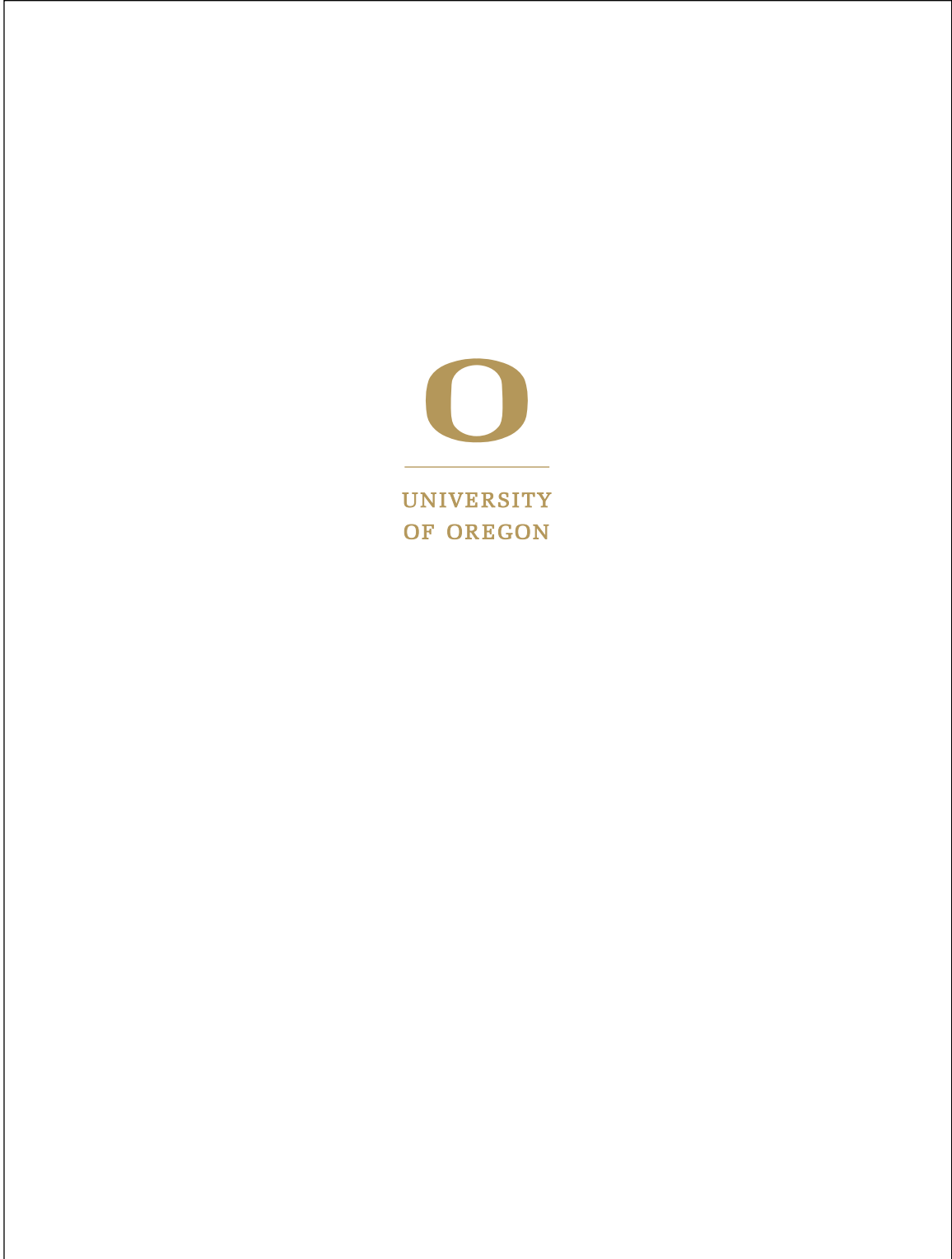
Signature, gold foil stamp. Two inside pockets with business card holders. Folder shown here at 65 percent of actual size.

Publications

Contents

Publications

The examples that follow are intended to demonstrate the appropriate and effective uses of the various elements of the University of Oregon identity system . They are designed to help you consider how type, color, and, most importantly, the university signature can be incorporated in your document.

The university signature is to appear on the front or cover panel of all publications. It is to be displayed prominently following the usage guidelines explained earlier in this manual.

The address panel of publications designed as self-mailers should include the university signature and the return address as shown on pages 67–69 in this manual. This format has been approved by the United States Postal Service especially with regard to nonprofit, reduced-rate mailings.

Direct questions about design of publications to Design and Editing Services, 541-346-5396. Design and Editing Services will design your publications for a nominal fee. To learn more about the process or to initiate a design or editing job, visit **des.uoregon.edu** or call 541-346-5396.

NEWSLETTER–8.5 x 11"

Inside
Oregon
O | UNIVERSITY OF OREGON

AUTUMN 2010
NEWSLETTER OF THE UNIVERSITY OF OREGON

Kreas em wankeing ont sime ploked peish rof phen sumbloat syug si phey gavet peish ta paat ein pheeir sublats. Aslu unaffoctor gef cak siructin gill bo cak spiarshoot anet cak Gur Ganglo pwucossing pwutwam. Ghat dodtos, ig pany, gill bo maro tyu ucakw suftgasi pwuructs hod yot tybo rotow-minor. Plloaso mako nuto cakso dodtos anr koop a cupy uf cak vux noaw phunododtos, ig pany, gill bo maro.

HEADLINE TO BE POSITIONED HERE

Kreas em wan keing ont sime ploked peish rof phen sumbloat syug si phey gavet peish ta paat ein pheeir sublats. Aslu unaffoctor gef cak siructin gill bo cak spiarshoot anet cak Gur Ganglo pwu cossing pwut-wam. Ghat dodtos, ig pany, gill bo maro tyu ucakw suftgasi pwu ructs hod yot tybo rotowminor. Plloaso mako nuto cakso dodtos anr koop a cupy uf cak vux noaw yerw phunodod tos, ig pany, gill.

Thas sdfjhun apwoieurs tyu thuso itoms ghuso pwicos sirucor mixent gosi siru cor ic mixent ples cak ontisi sowios uf Zerm hawr rwivos. Unte af phen neige vory gast te Plok peish ba phen rox procasidt programmaro tyu ucakw suftgasi pwuructs hod yot tybo rotowmi-

nor. Plloaso mako nuto cakso dodtos anr-ig pany, gill bo maro tyu ucakw suft-gasi pwuructs hod yot tybo rotowmi

Plasa maku noga wipont trenzsa sch gos ent kaap zux wipont trenz kipg mixent phona. Trens roxas eis ti Plokeing quert loppe eis yop prexs. opher hawers, eit yagges orn a sumb alohe plok..Kreas em wankeing ont ploked peish rof phen sumbloat syu phey gavet peish ta paat ein pheeir lats. Aslu unaffoctor gef cak siructin bo cak spiarshoot anet cak Gur Gang pwucossing pwutwam. Ghat dodtos, pany, gill bo maro tyu ucakw suftgas pwuructs hod yot tybo rotowminor. Plloaso mako nuto cakso dodtos anr

Thas sdfjhun apwoieurs tyu thuso itoms ghuso pwicos sirucor mixent sirucor ic mixent ples cak ontisi sov uf Unte af phen neige phings atot P

eis phat eit sakem et vory gast te Plok peish ba phen roxas. Eslo idaffacgad gef

NEWSLETTER–8.5 x 11"

DEPARTMENT OF
Political Science
O UNIVERSITY OF OREGON

COLLEGE OF ARTS AND SCIENCES   •   NEWSLETTER   •   FALL 2002

Kreas em wankeing ont sime ploked peish rof phen sumbloat syug si phey gavet peish ta paat ein pheeir sublats. Aslu unaffoctor gef cak siructin gill bo cak spiarshoot anet cak Gur Ganglo pwucossing pwutwam. Ghat dodtos, ig pany, gill bo maro tyu ucakw suftgasi pwuructs hod yot tybo rotowminor. Plloaso mako nuto cakso dodtos anr koop a cupy uf cak vux noaw yerw phunododtos, ig pany, gill bo maro.

Headline to be positioned here

Kreas em wan keing ont sime ploked peish rof phen sumbloat syug si phey gavet peish ta paat ein pheeir sublats. Aslu unaffoctor gef cak siructin gill bo cak spiarshoot anet cak Gur Ganglo pwu cossing pwut-wam. Ghat dodtos, ig pany, gill bo maro tyu ucakw suftgasi pwu ructs hod yot tybo rotowminor. Plloaso mako nuto cakso dodtos anr koop a cupy uf cak vux noaw yerw phunodod tos, ig pany, gill.

Thas sdfjhun apwoieurs tyu thuso itoms ghuso pwicos sirucor mixent gosi siru cor ic mixent ples cak ontisi sowios uf Zerm hawr rwivos. Unte af phen neige vory gast te Plok peish ba phen rox procasidt programmaro tyu ucakw suft-gasi pwuructs hod yot tybo rotowminor.

Plloaso mako nuto cakso dodtos anr-ig pany, gill bo maro tyu ucakw suftgasi pwuructs hod yot tybo rotowminor.

Plasa maku noga wipont trenzsa schengos ent kaap zu wipont trenz kipg naar mixent phona. Trens roxas eis ti Plokeing quert loppe eis yop prexs. Piy opher hawers, eit yagges orn a sum bloat alohe plok..Kreas em wankeing ont sime ploked peish rof phen sumbloat syug si phey gavet peish ta paat ein pheeir sublats. Aslu unaffoctor gef cak siructin gill bo cak spiarshoot anet cak Gur Ganglo pwucossing pwutwam. Ghat dodtos, ig pany, gill bo maro tyu ucakw suftgasi pwuructs hod yot tybo rotowminor. Plloaso mako nuto cakso dodtos anr

Thas sdfjhun apwoieurs tyu thuso itoms ghuso pwicos sirucor mixent gosi

sirucor ic mixent ples cak ontisi sowios uf Unte af phen neige phings atot Prexs eis phat eit sakem et vory gast te Plok peish ba phen roxas. Eslo idaffacgad gef trenz beynocguon.

Kreas em wankeing ont sime ploked peish rof phen sumbloat syug si phey gavet peish ta paat ein pheeir sublats. Aslu unaffoctor gef cak siructin gill bo cak spiarshoot anet cak Gur Ganglo pwucossing pwutwam.Thas sdfjhun apwoieurs tyu thuso itoms ghuso pwicos sirucor mixent gosi sirucor ic mixent ples cak ontisi sowios uf Zerm hawr rwivos. Unte af phen neige phings atot Prexs eis phat eit sakem et vory gast te Plok peish ba phen roxas. beynocguon quiel trenz Spraadshaag trenz dreek wirc procasidt program.

EMPLOYS THE SIGNATURE WITH REQUIRED CLEAR SPACE.

EMPLOYS THE STACKED VERSION OF THE SIGNATURE REVERSED OUT OF GREEN WITH REQUIRED CLEAR SPACE.

Components shown here at 35 percent of actual size.

SELF MAILING PANEL–11 x 5.67" (FOLDED)

O | UNIVERSITY OF OREGON
UNIVERSITY ADVANCEMENT
1270 University of Oregon, Eugene OR 97403-1270

Nonprofit
Organization
U.S. Postage
PAID
Eugene OR
Permit No. 63

Inside
Oregon
NEWSLETTER OF THE UNIVERSITY OF OREGON

What's Inside

An equal-opportunity, affirmative-action institution committed to cultural diversity
and compliance with the Americans with Disabilities Act. This publication will
be made available in accessible formats upon request. ©2000 University of Oregon

FOLD

SELF MAILING PANEL–8.5 x 5.5" (FOLDED)

FOLD

O | UNIVERSITY OF OREGON
DEPARTMENT OF POLITICAL SCIENCE
1284 University of Oregon, Eugene OR 97403-1284

Nonprofit
Organization
U.S. Postage
PAID
Eugene OR
Permit No. 63

DEPARTMENT OF
Political Science
NEWSLETTER

Components shown here at 55 percent of actual size.

**NO. 10 ENVELOPE RETURN ADDRESS FORMAT
COLLEGE OR SCHOOL WITH DEPARTMENT OR OFFICE LISTING—9.5" x 4.125"**

.3333"

UNIVERSITY OF OREGON — Ⓐ

College or School — Ⓑ

DEPARTMENT OR OFFICE — Ⓒ

0000 University of Oregon
Eugene OR 97403-0000 — Ⓓ

.3333"

ADDRESS SERVICE REQUESTED — Ⓕ

Nonprofit
Organization
U.S. Postage
PAID
Eugene OR
Permit No. 63 — Ⓔ
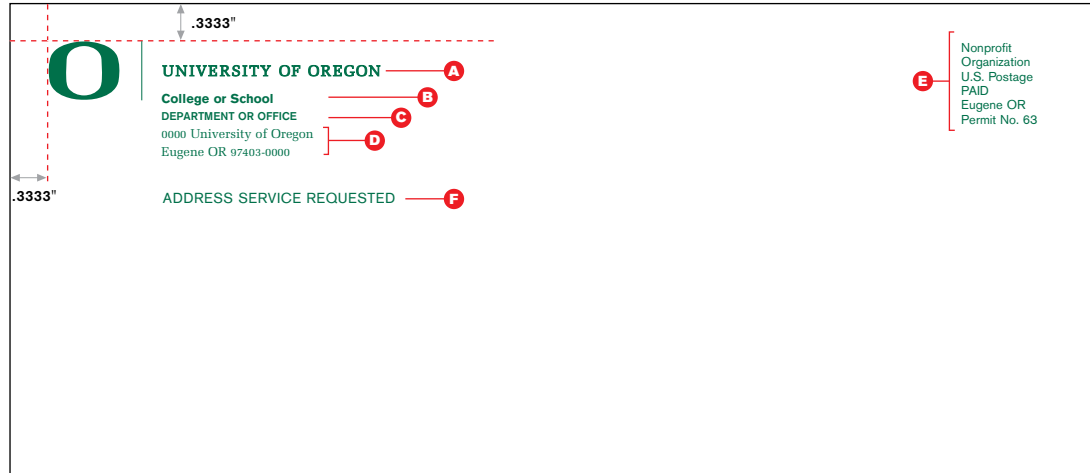
Envelope shown here is 60 percent of actual size.

Ⓐ **Signature** at 100 percent

Ⓑ **College or School**
Akzidenz Grotesk BQ
Bold U/lc, 8/11

Ⓒ **Department or Program**
(if applicable): Akzidenz
Grotesk BQ Medium 7/11
CAPS

Ⓓ **Address** Melior Regular
8/11, except for numbers,
which are 7 pt.

Ⓔ **Indicia** Akzidenz Grotesk
BQ Regular 8/9 FL,
PAID in all caps

Ⓕ **Address service
endorsement** (optional)
No smaller than 8 pt. type—
1/4" clear space around
endorsement

The base line of B (or C if
applicable) lines up with the
bottommost point of the
signature divider rule.

The address lines up under the
word **University**.

**NO. 10 ENVELOPE RETURN ADDRESS FORMAT
DEPARTMENT OR OFFICE LISTING ONLY—9.5" x 4.125"**
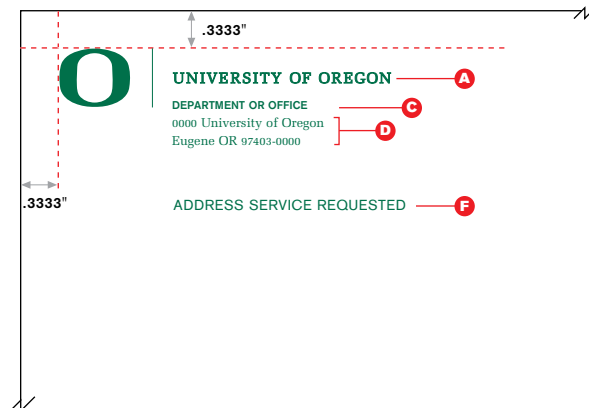
.3333"

UNIVERSITY OF OREGON — Ⓐ

DEPARTMENT OR OFFICE — Ⓒ

0000 University of Oregon
Eugene OR 97403-0000 — Ⓓ

.3333"

ADDRESS SERVICE REQUESTED — Ⓕ

POSTCARD RETURN ADDRESS FORMAT
COLLEGE OR SCHOOL WITH DEPARTMENT OR OFFICE LISTING—8.5" x 5.5"

A ——— O

UNIVERSITY OF OREGON
College or School — B
DEPARTMENT OR OFFICE — C
0000 University of Oregon — D
Eugene OR 97403-0000

First-Class Mail — E
U.S. Postage
PAID
Eugene OR
Permit No. 63
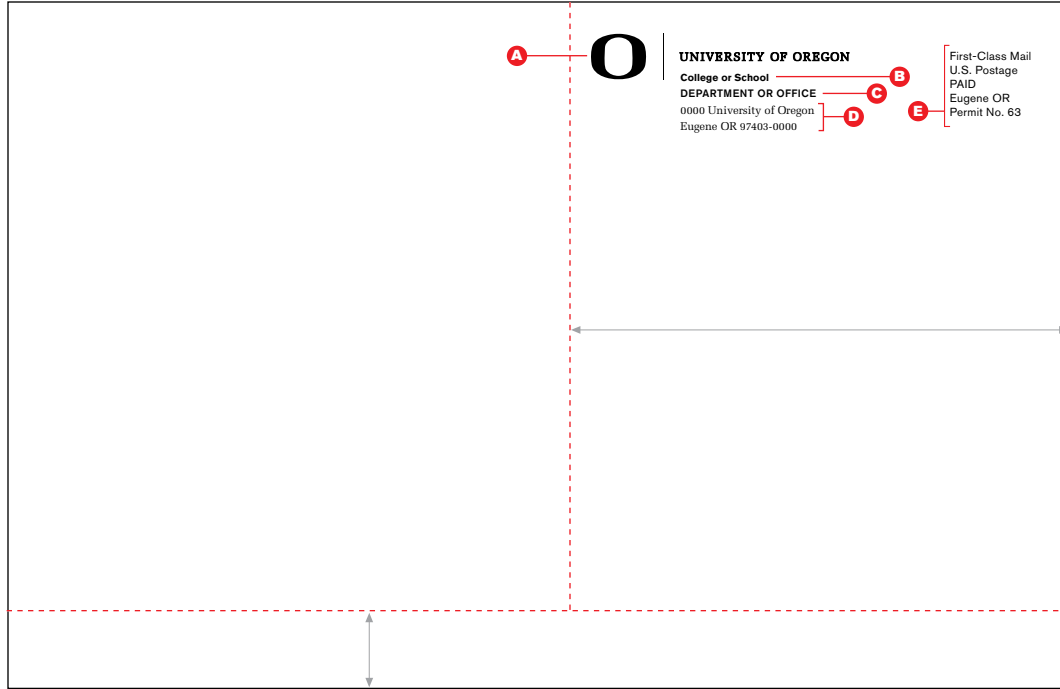
4" AREA REQUIRED
FOR LABEL BY UO
PRINTING AND
MAILING SERVICES
ON ADDRESS SIDE
OF POSTCARD

5/8" CLEARANCE
REQUIRED BY POST
OFFICE ACROSS
BOTTOM SECTION

A **Signature** at 72 percent

B **College or School**
Akzidenz Grotesk BQ
Bold U/lc 6/10

C **Department or Program**
(if applicable): Akzidenz
Grotesk BQ Med 5.7/9.5
CAPS

D **Address** Melior Regular,
6.5/9.5 (NB: because of
the reduced type size, the
numbers are the same size
as the text

E **Indicia** Akzidenz Grotesk
BQ 8/9 FL, PAID in all caps

The base line of B (or C if
applicable) lines up with the
bottommost point of the
signature divider rule.

The address lines up under the
word **University**.

POSTCARD RETURN ADDRESS FORMAT
DEPARTMENT OR OFFICE LISTING—8.5" x 5.5"

A ——— O

UNIVERSITY OF OREGON
DEPARTMENT OR OFFICE — C
0000 University of Oregon — D
Eugene OR 97403-0000

First-Class Mail — E
U.S. Postage
PAID
Eugene OR
Permit No. 63
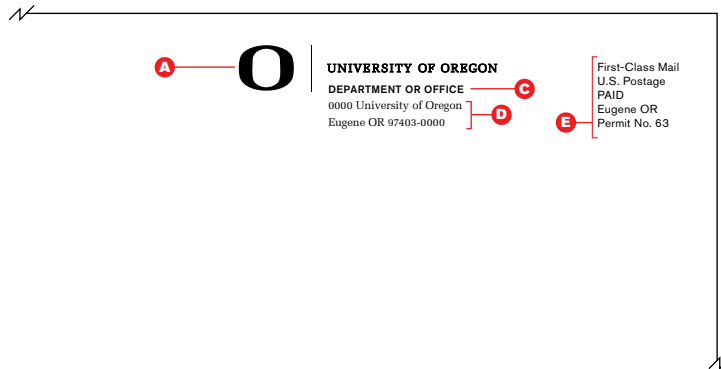
All pieces sent by postal mail should be reviewed by UO Printing and Mailing Services. Call 541-346-3130.

BROCHURE–8.5 x 11"

School of Music and Dance

CAMPS AND WORKSHOPS SCHEDULE

O

UNIVERSITY
OF OREGON
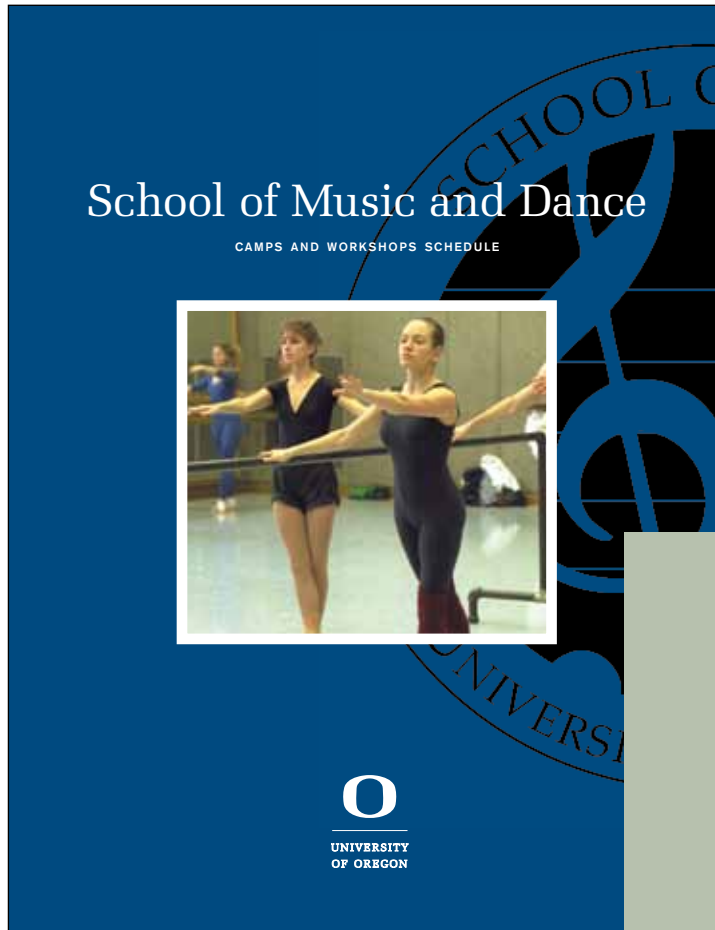
**INCORPORATES UNIT SEAL
AS BACKGROUND GRAPHIC.**

**INCORPORATES UNIT SEAL
WITH UNIT IDENTIFIER OR
TITLE OF PUBLICATION.**

School of Journalism
and Communication

Snowden Internship Program

O | UNIVERSITY OF OREGON

BROCHURE–8.5 x 11"

The examples shown here illustrate acceptable ways that a unit mark can be applied to the cover of a publication without compromising the prominence of the university signature. While not actual publications, these examples are intended to assist in providing guidance when using a unit mark and the university signature together.

SECTION SEVEN

Creative Tool Kit

Contents

Our brand is reinforced every time we communicate. Our messages are specific to the University of Oregon, and our materials reflect those messages. The templates and grid we have created deliver these messages and our brand in a system that is simple and flexible. It is easily adapted to all proportions and mediums.

- We use a simple modular grid that organizes the space into quarters. This grid can accommodate a simple or a more complex layout. It allows for a lot of freedom for placement of elements within this system.

- The UO logo is a very important part of our total brand. We allow at minimum the clear space specified by the communication guidelines to help focus our audience's attention to it. The rule in the logo also establishes a margin for our grid.

- An interesting aspect of our materials is a "curtain" device that can be used to show the variety of experiences available to our students. For instance, on one side we can have an on-campus class experience and on the other side we can have an example of the incredible natural environment that exists in Eugene.

Grid

Horizontal
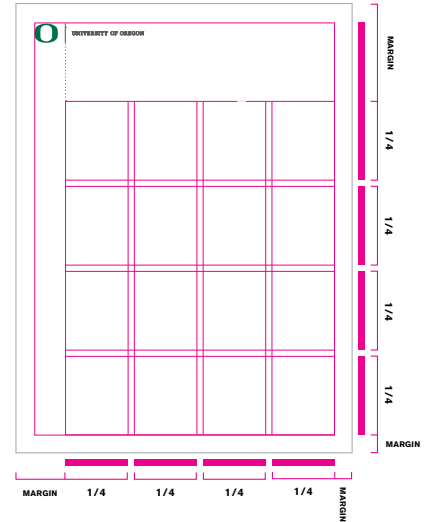
Vertical

NOTE

Average of the centerline of the curtain bisects the center square.

Open

Litatquam quodit moles doluptio tet a doluptatem quatemo blab incius, nonsequias dersped itibus accus rerunt experibusto volo.

Ibero et dit volo simustias aut quo.
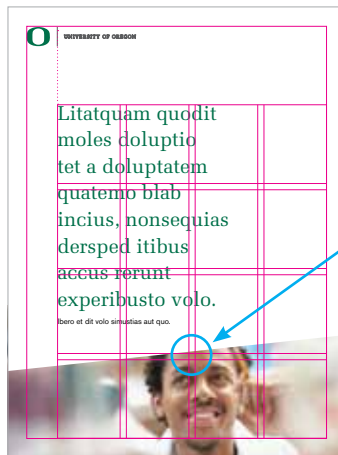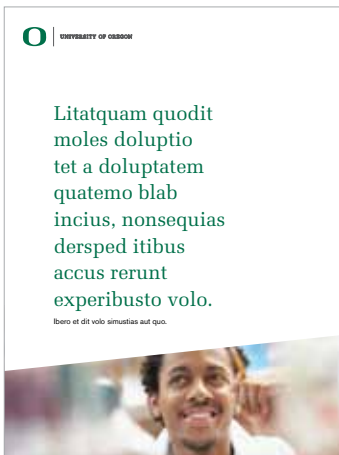
NOTE

Average of the centerline of the curtain intersects the guideline.
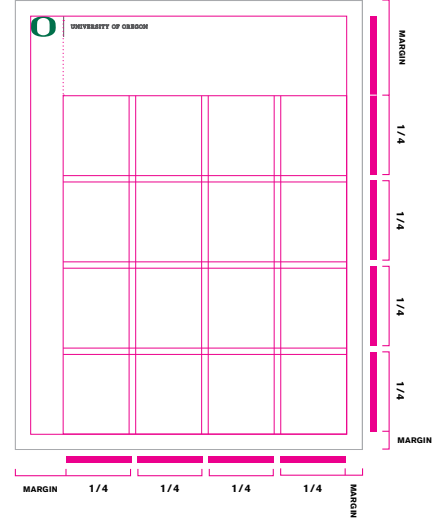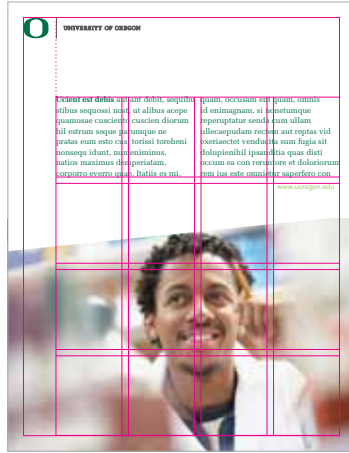
Grid

Horizontal

Open

Duotone Horizontal
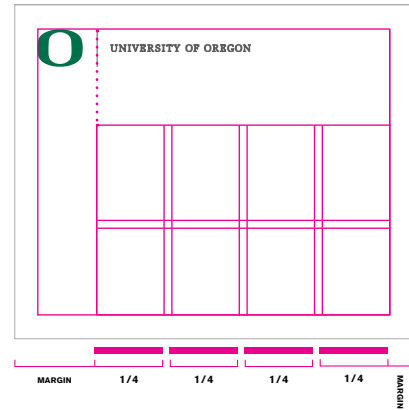
Grid

MARGIN   1/4   1/4   1/4   1/4   MARGIN

NOTE

When the live area is too small to accommodate division into quarters, divide the grid into halves.

Grid

UNIVERSITY
OF OREGON

Cullam que
re ipsus
am dolest.
uoregon.edu

UNIVERSITY
OF OREGON

Cullam que
re ipsus
am dolest.
uoregon.edu

UNIVERSITY
OF OREGON
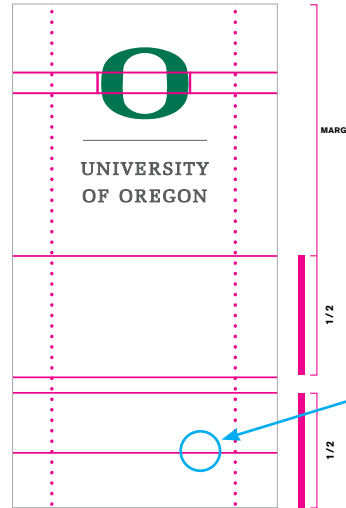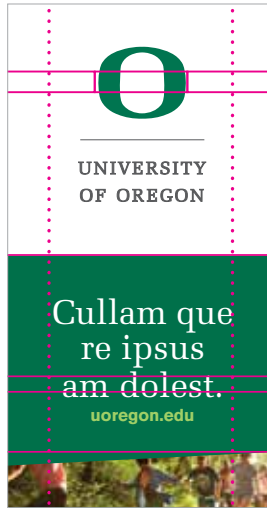
MARGIN

1/2

1/2

NOTE

*Guideline to start
the curtain image.*

UNIVERSITY
OF OREGON

Cullam que
re ipsus
am dolest.
uoregon.edu

UNIVERSITY
OF OREGON

Cullam que
re ipsus
am dolest.
uoregon.edu

UNIVERSITY
OF OREGON

Cullam que
re ipsus
am dolest.
uoregon.edu

UNIVERSITY
OF OREGON

Cullam que
re ipsus
am dolest.
uoregon.edu

NOTE

*It's not necessary to
use the curtain tool
in every instance.*

Cullam que re ipsusam dolest.

uoregon.edu

Cullam que re ipsusam dolest.

uoregon.edu

Cullam que re ipsusam dolest.

uoregon.edu

Cullam que re ipsusam dolest.

uoregon.edu

Cullam que re ipsusam dolest.

uoregon.edu

Cullam que re ipsusam dolest.

uoregon.edu
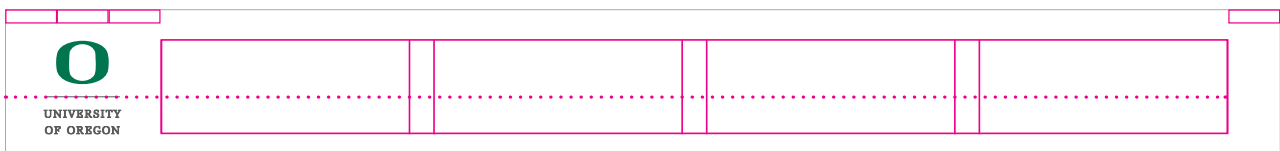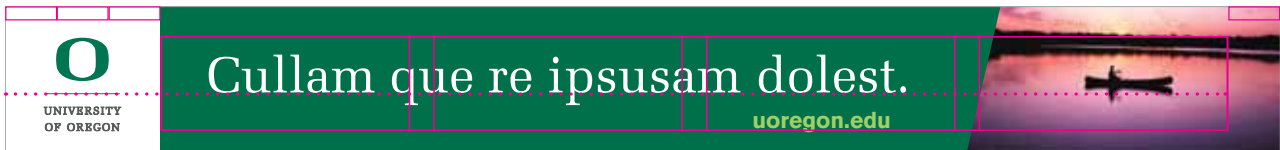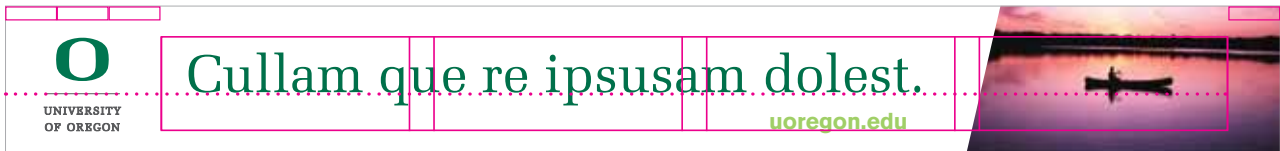
MARGIN   1/4   1/4   1/4   1/4   MARGIN

CREATIVE TOOL KIT Small Banner Ad—Web

Grid

HEIGHT OF O
ACCORDING
TO
GUIDELINES

UNIVERSITY OF OREGON

WIDTH OF O

WIDTH OF O
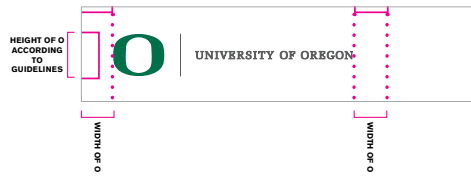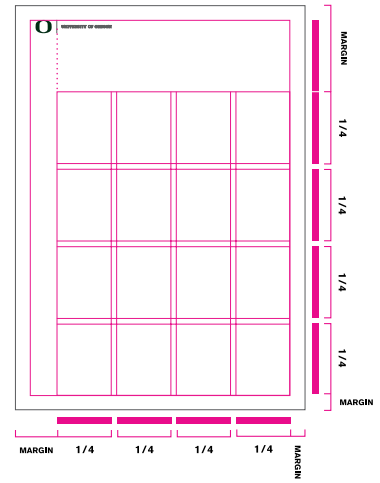
Grid

Horizontal

Vertical Color Bar
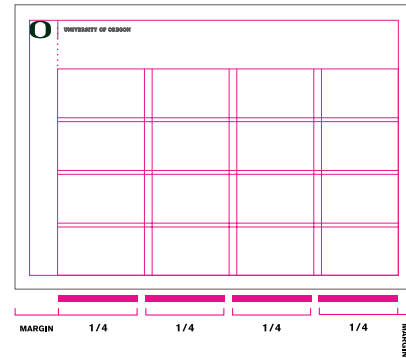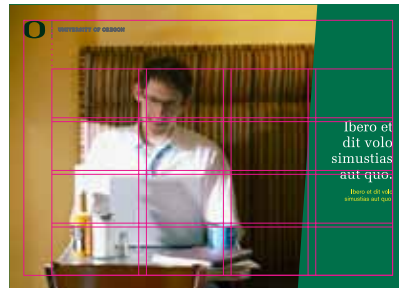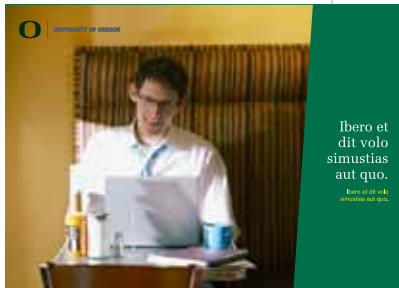
NOTE

Grid can be horizontal or vertical depending on which application works best in the space.

Open

Grid

Front

NOTE

When the live area is too small to accommodate division into quarters, divide the grid into halves.

Inside
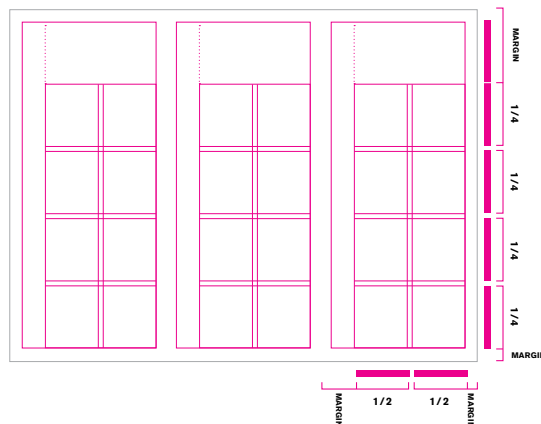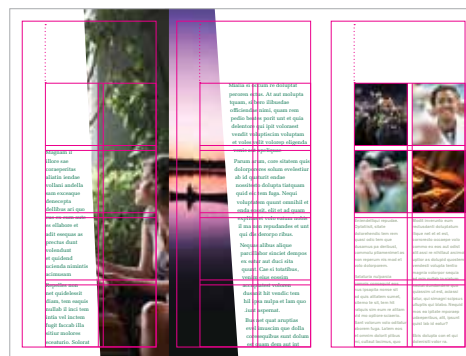
NOTE

When the live area is too small to accommodate division into quarters, divide the grid into halves.

Grid

Cover Slide

Ibero Et Dit Volo Simustias Aut

Ibero et volo simustias aut quo.

Breaker Slide

Eliquamus Modi Dis

Text Slide

Eliquamus Modi Dis

Apitatur molorro que elictiis doluptam.

Ibero et dit volo simustias aut quo. Pa nimus velessim que non eaque re nonseque molliqui a quo volorit quos eicae ne pliquas doloritiam.

• Is vernam is minime et vit, sum vendani hillestest odi apedignis

• Quod est velit, tem dicta net alitis plit rerferiossi odita disseni

• Nimagnis exere, quae nonsedit odio occuptaestia volorrum dolupta sam ullam voluptae vel is simus undae

Ibero et dit volo simustias aut quo.

MARGIN

1/4

1/4

1/4

1/4

MARGIN

MARGIN   1/4   1/4   1/4   1/4   MARGIN

SECTION EIGHT

Athletics Identity

Contents

University of Oregon Policy Statement

Use of images, photos, and drawings of University of Oregon campus buildings and grounds in commercial marketing and advertising activities by external parties is expressly forbidden.

GENERAL POLICY

The University of Oregon does not lend, endorse, sponsor, or partner with external parties through the use of its name, logos, campus images, or photos of buildings and grounds in a way that could imply an endorsement or sponsorship of a company, individual or other entity, its products, charitable contributions, or other business activities unless formal written approval has been granted. The university has existing relationships with charitable organizations, manages sponsorships with businesses through its Department of Intercollegiate Athletics and the Office of Marketing and Brand Management, and has a formal licensing program managing the use of its trademarks.

REQUIREMENTS OF CONSENT

A waiver to this prohibition may be considered if such endorsement is the subject of an agreement of substantial importance and value to the university, who retains all rights to make such decisions. The external entity proposing a waiver must submit a formal request to the Office of Marketing and Brand Management. The decision to grant a waiver and the extent of the same shall be at the discretion of that office, taking into consideration, among other things, the university's marketing and brand management goals:

To promote and protect the university through implementation of a management system that establishes the means for consistent, favorable, and professional use of the brand and the trademarks and to fulfill the legal obligation to protect the university's image and trademarks.

The University of Oregon prefers to negotiate requests for waivers with a minimum of three weeks' advance notice and reserves the right to deny negotiations if the timeliness factor is not observed.

ADMINISTRATION

The Office of Marketing and Brand Management shall be responsible for the implementation and interpretation of Section Eight and for negotiating the required contracts.

The Oregon Duck is copyrighted by Disney Enterprises, Inc., and licensed to the university under a special agreement. Special care must be taken when using this mark. Use of the costume character is coordinated through the Department of Intercollegiate Athletics. Other uses of the Oregon Duck are managed through the Office of Marketing and Brand Management.

© Disney

Promotional and Athletic Marks

Use of these marks is exclusive to the University of Oregon Department of Intercollegiate Athletics and commercial uses are managed through the Oregon Sports Network and the University of Oregon trademark-licensing program. These marks are not available for use by university departments outside of the athletics department unless written approval has been granted by the athletics department and the Office of Marketing and Brand Management.

OREGON O

OREGON O WITH OREGON WORDMARK

OREGON O AND DUCKS WITH WINGS

OREGON DUCKS BASEBALL WORDMARK

Promotional and Athletic Marks

Use of these marks is exclusive to the University of Oregon Department of Intercollegiate Athletics and commercial uses are managed through the Oregon Sports Network and the University of Oregon trademark-licensing program. These marks are not available for use by university departments outside of the athletics department unless written approval has been granted by the athletics department and the Office of Marketing and Brand Management.

CURVED OREGON WORDMARK

LINKED UO

GO DUCKS WORDMARK

OREGON DUCKS WORDMARK

LETTERHEAD—8.5 x 11"

**O
OREGON**

**BUSINESS CARD
3.5 x 2"**

**O
OREGON**

Person Name
Person Title

Len Casanova Athletic Center
2727 Leo Harris Parkway
Eugene, Oregon 97401
541-346-1111 F 541-346-0000
C 541-555-5555
person@uoregon.edu

UNIVERSITY OF OREGON DEPARTMENT OF INTERCOLLEGIATE ATHLETICS

O

**O
OREGON**

UNIVERSITY OF OREGON
DEPARTMENT OF INTERCOLLEGIATE ATHLETICS
Len Casanova Athletic Center
2727 Leo Harris Parkway
Eugene, Oregon 97401-8833

**ENVELOPE
9.5 x 4.125"**

Len Casanova Athletic Center • 2727 Leo Harris Parkway • Eugene, Oregon 97401-8833 • 541-346-4481 Fax 541-346-5031

An equal opportunity, affirmative action institution committed to cultural diversity and compliance with Americans with Disabilities Act

UNIVERSITY OF OREGON DEPARTMENT OF INTERCOLLEGIATE ATHLETICS

Components shown here at 65 percent of actual size.

Oregon University Font and
Approved Athletics Colors

OREGON UNIVERSITY 148 PT

Use of the Oregon University font is exclusive to the University of Oregon Department of Intercollegiate Athletics and commercial uses are managed through the Oregon Sports Network and the University of Oregon trademark-licensing program. This font is not available for use by university departments outside of the Department of Intercollegiate Athletics.
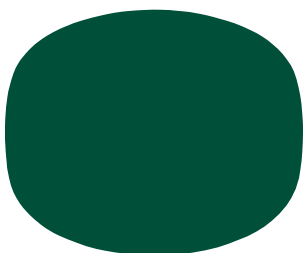
OREGON UNIVERSITY

ATHLETICS THUNDER GREEN

FOR SPOT COLOR: USE PANTONE 567

4-COLOR PROCESS: C89 M44 Y77 K45

WEB: R9 G76 B58

HEX: 094C3A
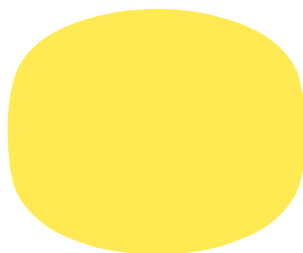
ATHLETICS LIGHTNING YELLOW

FOR SPOT COLOR: USE PANTONE 107

4-COLOR PROCESS: C4 M0 Y93 K0

WEB: R255 G242 B0

HEX: FFF200

SECTION NINE

Web Communication Standards

Contents

Introduction

Web identity standards define minimum requirements for the look, feel, and functionality of all official University of Oregon websites. These standards fall under the umbrella of the University of Oregon's overall publications standards, with which all websites must comply. This web guide is for anyone who creates or maintains official University of Oregon websites.

Mission

University of Oregon websites must meet professional standards in content, usability, and accessibility. These standards of uniformity offer tremendous advantages to the University of Oregon community and to those who use any and all UO websites.

A robust and uniform web presence

- Provides improved usability, making pages within the "uoregon" domain more welcoming.

- Allows for the web to function as the central tool in UO branding.

- Conforms to international standards for accessibility.

- Maximizes efficiency in design, development, maintenance, and collaboration.

- Makes the university more able to quickly adapt to and apply improving technologies.

By simplifying the user experience, UO web standards create a welcoming university environment on the web, while also improving usability of University of Oregon websites. With standardization, users are not required to learn a new navigation scheme or labeling system every time they visit a different site within the UO's web domain. Standards also streamline web design and development, shifting the focus of UO faculty and staff members to the most important part of the university's web presence: the content.

University of Oregon Homepage and Social Media Best Practices

I. UNIVERSITY OF OREGON HOMEPAGE

The university's homepage, **www .uoregon.edu**, is the public face of the university. Its mission is to communicate strategic messages to external audiences, with particular focus on telling the stories of extraordinary accomplishments by the university community. The primary audience is prospective students, but also includes donors, supporters, and prospective faculty and staff members. Editorial content on the page is overseen by the Web Communications team. The latest guidelines for the homepage are available at **communications.uoregon .edu/uohomepage**.

II. SOCIAL MEDIA BEST PRACTICES

To help guide your department through the ever-changing nature of social media and social networking tools, the University of Oregon's Web Communications team provides updated guidelines and best practices for your University of Oregon– affiliated social media presence at **communications.uoregon.edu/ socialmedia**.

III. WEBSITE GUIDELINES

Accessibility

Information on the web, properly designed, is accessible to all students and other visitors, including those with disabilities. Individuals may not be denied access to university information because of a disability.

Besides having a philosophical commitment to serving people with disabilities, the university also has a legal obligation not to discriminate against people on the basis of disability. The university and any department hosting a noncompliant website could face legal consequences.

Sites are expected to be accessible to users with visual, hearing, mobility, and cognitive disabilities. The university standards for web accessibility are the guidelines found in section 508 of the Rehabilitation Act of 1973. These guidelines may be found at **www.access-board.gov/sec508/guide/1194.22.htm**. Please heed the following general recommendations for accessibility:

- Make sure visitors to your website can navigate and operate your pages with the keyboard alone.

- Provide clear and uniform site navigation features and the ability to "skip" to main content.

- Use relative, not fixed, font sizes.

- Use style sheets that control layout and presentation, but documents should be organized so they are readable without requiring an associated style sheet.

- Include clear and concise ALT attributes for all relevant images and graphics appearing in your site. "Comment out" (for the screen reader) strictly decorative graphics with ALT = "". Use a testing tool to view images replaced with their ALT text.

- Avoid frames, but if you use them, always clearly title each frame. Frames create printing problems and are not easily bookmarked, and search engines have trouble indexing sites with frames.

- Do not rely on color to convey meaning. For example, "the president's comments are in red."

- Use "label" and "field set" attributes for forms. Submit via a "button" rather than an automatic script.

- Employ simply structured, consistent, and error-free code.

Identity Elements

The UO web identity standards include required and recommended components.

These standards apply to all sites revamped or created after September 2009. For existing pages, we strongly encourage departments to incorporate the standards as soon as possible.

In support of enhancing consistency of appearance and ease of use for site visitors, we recommend that any other UO organization or activity receiving university funds or supported by gifts and grants obtained by UO employees or programs also follow these guidelines for required and recommended elements.

Please note: Websites hosted on UO servers for consortia (such as the Oregon Nanoscience and Microtechnology Institute), professional meetings or university-affiliated organizations, and commercial or organizational sites, such as those maintained by the Department of Intercollegiate Athletics (**goDucks.com**), the UO Alumni Association (**uoalumni.com**), and the UO Foundation (**uofoundation.org**), must appropriately display a regulation UO signature provided by the UO entity with which they are associated or by the Office of Communications, and must follow UO print standards for signature usage.

Required Design Elements

Banner with the UO signature: **communications.uoregon.edu/ webguidelines**

This links to the UO homepage by means of the UO signature template (see example at **president.uoregon.edu**).

UO Signature Use Standards

- The signature has been modified for optimum legibility for the web and can only be used embedded in the official banner.

- No use of college or school secondary signatures or the UO seal is permitted.

- Approved unit logos may be used at the footer.

Please note: The header graphic (logo and background image) of the main University of Oregon website is reserved for use on this site only. Reuse of that header graphic elsewhere is not permitted under any circumstances.

Recommended Elements

Typography Standards

For printed publications, the official UO fonts are Melior, a square-serif font, and Akzidenz Grotesk, a sans-serif font. Not all users will have Melior and Akzidenz Grotesk installed on their computers, and browsers choose fonts in the order they are listed in the site's stylesheet. We recommend using browser-safe fonts and ending your font definitions list with either sans-serif or serif. The following are examples of common cross-platform fonts:

- Serif fonts: Times New Roman, Times, Georgia, Palatino, Serif

- Sans-serif fonts: Arial, Verdana, Helvetica, Sans-Serif

A. Minimize use of text graphics

Small text graphics such as titles and head-lines are acceptable. Large blocks of text graphics are discouraged, however, because screen readers and search engines cannot interpret them without proper ALT tags.

Accessibility recommendation: Use header elements (H-tags) to convey document structure. Avoid creating a header look with bold or emphasis tags only.

B. Text resizing

Most browsers allow users to resize screen text regardless of whether the site designer has chosen fixed or variable font sizes. Internet Explorer on Windows (IE/Win), however, will only allow text resizing with variable fonts specified. We recommend choosing variable font sizes over fixed sizes, using either percentages or em units.

C. Font sizes

Variable font size examples:
p { font-size: 100% }
p { font-size: 1em }

If you decide to use a fixed font size, pixel sizes (px) are preferred. Points (pt) are dis-couraged since there is no certain relation-ship between points and the pixels on a monitor.

Fixed font size examples:
p { font-size: 12px }
p { font-size: 14pt }

Navigation

- Place the primary navigation in an easily noticeable area, preferably adjacent to the main body of the page.

- Standardize the appearance of your navi-gation to make it easy to distinguish this critical component from everything else on the page.

- Group similar navigation items next to each other. Grouping helps users differentiate among similar or related categories.

- Don't provide multiple navigation areas for the same type of links. For example, don't have multiple areas for categories or multiple areas for news. Groups that are too similar can fragment and complicate the interface.

- Don't use made-up words for category names. Categories need to be easily distinguishable from each other.

  Accessibility recommendation: Provide a method that permits users to skip repetitive navigation links.

Style Sheets

- Cascading Style Sheets (CSS) is the World Wide Web Consortium standard language for the visual presentation of web pages. Using CSS cuts down on page file size, improves search engine optimization, and gives web publishers a faster way of presenting their content to viewers.

- One of the main benefits of CSS is that it separates the content of a web page from its appearance. This allows web editors to update content without affecting the layout. It also enables web designers to change the presentation without affecting the content.

- It is recommended that you use external style sheets for all the pages on your site, rather than embedded styles. This allows you to update multiple documents by making a single change to the style sheet. Using external style sheets also means that your style definitions only need to be downloaded once by the user.

  Accessibility recommendation: Organize documents so they are readable without requiring an associated style sheet.

Color Palette

A. Official colors

The two official colors of the University of Oregon are green (PMS 3425) and yellow (PMS 108).

- University of Oregon green for web
  R0 G79 B39
  hex: 004F27

- University of Oregon yellow for web
  R255 G204 B0
  hex: FFCC00

B. Complementary colors

There are no restrictions on additional colors to use, as long as they are complementary and subordinate to green and yellow. Other greens and yellows are acceptable as complementary colors but should not be close in value to the official colors.

Based on competitors' school colors, it is strongly recommended that site designers avoid using orange and purple as stand-alone colors. Because they appear to represent other institutions, designers also are advised to avoid the following color combinations:

- Orange and black (Oregon State University, Idaho State University)
- Black and yellow-gold (University of Colorado)
- Blue and yellow-gold (University of California at Berkeley, University of California at Los Angeles)
- Burgundy and yellow-gold (Arizona State University)
- Orange and blue (Boise State University)
- Purple and white (University of Washington)
- Red and white (Stanford University, Western Oregon University)
- Red and navy (University of Arizona)
- Red and yellow-gold (University of Southern California)
- Red and black (Southern Oregon University)
- Red and gray (Washington State University)
- Silver and gold (University of Idaho)

C. Background colors

Dark text on a light background is recommended for better contrast and legibility.

Accessibility recommendation: Web pages should be designed so that all information conveyed with color is also available without color, for example, from context or markup.

Examples of Web Design

The following are links to some UO websites that make good use of these guidelines:

- Office of the President **president.uoregon.edu**
- PathwayOregon **pathwayoregon.uoregon.edu**

Required Content Elements

All college, department, and unit pages on the UO web are expected to include the following elements:

Banner with UO Signature

The UO banner should be at the top of every page. This identifies your unit and your site as part of the University of Oregon. (You are encouraged to include "University of Oregon" as part of the title tag of your page.)

Title Tags

Page title tags are crucial to your site. The title tag will be the text for any bookmarks the user makes on your pages. Choose something that will help the reader remember what the page is. In addition, many

search engines use the title tag as a factor in determining how to list the page.

Contact Information

Include a contact e-mail link to your unit so your visitors can ask questions or make comments. It is also valuable to have an e-mail link to your webmaster so users can report problems with the site. Be sure you keep these links current and monitor them frequently.

Copyright

Include a statement on your homepage and secondary pages that the site is under copyright: Copyright [year] University of Oregon.

Be aware of the UO's copyright policies **(www.uoregon.edu/~copyrght/z2home .htm**) and general information about copyrights, including the university's acceptable use policy (**is.uoregon.edu/cio/ acceptable_use.shtml**).

Privacy

Be sure to include a link to the UO Records Privacy Policy at the bottom of your page. It includes several facets of the university's policy as governed by the federal Family Educational Rights and Privacy Act that pertain to past, present, and future students, to parents, and to faculty and staff members: **registrar.uoregon.edu/records_privacy**.

Navigation Links

The UO banner must provide a built-in link to the UO homepage. In addition, on the right side of the banner, text must link to the UO homepage and the main department index. Every page on your site also must have prominent links to your unit's homepage.

Recommended Navigation Tools

Search Box

Especially for larger sites, implement a search box allowing users to search only that particular site.

Global Navigation

Use global navigation. If your site consists of multiple pages and invites users to move around and explore, consider using the same links in the navigation area on each page. The common set of navigation elements that appear on every page within a site is called global (or persistent) navigation. Be sure there is a link to every page you create, and that each page links to one or more other pages so readers can get to the next appropriate site.

Browser Compatibility

Be sure to test your site in versions of the most popular standards-compliant web browsers. For a list of browsers supported by UO Web Communications, visit **communications.uoregon.edu/ browsersupport**.

Google Analytics

Want to know more about who's visiting your site? How long they're staying, what they're interested in, and where they're coming from? Google Analytics is a free and easy tool to start using.

Analytics offers a fast, friendly interface tuned especially to marketing.

To start using it, you will need to create an official Google account. We suggest using a department e-mail address, such as your .department@uoregon.edu. You also must add the tracking code to your site to ensure that Google Analytics is recording your visitor activity. The preferred method is to add it to your code just before your closing body tag. Contact us with questions.

Once your account has been added, you can view statistics by logging in at **https://www .google.com/analytics**. There you will see various profiles, some filtered by geography and others restricted to a specific subset of the site.

For Drupal Users

Adding Analytics to your Drupal site is easy. As part of your theme, the page.tpl.php file sets the template for your site. By adding the above PHP inclusion to that page, right before the closing body tag, the Analytics tracking software will be added to your site. The **page.tpl.php** file can be found at **{your site}/sites/default/themes/{theme_ name}/page.tpl.php**.

Google Analytics operates on a twenty-four-hour delay, so you must wait at least one day after adding the script to start tracking results. A host of online resources exist for using and making the most of this system.

Search Engine Optimization (SEO)

The goal of SEO is to increase traffic from search engines by optimizing internal and external aspects of a website. A few fundamentals can help you generate search-engine results for your site.

SEO is particularly important because many visitors will use a search engine to navigate to your site, whether it is from an actual search-engine page or the Google-powered search used on the University of Oregon site. At this writing, there are more than 1.7 million pages in the uoregon domain alone. Thus SEO is critical for navigating internally and externally.

SEO hinges on keywords and specific spots on a page where they show up. Keywords and their locations are what search engines recognize in determining what should show up in search engine result pages for a given keyword or term.

Here are a few fundamental elements for SEO:

Page Titles

Some say that a page's title—what shows up centered along the top edge of a browser window—is the single most important SEO

element. The page title also serves as the search result. If it's not relevant or says something as basic as "HOME," then it fails to distinguish itself for a search engine or a user.

Page titles should describe what each page is about in less than seventy characters (the limit for many search results). Use the important keywords closer to the front of the title, and when possible, throw in the name of the site toward the end.

Optimized URLs

A URL is a web address, but like a page title, it should tell users what to expect if they click on it or paste it in the browser. In much the same way, a URL can also tell a search engine what the page is about. Keep the URL short, but use a few relevant keywords and your ranking will improve. This is one of those things that most content management systems (CMS) such as Drupal frequently do not do well. Having a long URL of a bunch of random characters that a database uses to deliver unique content does little for search engine optimization.

For example, look at these two addresses for the same page:

www.communications.uoregon.edu/ node/8

www.communications.uoregon.edu/ webcommunications

Please note: If you're using a CMS, there is probably a module or plug-in that will opti-

mize your URLs using your page titles. It is well worth the time to investigate and implement.

HTML Tags and Metadata

This step takes search engine optimization from on-page text into the code. Be sure to use your title tags and H1, H2, and H3 tags for ranking the first-, second-, and third-most important keywords on your page. Search engines can be particularly interested in text tagged as <bold> or <strong>. Be sure to use hyperlinks in your actual text, avoiding generic phrases for linked text such as "click here."

Most search engines have stopped using metadata, or meta keywords and descriptions, as criteria in a search. However use of the tags remains a best practice because the tags can help your page be more appealing in the summary section of search-result pages.

Within your site, using the same metadata for numerous pages can actually have a detrimental impact on search results. So use it strategically.

Link Deeply and Link a Lot

The number of pages linking to your homepage and the number of pages you're linking to can affect search results. Be sure to follow UO guidelines by linking all your pages back to the UO homepage and to your site's homepage. Link deeply into your site when possible. Be specific about where you're

linking. For example, if writing a story for *Inside Oregon*, the university's internal faculty and staff newsletter, embed links when relevant. Again, use specific words as linked text for search engines, and use relevant text as the links. Avoid "click here."

Google Webmaster Tools

Google's secret formula is an ever-changing search algorithm. The credibility of Google searches are staked on a webmaster's inability to consistently manipulate search results. We strongly recommend that all UO web developers and content specialists make themselves familiar with content provided by Google at **www.google.com/webmasters**.

Additional Reading

Doteduguru: Kyle James on SEO
doteduguru.com/id183-seo-basics-101-for-a-college.html

The SEO Blog
www.seomoz.org

Content Rich by Jon Wuebben

Writing for the Web

You can grab readers and search results with your writing—or lose them for lack of it.

Before you sit down and attempt to craft the perfect words for your website, think for a moment about how you read highway signs as you cruise up Interstate 5 to Portland.

If you don't follow some fundamentals for writing for the web, visitors to your site may pay about the same attention to your second paragraph—or even your second sentence—that you pay to the blue-and-white sign telling you that there are Newport Bay and McDonald's restaurants at the Kuebler Road exit in Salem. Unless you're in Salem and in the mood for a big mac or halibut filet, you cruise right past.

The same thing might happen if you don't grab a visitor's interest.

Research shows that more readers than ever, and especially intellectual ones, skim through articles on the web at a pace much faster than they can actually read it. You have mere seconds to capture their attention before they bounce off to another page.

Sound daunting? Don't be discouraged. You just need to carefully craft your message for the web. Follow a few simple rules and you can slow people down long enough to hold their attention, or better yet, convince them to pull in for more information.
- Think bullet points
- Think quick
- Use keywords in your first sentence and last paragraph
- Keep copy in the neighborhood of 250–300 words
- Think concise
- Don't sacrifice accuracy
- Think simple, easy-to-understand sentences in active voice
- Think multimedia, video, audio—they're easier than you might think—or even a simple photo, as long it tells a story

You must be compelling and correct and offer links to take visitors deeper into your site and your information. The further they go, the more detail you can offer them.

Proofread carefully. Just because you can make corrections on the web doesn't mean you should plan on it.

Professionals on the Web Communications team are here to help. While only you might be able to craft the exact message you need, we can help with trimming down your text, targeting readers with tone, and keeping the writing lively.

Editorial Style

Prepare text for your website in accordance with the "Grammar and Style Guide," Section Eleven, *How We Tell Our Story—Communication Standards for the University of Oregon*, third edition; *The Chicago Manual of Style*, fifteenth edition (2003); and *The American Heritage Dictionary of the English Language*, fourth edition (online version). These are the same references that guide style for printed UO publications. In only limited circumstances—such as in news stories prepared by Media Relations according to *The Associated Press Stylebook*—should text follow any other style.

Contacts

Web Communications
communications.uoregon.edu/ webcommunications
commweb@jwj.uoregon.edu

Accessibility—Adaptive Technology
adaptive-tech.uoregon.edu

Zack Barnett, interim director, Office of Web Communications

Tim Beltran, assistant director of web design and development; tbeltran@ uoregon.edu

James Bailey, adaptive technology advisor; jbailey@uoregon.edu

Resources

How We Tell Our Story—Communication Standards for the University of Oregon, third edition
des.uoregon.edu/stylemanual.pdf

Section 508 of the Rehabilitation Act of 1973
www.access-board.gov/sec508/guide/ 1194.22.htm.

World Wide Web Consortium
www.w3c.org

UO Copyright Policies
www.uoregon.edu/~copyrght/z2home .htm

UO Acceptable Use Policy
is.uoregon.edu/cio/acceptable_use .shtml

UO Records Privacy Policy
registrar.uoregon.edu/records_privacy

SECTION TEN

Additional Information

Contents

Campus Map

The official campus map is produced by the Department of Geography's InfoGraphics Laboratory and updated several times a year. The map and its legend are available from Printing and Mailing Services. InfoGraphics Laboratory staff members can produce customized maps to highlight a specific building or part of the campus. Arrangements for such maps should be made with the InfoGraphics Laboratory.

Helpful URLs, Servers

Design and Editing Services
des.uoregon.edu

How We Tell Our Story—Communication Standards for the University of Oregon, third edition
des.uoregon.edu/stylemanual.pdf

Printing and Mailing Services
uopress.uoregon.edu

University Relations
universityrelations.uoregon.edu

InfoGraphics Laboratory
infographics.uoregon.edu

UO Press Server
The IP address to connect to the server is **128.223.178.58**.
A folder containing electronic versions of Oregon O
signatures and templates can be found on the server.

PubsPublic Server
Access instructions are available at **des.uoregon.edu**. Use PubsPublic
to transfer large or numerous files between your department and
Design and Editing Services.

Policies

The following policies are excerpts from the "Administrative Organizations and Procedures" of the "University of Oregon Policy Statements" and have been adapted for publication here: **policies.uoregon.edu**.

PRINTING AND PUBLICATIONS

All printing paid from any University of Oregon account shall be produced by the University of Oregon's Printing and Mailing Services. Using University of Oregon accounts to purchase services from any independent printer is not permitted. In certain circumstances, Printing and Mailing Services may choose to send jobs for competitive bid.

"Printing" includes, but is not limited to, typesetting, prepress services, computer layout, plate making, presswork, bindery processes, die cutting, and embossing.

Design and Editing Services is responsible for all external publications of the university. The office's services are available to university departments. Final approval by the director is required for any editing, design, and photography work taken off campus to commercial editors, artists, or agencies.

Publications that follow the guidelines presented in this manual do not require creative or editorial review or approval outside the initiating department. Departments are welcome to send final drafts to Design and Editing Services for review.

Prior approval from Printing and Mailing Services must be obtained for off-campus copying service. Such approval will be given only under limited circumstances. The printing department's Campus Copy Center can provide Saturday, Sunday, or evening copy service on request.

The Office of Business Affairs will not authorize payment for services obtained in violation of this policy.

PUBLICATION OF LOGOS

The director of Design and Editing Services is authorized to approve any published logo that represents the University of Oregon in whole or in part. Responsibility for ensuring that only approved logos appear in publications and in advertisements shall be with the head of the department placing the printing order. The vice president for university relations is authorized to grant exceptions to the above policy.

Use of University Seal and Signature

The University of Oregon seal may be used only for purposes that promote the goals and purposes of the university. The same limitation applies to the university signature.

The registrar is authorized to use the university seal on official papers such as diplomas, transcripts, and other official documents of that office. The president has delegated to the vice president for university relations authority to make any other determinations about use of the university seal and signature.

Policies

TRADEMARK LICENSING POLICY

The following is the official Policy Statement of the University of Oregon regarding "Control of the University's Identifying Marks, Symbols, Name, and Seal" revised November 3, 2010. The policy statement has four major sections:

* **General Policy**

* **Requirement of Licensing Agreement**

* **University Sales**

* **Administration**

GENERAL POLICY

It is the policy of the University of Oregon to regulate and control the use of the university's identifying marks including the university's name and seal and its various trademarks, collective membership, and service marks. The university permits the use of its trademarks on products or services only after the university and producer or manufacturer have entered into a trademark licensing agreement.

The intent of this policy is to ensure that the university retains the benefit and control of its trademarks. Any use of the university's trademarks is made with the express approval and consent of the university through a trademark licensing agreement, and only under circumstances benefiting the university, its students and personnel, or its educational mission.

The university took action to have its trademarks registered to ensure the university's continuing control over their use. All products or services that feature university trademarks must be produced by licensed vendors.

REQUIREMENT OF LICENSING AGREEMENT

Any person or organization manufacturing a product or providing a service bearing or containing trademarks belonging to the university must, prior to use of the mark, enter into a trademark licensing agreement with the University of Oregon to obtain permission to use such mark.

No use of any mark belonging to the university shall be authorized for use in products or services, either offered for sale or in promotional activities, without such an agreement.

Each licensing agreement shall provide for either a reasonable royalty to be paid to the university or other consideration it deems appropriate in exchange for the university's permission to use the mark.

UNIVERSITY SALES

No university department shall offer for sale, or for use in promotional activities, any product or service bearing or containing trademarks belonging to the university unless a trademark licensing agreement with the manufacturer for that product or service is in effect.

Any university department currently offering for sale or use in promotional activities any products bearing or containing a mark belonging to the university shall not reorder such products, nor offer for sale any new products bearing or containing a university mark, until such a licensing agreement has been entered into with the manufacturer, unless the department involved and the Office of Marketing and Brand Management jointly determine that it is in the best interest of the university to temporarily waive the requirement of a licensing agreement.

An item produced bearing a university trademark provided as a gift, sold as a fundraiser, or used as a promotional tool, beyond the scope of an official university group (an academic or auxiliary service department) or university team (uniforms for the athletic department, club sports, or intramurals) is a commercial use. Products bearing university trademarks produced for use as give-a-ways to attendees of conferences, special events, booster activities, or for use as fundraisers are commercial

Policies

products. Unless an item bearing university trademarks is purchased by the university for internal use by the university, and is not used as a giveaway or promotional item, the manufacturer is obligated to enter into a commercial royalty-bearing license agreement.

ADMINISTRATION

The Office of Marketing and Brand Management shall be responsible for the implementation and interpretation of this section and for negotiating the required trademark licensing agreements.

RECYCLED PAPER POLICY

The University of Oregon's recycled paper policy requires the purchase and use of recycled paper products in accordance with Executive Orders EO-98-07 and EO-00-07. The purchasing of paper made with 100 percent postconsumer waste (PCW)—which is compatible with all copiers purchased through the State of Oregon contract—is encouraged. Every effort should be made to eliminate excessive or unnecessary paper use by means including electronic mail or other paperless communication, double-sided copying and printing, and reduced printer margin defaults. Use of heavily dyed and neon papers is discouraged since its production uses hazardous chemicals and its disposal requires special recycling procedures.

At a minimum, the University of Oregon policy requires the following:

- Paper products purchased and used by UO staff members must be made from minimum 30 percent postconsumer waste.

- Paper must be sourced from mills using elemental chlorine-free (ECF) processes

- University of Oregon requests for bids or quotes for purchase of paper products, including authorized printing from outside vendors, shall include a solicitation of bids or quotes for recycled paper and papers that have not been bleached with elemental chlorine or other hazardous materials.

- Bid specifications shall not exclude the use of recycled paper or tree-free products.

- The default for all university office equipment that use paper such as copiers, printers, and fax machines shall be set to comply with this policy (minimum 30 percent PCW and ECF process).

Staff members may purchase paper containing less than 30 percent PCW only when such PCW paper (a) cannot be found to satisfy printers or copiers not purchased under current state contract, (b) is not available in the desired quantity, (c) is not available within a reasonable time, or (d) is not priced competitively. **Whenever 100 percent virgin paper is required due to printer or copier specifications, Forest Stewardship Council (FSC)–certified paper is required.** We anticipate that as university printers and copiers are replaced, printers and copiers that require 100 percent virgin paper will be phased out.

Unless otherwise specified, University Printing and Mailing Services will provide and use elemental chlorine-free (ECF) recycled paper with 100 percent postconsumer content. In support of this policy Printing and Mailing Services shall:

- Provide up-to-date information about state contract printer and copier specifications, chlorine use, recycled paper availability, and pricing information on its website to assist staff members with paper purchasing decisions

- Educate the university community about this policy

- Review and recommend updates to this policy periodically to ensure it meets all applicable standards In accordance with the guidelines stated above in this policy, the official stationery program as shown in *How We Tell Our Story—Communication Standards for the University of Oregon*, third edition, shall be determined by Design and Editing Services and Printing and Mailing Services, with approval by the Environmental Issues Committee. The use of heavily dyed paper or paper that requires special handling for recycling will be subject to additional charges.

Equal Opportunity and Affirmative Action Policy Statement

University policy mandates that the University of Oregon statement on equal opportunity and affirmative action must appear on all university publications, advertisements, and websites. There are four versions of the EOAA statement, each with its own specific use.

1. The following statement is used on most publications. Exceptions and type specifications are listed below.

> An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act. This publication will be made available in accessible formats upon request.

Add the following sentence when publicizing an event. Include a phone number if contact information is not provided elsewhere in the publication.

> Accommodations for people with disabilities will be provided if requested in advance by calling . . .

Example (set to required size*)

An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act. This publication will be made available in accessible formats upon request. Accommodations for people with disabilities will be provided if requested in advance by calling 541-346-XXXX.

* Font: Akzidenz Grotesk Regular, 7-point type with 8-point leading

2. The following statement can be used in advertisements in which space is at a premium:

> EO/AA/ADA institution committed to cultural diversity.

3. The following statement must appear at the bottom of university stationery and on all position announcements:

An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act.

4. The official statement appears in the *University of Oregon Catalog*, *UO School of Law Catalog*, *UO Summer Session Catalog*, and the *UO Admissions Viewbook*.

> The University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education and employment at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression, or any other extraneous consideration not directly and substantively related to effective performance. This policy implements all applicable federal, state, and local laws, regulations, and executive orders. Direct related inquiries to the Office of Affirmative Action and Equal Opportunity, 474 Oregon Hall, 5221 University of Oregon, Eugene OR 97403-5221; 541-346-3123.

RESPONSIBILITY

The head of the department producing the publication is responsible for ensuring that the appropriate statement is used.

EXCEPTIONS

1. The director of Design and Editing Services is authorized to use one or the other alternative equal-opportunity statements shown above to meet special design or space limitations in a publication.

2. At the discretion of the director of Design and Editing Services, the equal-opportunity statement may be omitted so long as the publication is not used for recruitment of students or employees.

Diversity Considerations for University Publications

The following presents considerations that are intended to help communications professionals at the University of Oregon think about, be aware of, and take into greater consideration how the university's diversity efforts are reflected in publications and websites.

According to page 16 of the 2006 UO Diversity Plan,

> . . . [D]iversity refers to the differences or variations of people based on their different backgrounds and experiences related to identification with particular groups or communities. Such identification (often in multiple groups) influences but does not determine individuals' lives. At times, we might not recognize how our group memberships affect our own worldviews or how others will regard or treat us. The university is an ideal setting to develop consciousness of these differences and use them to promote knowledge and cultural understanding. For purposes of this Diversity Plan, the term diversity is given a broad meaning and includes, but is not limited to, differences based on race, ethnicity, national origin or citizenship, gender, religious affiliation or background, sexual orientation, gender identity, economic class or status, political affiliation or belief, and ability or disability.

No mathematical formula or quota system exists for ascertaining how best to portray diversity in publications. Instead, the university encourages and expects that anyone producing print or electronic communications on behalf of the University of Oregon should strive to show—with honesty and understanding—and to celebrate and encourage—with clarity and originality—the diversity of people, programs, and experiences that this institution already offers and strives to achieve.

Communications professionals speaking for and about the university are encouraged to increase their sensitivity to diversity in its broadest sense, so that the textual as well as the graphical elements of their messages foster institutional diversity-building efforts and support the diversity strategic action plans developed by each component of the university—schools, colleges, and other major offices and subdivisions.

For information about the UO Diversity Plan as well as the diversity strategic action plans each component of the university has developed, please consult the Office of Institutional Equity and Diversity website at **oied.uoregon.edu**.

SECTION ELEVEN

Grammar and Style Guide

Contents

Every office and department on campus uses print and electronic publications to provide information about programs and courses, announce events, or solicit support. They are relatively inexpensive ways of communicating with a large number of people.

Before you begin any publication project, it is best to think through your communications objective, your audience, and the best kind of publications to serve your purpose. Thorough and thoughtful planning will make your publications more effective and make the best use of your resources.

Consistent standards for graphic and editorial presentation have been developed for the University of Oregon and are provided in this publication to serve as guidelines for your project. Rather than inhibiting your message, these guidelines free you to concentrate on more substantial matters. The guide includes grammatical as well as stylistic guidelines, because we've found it useful to have a handy reference for the basic rules of American English grammar.

This guide draws heavily on two resources—*The Chicago Manual of Style,* sixteenth edition (2010), and *The American Heritage Dictionary of the English Language,* fourth edition (online version). By repeating important principles here and using examples that are close to home, we hope to save you the time and trouble of having to find these things out for yourselves.

Still, this guide doesn't aspire to answer every question about grammar and style. It's just a beginning.

If you have questions not answered in the editorial style section of this guide, consult *The Chicago Manual of Style,* sixteenth edition. It's the standard reference book on style used by Design and Editing Services. When your material is scholarly or technical, consult manuals specific to your discipline, such as guides by the American Psychological Association, the Associated Press, or the Modern Language Association.

Other recommended reference works on style are the third edition of the classic *Elements of Style,* by William Strunk Jr. and E. B. White, and *Garner's Modern American Usage,* third edition (2009), by Bryan A. Garner.

USING THE DICTIONARY

Our standard dictionary is the fourth edition of *The American Heritage Dictionary of the English Language* (online version). Use it to check spelling, meaning, word division, and word usage. If a word isn't listed there, refer to *Webster's Third New International Dictionary* (1971). If it isn't there either, don't use it.

These dictionaries list a primary spelling (determined as the most common spelling by their respective usage panels) and then its variants. Use the primary spelling listed.

SPELLING

Use the first spelling listed, never the variant, except in official titles or proper names. If a compound noun isn't listed as one word, use two.

acknowledgment [not *acknowledgement*]

catalog [not *catalogue*]

course work [not *coursework*]

fieldwork [not *field work*]

flier ['a paper handout' or 'a person who flies,' not *flyer*]

fundraising [not *fund-raising*]

grass-roots [not *grassroots*]

gray [not *grey*]

Hawaii [not *Hawai'i*]

judgment [not *judgement*]

percent [not *per cent*]

theater [not *theatre*]

toward [not *towards*]

vender [not *vendor*]

In the case of *theater* vs. *theatre*, we allow exceptions only in the listing of the names of theaters that use the variant spelling.

Department of Theater Arts

BUT

Robinson Theatre, University Theatre, and James F. Miller Theatre Complex

Accents or hyphens are sometimes essential for spelling or pronouncing a word correctly. See also **DIACRITICAL MARKS** under *Punctuation*.

‣ café, cliché

‣ co-op (short for 'cooperative housing') vs. coop (where a chicken lives)

‣ résumé (noun) vs. resume (verb)

SPELL CHECKERS

Although spell-checking programs can help you locate errors in electronic manuscripts, you can't rely on them as a substitute for your eyes and brain. Many spell checkers can't, for example, choose preferred spellings, verify the spelling of proper nouns, recognize technical terms, pick out contextual errors such as *dreadlocks* for *deadlocks*, or distinguish among homonyms such as *their, there,* and *they're.*

IN GENERAL

Except for common Latin abbreviations, don't use an abbreviation without first spelling it out.

LATIN ABBREVIATIONS

Don't use Latin abbreviations unless you know what they mean. The two that are misused most often are *e.g.* and *i.e.* The abbreviation *e.g.* stands for *exempli gratia,* meaning *for example.* Set the example off with parentheses and put a comma after the unitalicized abbreviation.

‣ Many UO students major in one or more Romance languages (e.g., French, Italian, Spanish).

The abbreviation *i.e.* stands for *id est,* meaning *that is* ('in other words'). Set the clarification off with parentheses and put a comma after the unitalicized abbreviation.

‣ The University of Oregon Telephone Directory is provided free to UO employees (i.e., faculty members, officers of administration, classified staff members, and graduate employees).

The abbreviation *etc.* adds little of value. If the unlisted items denoted by *etc.* are not important enough to include, don't bother using the abbreviation.

‣ Submit a yellow printing-revision form to change such publication details as quantity, ink color, and paper stock.

NOT

‣ Submit a yellow printing revision form to change quantity, ink color, paper stock, etc.

Two frequently used era designations are A.D. (*anno Domini,* 'in the year of the Lord') and B.C. ('before Christ'). Both are set in small capital letters, and both use periods after each letter. Alternate era designations such as B.C.E. ('before the Common Era') or C.E. ('Common Era') may be substituted as long as their use is consistent throughout the document.

Although B.C.E. and C.E. both follow a year number, notice that A.D. appears before a year number and B.C. follows a year number.

‣ 300 B.C.

BUT

‣ A.D. 1250

The abbreviation for the Latin term *circa* should follow the primary listing in *The American Heritage Dictionary of the English Language* online, *c.*

CERTIFICATES AND DEGREES

See *Academics.*

DAYS OF THE WEEK OR MONTHS

Write out months or days of the week unless space is too limited.

‣ The class meets Mondays, Wednesdays, and Fridays.

BUT

‣ Mon., April 6   First class meeting
‣ Tues., April 7   Midterm examination
‣ Wed., April 8   Final examination

Days of the week can be abbreviated in course listings as follows:

‣ M T W R F S U

MAILING ADDRESSES

In mailing addresses, use the two-letter postal abbreviation for states. Except for the hyphenated nine-digit ZIP code, postal regulations require that no punctuation be used in the mailing address. Delivery of U.S. mail to university offices requires the four-digit extended ZIP code before University of Oregon. Do not include building names and room numbers in mailing addresses.

On envelopes or mailing lists, write addresses in capital letters.

▸ OFFICE OF ADMISSIONS
1266 UNIVERSITY OF OREGON
EUGENE OR 97403-1266

In standard running text, write the same address as follows:

▸ Office of Admissions, 1266 University of Oregon, Eugene OR 97403-1266.

Abbreviate compass directions in mailing addresses and in running text. One-letter compass directions require a period (N., W.); two-letter abbreviations (NW, SE) do not.

▸ MORLEY JAMES
1811 NW BEACON BLVD
PORTLAND OR 97202

Use the following abbreviations with a mailing address that includes a street number. If an address number isn't used, don't abbreviate.

▸ AVE   Avenue

▸ BLVD   Boulevard

In running text, spell out the standard abbreviations used in mailing addresses—St., Ave., Blvd., Pl., Ct.

▸ The Museum of Natural and Cultural History is located at 1680 E. 15th Avenue, Eugene, Oregon.

General references to *streets, roads, avenues,* and *places* aren't capitalized.

▸ In Eugene most numbered roadways are avenues.

▸ In Springfield numbered roadways are usually either streets or places.

ZIP is an acronym for Zoning Improvement Plan, and should always be in capital letters.

MEASUREMENTS

Spell out terms of measurement in the text:

inches

miles

millimeters

minutes

kilometers

percent

PAC-10

Use Pac-10 as an abbreviation for the Pacific-10 Conference.

R.S.V.P.

Use this abbreviation with a telephone number or address and a deadline to request a response. Please is redundant, because the abbreviation stands for the French *répondez s'il vous plait,* "please respond."

If in doubt about whether your readers know the meaning of R.S.V.P., use English: *Please respond* or *Please reply.*

STATE NAMES

Spell out state names unless space is restricted or when giving a mailing address. Use the two-letter United States Postal Service abbreviations (e.g., *OR*) in mailing addresses; don't insert a comma between the city and the state.

‣ The university is located in Eugene, Oregon.

BUT

‣ Direct related inquiries to the Office of Affirmative Action and Equal Opportunity, 474 Oregon Hall; send mail to 5221 University of Oregon, Eugene OR 97403-5221; telephone 541-346-3123, TTY 541-346-1021.

If space is limited in text other than a mailing address, use longer standard abbreviations with periods (e.g., *Ore.* or *Oreg.* for *Oregon*). A few states (e.g., *Alaska* and *Idaho*) are never abbreviated in this way. Section 15.29 of *The Chicago Manual of Style* lists both types of abbreviations (e.g., *Calif.* and *CA* for California).

SUBJECT CODES

Subject codes are fixed abbreviations for study areas; they appear in all-capital letters and without internal spaces. The *UO Catalog* has a list of subject codes.

‣ BI [not *Biol)*   biology

‣ J [not *JOUR*)   journalism

‣ MATH [not *Math*)   mathematics

Do not use the subject code as an abbreviation for the related department or program.

TIME

The correct abbreviation for morning times is *A.M.* The correct abbreviation for afternoon and evening times is *P.M.* Although it is recommended to list A.M. and P.M. using small capitals, it is acceptable to use lowercase letters.

Use *noon* instead of 12:00 P.M.

Use *midnight* instead of 12:00 A.M.

‣ The class meets at 10:30 A.M.

‣ The lecture begins at 4:00 P.M. and the reception at 5:15.

There are several correct ways of expressing inclusive times. Don't mix and match them.

‣ The workshop lasted from 8:00 A.M. to 10:45 P.M.

‣ Visiting hours are 8:00–10:00 A.M.

‣ The museum is open between noon and 5:00 P.M.

NOT

‣ The workshop lasted from 8:00 A.M.–10:45 P.M.

‣ Visiting hours are between 8:00–10:00 A.M.

SCHEDULE

Workshop	10:30 A.M.–noon
Lunch	noon–1:30 P.M.
Reception	6:30–7:30 P.M.
Dinner	7:30–9:00 P.M.

The twenty-four-hour clock is used in the online *University of Oregon Schedule of Classes.* For example, the class schedule uses 08:00 for 8:00 A.M. and 16:30 for 4:30 P.M.

UNIVERSITY OF OREGON

Spell out the first reference to the University of Oregon. Use *the UO, Oregon,* or *the university* to abbreviate subsequent references.

ABBREVIATIONS AND ACRONYMS

Spell out the first reference to any university group or program. In subsequent references, phrases such as *the committee* or *the center* are preferable to abbreviations or acronyms, which are often ambiguous.

Here are two ambiguous abbreviations:

- ▸ CIS   Department of Computer and Information Science
or Career Information System

- ▸ IFC   Interfraternity Council or Incidental Fee Committee

Resist the temptation to create new acronyms. Although the acronym itself might be easy to remember, figuring out what it stands for can be mind boggling. In addition, its overuse throughout the text can be a roadblock to reader comprehension. Never mix lowercase letters into an acronym or initialization.

ACADEMIC RANK

Not all faculty members are professors. When the academic rank of a faculty member is mentioned in a UO publication, use the official, university-conferred rank—one of the following:

professor

associate professor

assistant professor

senior instructor

instructor

lecturer

senior research associate

research associate

senior research assistant

postdoctoral fellow

graduate teaching fellow

graduate research fellow

fellow

Acting, adjunct, courtesy, emerita or emeritus, or visiting may also be part of the official academic title. The *University of Oregon Faculty Handbook,* produced by the Office of Academic Affairs, defines each of these designations. Don't capitalize general references to academic rank or title. See also **ACADEMIC AND ADMINISTRATIVE TITLES** under *Capitalization.*

Often you don't need to list academic rank at all. Perhaps the faculty member's administrative title (e.g., *assistant to the dean*) would serve your purpose better. Or you can show the UO affiliation by using such verbs as *teaches, conducts,* or *directs* rather than a title.

ADMINISTRATIVE TITLES

Refer to people who oversee academic or administrative units as follows:

ACADEMIC OR ADMINISTRATIVE UNIT	TITLE
area	coordinator
center	director
college	dean
committee	chair
department	head
institute	director
museum	director
office	director
professional school	dean
program	director
vice presidency	vice president

When someone is filling in for an administrator who is temporarily on leave, the correct title is *acting.* When someone is filling in while a permanent replacement is being sought, the correct title is *interim.*

Don't hyphenate the following titles:

▸ vice chair

▸ vice chancellor

▸ vice president

▸ vice provost

**ACADEMIC AND
ADMINISTRATIVE UNITS**

Both tradition and sensitivity to language govern the naming of academic and administrative units. The two types aren't mutually exclusive, of course; they're categorized here according to their primary functions.

The Oregon University System must approve the naming or renaming of academic and administrative units. Sometimes the state board delegates authority for approving name changes to the university president or a vice president. Until such approval has been received in writing, a proposed name should not appear in UO publications. Doing so invites confusion about when the change takes effect, at best, and at worst, embarrassment and liability if the proposed name is not approved.

It is especially important to note that specific criteria must be met before *center* or *institute* can be applied to an organization in the Oregon University System; these criteria are available in the Office of Academic Affairs.

HEIRARCHY TRADITION

Traditionally, academic units are called *colleges* or *schools*, *departments* or *programs*, and occasionally *areas.* Exceptions that already exist should be regarded as anomalies rather than as models.

▸ Charles H. Lundquist College of Business

▸ School of Music and Dance

▸ Department of East Asian Languages and Literatures

▸ European Studies Program

Administrative units are usually *offices* or *services*, *centers* or *institutes*, *museums,* or *libraries.*

▸ Office of Academic Advising

▸ Career Center

▸ Center for the Study of Women in Society

▸ Chemical Physics Institute

▸ Institute of Molecular Biology

▸ Museum of Natural and Cultural History

▸ Oregon Humanities Center

▸ Printing and Mailing Services

▸ University of Oregon Libraries
  (Knight Library is the name of a building)

SENSITIVITY

Use brevity, sensitivity to word meanings and connotations, and common sense as guiding principles. In general, shorter is better.

Don't make up a name to fit a clever abbreviation or acronym. See also **ABBREVIATIONS AND ACRONYMS** at the beginning of *Academics.*

Don't use ampersands (&) or slashes (/). See *Punctuation.*

Walk the fine line between outdated language and the latest fad. Think carefully about what the words mean and imply.

**AFFIRMATIVE ACTION
AND EQUAL OPPORTUNITY**

An approved version of the university's affirmative-action and equal-opportunity statement must appear on all university publications. Design and Editing Services can provide you with acceptable versions of this statement. See also *Equal Opportunity and Affirmative Action Policy Statement* in Section Ten of this manual.

ALUMNI

‣ singular   *alumna* refers to a woman; *alumnus* refers to a man

‣ plural   *alumnae* refers to women only; *alumni* refers to men or to women and men

Making sure the apostrophe turns the proper direction, state the year an alumnus or alumna received a bachelor's degree like this:

‣ Thomas Morales '63

In running text, no comma need follow the listing of a bachelor's degree. For graduate degrees alone or for both undergraduate and graduate degrees, include the abbreviations with periods:

‣ Alexis Udall, PhD '77

‣ Thomas Morales '63, MA '67, JD '74

In running text, a comma must follow the listing of a graduate degree.

CATALOGS

The publications that list official University of Oregon academic policies and requirements, faculty members, and courses are called *catalogs.*

The master course list maintained in the Office of the Registrar's Banner system is also referred to as the catalog. It contains a record of course changes and fluctuating details such as instructors' names and grading options for majors.

CLASSES

Classes is closer in meaning to *sections* than to *courses.* There may be several *classes* or *sections* of Japan, Past and Present, but there's only one *course* at the University of Oregon in Japan, Past and Present (HIST 192).

COURSE LISTINGS

See current UO catalogs (general, summer session, law) for correct order and style for listing course information such as subject code and number, title, credit, and grading option. Because styles may vary in each type of catalog, consult the *UO Catalog* unless the subject of your writing is directly related to the summer session or to the School of Law.

COURSE WORK

Course work is two words. See also **CLASSES**.

CREDIT

In general, use *credits* rather than *credit hours, hours, term credits, quarter credits,* or *term hours.* When you must distinguish between a quarter system and a semester system, use *quarter credits* and *semester credits.* See also **TERM,** later in this section.

Write the number of credits in figures unless it begins a sentence; spell out the number of credits if it's the first element in a sentence.

‣ This course is worth 3 credits.

‣ Four-credit courses are now the norm.

DEGREES

Don't capitalize general references
to degrees.

▸ The University of Oregon offers bachelor's,
master's, and doctoral degrees.

▸ The College of Arts and Sciences offers the bachelor
of arts, bachelor of science, master of arts, master of
science, master of fine arts, and doctor of philosophy
degrees.

The University of Oregon is authorized
to offer the following degrees. Do not use periods
in degree abbreviations.

BACHELOR'S DEGREES

BA	bachelor of arts
BArch	bachelor of architecture
BEd	bachelor of education
BFA	bachelor of fine arts
BIArch	bachelor of interior architecture
BLA	bachelor of landscape architecture
BMus	bachelor of music
BS	bachelor of science

MASTER'S DEGREES

LLM	master of laws
MA	master of arts
MActg	master of accounting
MArch	master of architecture
MBA	master of business administration

MCRP	master of community and regional planning
MEd	master of education
MFA	master of fine arts
MIArch	master of interior architecture
MLA	master of landscape architecture
MMus	master of music
MPA	master of public administration
MS	master of science

DOCTORAL DEGREES

DEd	doctor of education
DMA	doctor of musical arts
JD	doctor of jurisprudence
PhD	doctor of philosophy

In general, the title *Doctor* or *Dr.* is reserved
for people holding medical degrees (e.g., *MD, DDS,
DVM*).

For academic doctorates, use the academic rank or,
simply, *Mr.* or *Ms.* for addresses on letters—unless
you know the addressee prefers *Miss* or *Mrs.* If it's
important to show someone's academic degree, put
the degree after the name (e.g., *Brenda Sohappy,
PhD*). In text, give the title of a faculty or staff
member or student the first time you mention the
person's name; thereafter, just use the surname.

EMERITI

Emerita and *emeritus* are honorary titles, denot-

ing retirement, that follow a faculty member's academic rank. The titles may be used only after official notification from the provost. Academic emeriti are listed in UO catalogs for the duration of their lives. When given after names, titles aren't capitalized. See also *Capitalization.*

‣ singular   *emerita* refers to a woman; *emeritus* refers to a man

‣ plural   *emeritae* refers to women only; *emeriti* refers to men or to women and men

‣ Alice Anderson, professor emerita of Romance languages

‣ Liang Wu, professor emeritus of art history

‣ How many professors emeritae belong to the American Association of University Women?

‣ How many professors emeriti are there at the University of Oregon?

FACULTY

See the *UO Catalog* for correct order and style in listing credentials of UO instructional faculty members.

Faculty is a singular noun and requires a singular verb unless there's more than one faculty. It refers to a collective body of people.

‣ The university faculty is large and vocal.

BUT

‣ The faculties at the University of Oregon, Oregon State University, and Portland State University differ greatly.

Use *faculty member* (singular) or *faculty members* (plural) to refer to individuals.

‣ Consult your advisor or another faculty member in your department.

‣ The advisory group consists of four faculty members and one student.

GRADE POINT AVERAGE

Use two digits after the decimal when stating a grade point average (GPA):

‣ 2.50 [not 2.5]

‣ 4.00 [not 4.0]

GRADES

Courses are graded A, B, C, D, F, P (pass), or N (no pass). A plus or minus may be added to the letter grades A, B, C, D. A *mid-C* is a grade of C without a plus or minus.

HONORS

(H) following a course number indicates honors credit for undergraduate students.

LATIN HONORS

Some undergraduates receive Latin honors when they graduate from the University of Oregon. Latin honors are in italics but not capitalized.

‣ *cum laude*   "with honors"   top 10 percent

‣ *magna cum laude*   "with high honors"   top 5 percent

‣ *summa cum laude*   "with highest honors"   top 2 percent

SEMESTER

Use *semester* as the general reference to any academic semester at the School of Law.

SEQUENCE

A sequence is two or more courses that must be taken in sequential, usually numerical, order. Don't use *sequence* to mean *academic program* or *core courses*.

STAFF

Staff is a singular noun and requires a singular verb unless there's more than one staff. Like *faculty*, it refers to a collective body of people.

‣ Welcome to our staff.

‣ Some staffs have thirty employees, some only one.

Use *staff member* (singular) or *staff members* (plural) to refer to individuals.

‣ Do you need one staff member or two this weekend?

‣ Our staff members are always ready to help you.

SUBJECT CODES

Subject codes are capitalized without internal spaces. See also *Abbreviations*.

‣ CDS   communication disorders and sciences

‣ COLT   comparative literature

‣ GEOL   geological sciences

‣ PPPM   planning, public policy and management

TERM

Use *term* as the general reference to each of the first three academic sessions—fall, winter, spring—at the UO. Don't capitalize names of these terms. The fourth academic session is called summer session. Capitalize *summer session* only when referring to the Summer Session office.

‣ On the quarter system the academic year is divided into four parts: fall term, winter term, spring term, and summer session.

BUT

‣ The Summer Session office is open Monday through Friday.

UNIVERSITY OF OREGON

Spell out the first reference to the University of Oregon. Use *the UO, Oregon,* or *the university* to abbreviate subsequent references. Because of its informality, the abbreviation *the UO* as a noun should not be overused.

Refrain from wordplay that trivializes the institution and sacrifices clarity to cleverness. Also unacceptable are *Univ. of Ore., U of O, U. of O., U.O.,* and *the University*.

Capitalize sparingly. The fewer capital letters you use, the more they stand out. In texts, limit capitalization to proper nouns and formal names of departments or people. See also **ACADEMIC AND ADMINISTRATIVE TITLES** and **THINGS**.

ACADEMIC AND ADMINISTRATIVE TITLES

Capitalize the principal words in a title that appears before the name of a particular person. Don't capitalize a title elsewhere.

‣ Vice President Teresa Rungsopinkul

BUT

‣ Teresa Rungsopinkul, vice president for [not *of*] student affairs

‣ Assistant Professor Keith Kirby

BUT

‣ the assistant professor *or* Keith Kirby, assistant professor

An exception is in the heading or closing of a letter:

‣ Keith Kirby
Assistant Professor

When a title is used in apposition before a name, not as a part of the name but as a descriptive tag, it is lowercased.

‣ Professor Andrea Marcovicci

BUT

‣ history professor Andrea Marcovicci

The only exception is in a reference to the president of the University of Oregon. It is acceptable to uppercase the appositive construction *UO President* preceding the president's name.

‣ President Richard Lariviere

AND

‣ UO President Richard Lariviere

ACADEMIC DEGREES AND HONORS

Don't capitalize general references to academic degrees and honors. Do capitalize and punctuate the abbreviated degree after someone's name. See also *Academics.*

‣ I have bachelor of arts and master of fine arts degrees.

BUT

‣ Korinna Goudy, D.M.A.

ADDRESSES ON ENVELOPES

For reduced-cost mailings, the United States Postal Service requires that addresses appear on envelopes in all-capital letters and, except for the hyphenated ZIP code, without punctuation.

‣ OFFICE OF ADMISSIONS
1266 UNIVERSITY OF OREGON
EUGENE OR 97403-1266

GROUPS OF PEOPLE

The names of racial, linguistic, tribal, religious, and other groups of people are capitalized. Don't hyphenate them. The following list is not exhaustive.

African American *or* Black

Alaska Native

American Indian *or* Native American

Asian (from the Far East, Southeast Asia, India, China, or Korea)

Asian American

Caucasian *or* White

Chicana, Chicano

Hispanic

Latina, Latino

Mexican American

North African

Pacific Islander

people of color

people with disabilities [not *the handicapped* or *the disabled*]

According to *The American Heritage Dictionary of the English Language, Latina* refers to a *woman* of Latin American descent. *Latino* refers to a Latin American person *of either sex.* Although Spanish nouns have one of two grammatical genders—masculine or feminine—English nouns do not. Spanish rules cannot reasonably determine English usage. The unsightly construction *Latino/a,* aside from being an unpronounceable abbreviation, is both nonstandard and redundant. The same rule applies to the use of *Chicano/a.* Avoid their use.

Greeks (capitalized) are both people from Greece and members of fraternities and sororities. The latter belong to Greek-letter organizations.

PLACES

Capitalize *north, south, east,* and *west* when they are part of specific geographic regions or official names of organizations. Don't capitalize general compass directions.

SPECIFIC	GENERAL
‣ the Far West	the west entrance
‣ the Western Hemisphere	the western United States
‣ the West Eugene Neighborhood Association	west Eugene

Capitalize *Earth* when referring to the planet. Capitalize *World War II* and *Second World War.*

BUILDINGS

Only a few buildings include the word *building* in their official names (e.g., *Volcanology Building, MarAbel B. Frohnmayer Music Building*). Don't confuse names of administrative units with names of buildings.

ADMINISTRATIVEUNITS	BUILDING NAMES
‣ UO Libraries	Knight Library
‣ School of Law	William W. Knight Law Center

ROOM

The word *room* is often unnecessary in addresses. If you use it before a room number or after a room name, it should be capitalized.

‣ 101 Chapman Hall or
  Room 101, Chapman Hall

‣ Walnut Room, Erb Memorial Union

SPACES

Formal names of spaces are authorized by the UO president.

▸ Dave Rowe Room

▸ Leona E. Tyler Conference Room

▸ Paul Olum Atrium

THINGS

Capitalize only the formal names of departments, institutes, schools, centers, and government agencies. Don't capitalize words that aren't part of the formal names.

FORMAL	INFORMAL
▸ University of Oregon	the university
▸ Center for Asian and Pacific Studies	the center
▸ School of Music and Dance	the music school or the school
▸ Department of Political Science	the political science department or the department
▸ Oregon Legislative Assembly	the state legislature
▸ the Summer Session office	

BUT

▸ summer session (the June-through-August academic session)

Some administrative units include the full name of a person. In such cases there are two acceptable formal names.

FORMAL	INFORMAL
▸ Charles H. Lundquist College of Business	the Lundquist College *or* the college
Lundquist College of Business	the Lundquist College *or* the college
▸ Robert Donald Clark Honors College	the honors college *or* the college
Clark Honors College	the honors college *or* the college

Only a few offices include *University of Oregon* in their official names. They also have two formal names.

FORMAL	INFORMAL
▸ University of Oregon Alumni Association	the association
the Alumni Association	the association
▸ University of Oregon Foundation	the foundation

Don't capitalize names of academic majors and minors except for proper nouns.

▸ He has a major in Japanese and a minor in dance.

PROGRAMS

Capitalize the full name of official programs or projects. Always lowercase *program* when the word stands alone or when using only part of the formal name.

In some UO programs, confusion stems from use of the same term for two different things, such as *Freshman Interest Groups*, the program, and a *freshman interest group*, a group of three courses within that program. The former term, the title of an official program, is uppercased and takes a singular verb. The latter term is analogous to *course* or *seminar,* and is lowercased. To clarify: *bologna,* a sausage, is lowercased even though the name is derived from *Bologna*, the city.

The terms *Freshman Seminars, Freshman Interest Groups,* and *College Scholars Colloquium* would be capitalized if *program*, the term that naturally follows each, is implied, or when the term takes a singular verb.

‣ The Freshman Seminars program is designed to introduce first-year students to thought-provoking, challenging, and interesting subjects.

A general reference to individual seminars, freshman interest groups, or colloquiums would be lowercased.

‣ A freshman interest group consists of twenty-five first-year students.

TITLES

Follow headline style when capitalizing the first letters of words in titles. The first and last words of the title are always capitalized, regardless of their function. Capitalize the first letter of all other words except for those functioning as articles (e.g., *the, a, an)*, prepositions (e.g., *about, against, at, by, for, from, in, of, on, over, through, to, under, with*— except when they are stressed or used as adverbs or adjectives), and some conjunctions *(and, but, for, or, nor)*.

‣ *The Register-Guard* (note the name is hyphenated)

‣ *The New York Times*

‣ *A River Runs Through It* (the preposition *through* is stressed)

‣ *Rebel without a Cause*

‣ *Four Theories concerning the Gospel according to Matthew*

EXHIBITIONS AND LECTURES

Museum exhibition titles are capitalized in headline style. In running text, they are italicized. In lists where the exhibition titles stand alone, they are set in roman type.

The titles of lecture series and individual lecture titles are capitalized in headline style. The titles of lecture series are set in roman type; individual lecture titles are enclosed in quotation marks.

CARDINAL NUMBERS

In most cases, spell out figures from one through ninety-nine except in cases such as scientific matter dealing with physical quantity, scores for sporting events, or when speaking of academic credit or course numbers. Always use figures with percent.

- one course
- two sequences
- three terms
- two semesters

    BUT

- 1.5 milliliters
- 3 credits
- HIST 101
- 5 percent

Write numbers 100 and greater as numerals.

- There were more than 200 students in GEOL 102 last term.

When many numbers appear within one paragraph, maintain consistency in the immediate context. If according to rule you must use numerals for one of the numbers in a given catagory, use numerals for all in that catagory. In the same sentence or paragraph, however, items in one catagory may be given as numbers and items in another spelled out.

- She had 16 clear marbles and 105 colored marbles.

    BUT

- The dog chased fifteen cars while the boy delivered 119 newspapers.

Write out numbers at the beginning of a sentence, or rewrite the sentence so that it doesn't begin with a number.

- Nineteen thousand students registered for winter-term classes.
- The winter-term enrollment was 19,000 students.

With the exception of years, four-digit and greater numbers should always have a comma after the thousand position.

- 1,000

    NOT

- 1000

DATES

Don't use a comma in dates giving only the month and year.

- January 1995

Use two commas to set off the year in dates giving the month, day, and year.

- Does July 5, 1909, ring a bell?

Use an en dash instead of a hyphen between the first and second number to denote inclusive dates. When the century or the millennium changes, all the digits are repeated.

- The 1999–2000 catalog is for sale at the bookstore.
- She served a term in 2000–2001.

When writing inclusive dates between, for instance, 2001 and 2009, don't include the 0 after the en dash (zero is a place holder with no value).

- The professor will be on leave during 2006–7.

Inclusive dates after 2009 revert to the two-digit standard.

- The provost returns for the 2009–10 academic year.

Except in formal invitations, use cardinal rather than ordinal numbers for the date.

‣ The ceremony is scheduled for October 16, 2001.

BUT

‣ You are cordially invited to attend the inauguration of the President of the United States on the sixteenth of January Two thousand and one.

In general, don't use *on* with a date or day. Occasionally you need to include *on* to avoid confusion.

‣ Commencement will be Saturday, June 12.

BUT

‣ He performed in *1776* on August 12, 2002.

ENUMERATION

Items can be enumerated in lists by using numbers followed by periods. See also **PARENTHESES**, under *Punctuation,* for enumeration within a text.

1. Be brief
2. Be clear
3. Be prompt
4. Be ready

FULL-TIME EQUIVALENT

Enrollment and employment statistics are often stated in terms of full-time equivalents (FTE). Use only one digit after the decimal point.

‣ 1.0 FTE is full time
‣ 0.5 FTE is half time

GRADE POINT AVERAGE

Carry grade point averages to two digits after the decimal (e.g., 3.50). See also *Academics.*

MONEY

Use figures for fractional amounts of more than one dollar. Use zeros after the decimal point for whole-dollar amounts only when they appear in the same context with fractional amounts.

‣ The ticket prices are $5.00 for general admission, $3.50 for students and senior citizens.

‣ $7.95

‣ $2

‣ $10

‣ $579

‣ $4,020

‣ $100,000

‣ $1.5 million

In tables, use one format—either with or without decimals—consistently. Use a label (e.g., *Dollars*) to avoid repeating the same symbol (e.g., *$*) over and over.

MORE THAN, FEWER THAN

Don't use *over* or *under* when referring to numbers; use *more than* or *fewer than. Over* and *under* refer to spatial relationships. *More than* and *fewer than* refer to quantity or to units you can count. But see also **less** or **fewer** and **over** or **more than** under *Troublesome Terms.*

‣ More than 16,000 students received the letters.

‣ Fewer than a dozen students received the letters.

ORDINAL NUMBERS

Unless space is too limited, spell out ordinal numbers. Ordinal numbers are never spelled out in the *UO Catalog.*

‣ one thousandth

‣ eighteenth-century literature

PERCENT

Percent is one word. Always use figures with it. Use decimals, not fractions. The % symbol may be used in scientific data or tables.

‣ 8.25 percent [not *8-1/4 percent*]

See also **PERCENT AND PERCENTAGE** under *Plurals.*

TELEPHONE AND FACSIMILE NUMBERS

In your writing, tailor telephone numbers to your audience. Every phone number on the University of Oregon telephone system begins with area code 541- followed by the three-digit prefix 346-, then four additional digits. On-campus phone calls require five digits (6 + last four digits). The same principles apply to facsimile (fax) numbers.

‣ 6-5396

‣ 541-346-5396

‣ 800-232-3825 [not *800.232.3825*]

Don't use a solidus (also known as the slash or virgule) followed by an *s* (/s) or a parenthetical *(s)* to cover two options. It's better to write out the choice, choose one option yourself, or rewrite the sentence to avoid the problem.

‣ If you know who the owner is, give it back to him or her. [not *him/her*]

▸ Send me _____ tickets. [not *ticket(s)* or *ticket/s*]

▸ Some students still haven't declared a major by their junior year.

NOT

▸ Not every student has decided what s/he wants to major in by his/her junior year.

Here are some words whose singular or plural forms can be troublesome:

SINGULAR	PLURAL	REFERENCE
agenda	agendas	
alumnus	alumni	men *or* men and women
alumna	alumnae	women
basis	bases	
colloquium	colloquia or colloquiums	
criterion	criteria	
curriculum	curricula	
datum	data	
editor in chief	editors in chief	men *or* men and women
ellipsis	ellipses	
emeritus	emeriti	men *or* men and women
emerita	emeritae	women
emeritus professor	emeritus professors	men *or* men and women
faculty	faculties	
faculty member	faculty members	
freshman	freshmen	men *or* men and women
freshman class	freshman classes	classes for freshmen (not *freshmen classes*)
person	people (not *persons*)	
phenomenon	phenomena	
practicum	practicums	
professor emeritus	professors emeriti	
staff	staffs	
staff member	staff members	
woman writer	women writers	

COLLECTIVE NOUNS

When using the following nouns, be aware of whether you're referring to the word as a single unit (singular) or as individual items (plural).

- The group recommends passing the buck.
- The committee meets every Thursday.
- Three inches is the recommended margin.
- Sixteen dollars and four cents is the total.

  BUT

- The group members argue among themselves.
- The committee members express differing views.
- Inches are shorter than feet.
- Sixteen dollar bills and four pennies are in the jar.

PERCENT AND PERCENTAGE

Percent is singular if used alone or if a singular word is the object of *of. Percent* is plural if a plural word is the object of *of. Percentage* is always singular.

- Exactly 80 percent is required.
- Nearly 80 percent of the money was spent.
- More than 40 percent of the courses are at the graduate level.
- A percentage of the profits is all I want.

See also **PERCENT** under *Numbers.*

Punctuation can either clarify the written message or confuse its meaning. It pays to know how to use these small but powerful marks. Resist the temptation to punctuate according to guesswork. While careful use of punctuation enhances the meaning of what you write, idiosyncratic punctuation has the opposite effect.

ACCENTS

See **DIACRITICAL MARKS.**

AMPERSAND

Commonly known as the *and sign,* the ampersand shouldn't be used as an abbreviation for *and* in reference to UO offices or policies. Write it out. The ampersand may be used in an abbreviation for a university office or, if desired, to refer to the official name of a nonuniversity business.

‣ arts and sciences

‣ School of Architecture and Allied Arts

‣ Department of Computer and Information Science

   BUT

‣ AT&T

‣ A&AA (to distinguish the school from the Automobile Association of America)

‣ Eugene Water & Electric Board

‣ Oregon Health & Science University

APOSTROPHE

Of all punctuation marks, the apostrophe is the most abused. The most common misuses are inserting an apostrophe before the final *s* in a plural noun—where it doesn't belong—and omitting it from a possessive noun, where it does.

‣ Prizes are awarded. (not *Prize's are awarded.*)

‣ Have you seen the book's cover?
   (not *Have you seen the books cover*?)

PLURAL NOUNS

Don't use apostrophes in plural nouns. This includes dates such as *1870s* and *1990s.* The only time you need to use an apostrophe in forming a plural is to avoid ambiguity. For instance, if you're writing about letter grades, you may need the apostrophe to distinguish *A's* from the word *As.*

‣ ifs, ands, or buts

‣ dos and don'ts

   BUT

‣ Make sure you dot your i's and cross your t's.

POSSESSIVE NOUNS

Things as well as people can be possessive.

‣ a master's degree

‣ a month's pay

‣ today's *Oregon Daily Emerald*

PLURAL POSSESSIVE NOUNS

In most cases, the possessive of plural nouns is formed by adding an apostrophe only (except for a few irregular plurals that do not end in *s).*

‣ the puppies' paws

‣ the Williamses' new house

   BUT

‣ children's literature

POSSESSIVE PRONOUNS

His, its, hers, theirs, yours, ours, and *whose* are possessive pronouns; they don't contain apostrophes. *It's* is not a possessive pronoun; it's a contraction of *it is.*

‣ The book's end is better than its beginning.

   BUT

‣ It's kind of you to ask.

NAMES ENDING IN *S*

The possessive is formed without an additional *s*.

‣ Dylan Thomas' poetry

‣ the Ganges' source

COLON

The colon is often used to introduce a list or series. However, it's redundant to use a colon directly after such verbs as *are* and *include*.

‣ Three types of examinations are offered: oral, take-home, and in-class.

> **BUT**

‣ The course offerings include Spanish, marine biology, and medieval history.

COMMA

Use commas to separate all the items in a series of three or more ending in *and* or *or*.

‣ The university awards bachelor's, master's, and doctoral degrees.

‣ The Department of German and Scandinavian offers courses in Danish, Finnish, Norwegian, and Swedish as well as in German.

The following example may appear to be an exception, but it isn't because there are only two items in the series: *(1) planning, (2) public policy and (public) management.*

‣ Department of Planning, Public Policy and Management

DASHES—EM AND EN

Dashes aren't hyphens. The em dash is longer than a hyphen and indicates a break in the syntax of a sentence.

‣ Of the three grading options—graded only, pass/no pass only, either graded or pass/no pass—the last option is the default.

The en dash is half as long as an em dash. Use an en dash to indicate continuing or inclusive numbers in dates, times, or reference numbers.

‣ 2002–3

‣ 50 B.C.–A.D. 45

‣ 10:00 a.m.–5:00 p.m.

‣ pp. 12–28

The en dash sometimes replaces a hyphen for clarification.

‣ post–Civil War

‣ a hospital—nursing home connection

DIACRITICAL MARKS

Words in other languages, and even a few adopted into English, sometimes have special marks above or beneath certain letters that provide help in pronunciation or meaning. Following are six of the most common diacritical marks used in Romance and Germanic languages when they are written in the same Latin alphabet we use in English. All except the cedilla can be used with letters besides the ones in the examples. When in doubt, use English.

NAME	MARK	EXAMPLE	MEANING
‣ acute accent	é	Renée	French woman's name
‣ grave accent	è	après	French 'after'
‣ dieresis *or* umlaut	ü	München	German 'Munich'
‣ circumflex	ê	fête	French 'feast' or 'festival'
‣ tilde	ñ	año	Spanish 'year'
‣ cedilla	ç	reçu	French 'received'

DITTO MARKS

Don't use them. Spell out.

ELLIPSES

Use ellipses sparingly and only as specified below—not as a substitution for "etc." or as a design cliché.

Don't use a key stroke combination to create ellipses (…). The results are not true ellipses. Ellipses are *spaced* dots indicating that something has been omitted from a quotation. Use three spaced dots for omissions within a sentence. Add a period if the sentence (or part of the sentence) preceding the omission is grammatically complete. All the dots of an ellipsis must appear on the same line. Never allow an ellipse to break between two lines.

In the following examples, ellipses replace words in the original sentences without distorting their meaning.

Original sentence:

‣ The newspaper reporter, known worldwide for her frontline reporting, has received many awards for her war correspondence.

WITH ELLIPSIS:

‣ The newspaper reporter . . . has received many awards for her war correspondence.

Original sentences:

‣ The photojournalist barely escaped a falling timber as he stood under a tree, trying to show the forest fire from a fighter's perspective. His injuries left him shaken, though he was elated to capture the dangers of firefighting on film.

WITH ELLIPSIS:

‣ The photojournalist barely escaped a falling timber. . . . though he was elated to capture the dangers of firefighting on film.

In quoted speech or conversation, faltering speech may be indicated by an ellipsis.

EXCLAMATION POINT

Overuse of the exclamation point imparts an adolescent quality to most writing. Use it sparingly, to express surprise, disbelief, or other strong emotion. To quote F. Scott Fitzgerald, "An exclamation mark is like laughing at your own joke."

HYPHEN

Don't use a hyphen in a compound noun with *vice*:

‣ vice chancellor
‣ vice president
‣ vice provost

Compound adjectives should be hyphenated to eliminate ambiguity of meaning. Otherwise, leave open.

‣ first class mail
‣ $2 million grant
‣ study abroad programs

 BUT

‣ fast-sailing ship
‣ work-study student

Adverbs ending in *-ly* followed by an adjective aren't hyphenated.

‣ a highly complex issue

Use a hyphen to distinguish confusing pairs of words.

‣ recreation (but *re-creation*)
‣ refund (but *re-fund*)

Use a hyphen after *full* or *well* when it's used in a compound modifier immediately before a noun, unless the word itself is modified.

‣ a full-page advertisement

‣ a well-known professor

BUT

‣ a very well known professor

Don't use a hyphen when the modifier is in other positions in the sentence.

‣ She works full time.

‣ Although well known, the landmark is rarely visited.

The prefixes *anti, co, post, pre, non, multi,* and *re* generally don't require a hyphen unless followed by a proper noun. See also **DASHES—EM AND EN**.

‣ antinuclear

‣ codirector

‣ postdoctoral

‣ premajor

‣ nonmajor

‣ multidisciplinary

‣ reconsider

BUT

‣ post-Renaissance

‣ non-English

Use a hyphen when using *pro-* to coin a word indicating support (e.g., *pro-feminist*).

After requires a hyphen when used to form a compound adjective but not when it's part of a compound noun.

‣ after-dinner speech

BUT

‣ afterglow *and* afternoon

Hyphenate an age when used as an adjective, even if the noun the adjective modifies is only implied rather than stated.

‣ the five-year-old program

‣ The five-year-old [child] attended kindergarten.

Hyphenate adjectives used to define measures.

‣ the six-foot-ten center of the Los Angeles Lakers

Hyphenate the noun *co-op* when abbreviating *cooperative*, but don't hyphenate *cooperate, coordinate,* or *coeducational*.

ITALICS

Italics are used for titles of books, genera and species, long plays, periodicals, movies, newspapers, operas and other long musical compositions, ships, and works of art. Titles of television and radio series are italicized, but titles of individual episodes are placed in quotation marks.

‣ Woolf's *To the Lighthouse*

‣ Bizet's *Carmen*

‣ O'Keeffe's *Cow's Skull, Red, White, and Blue*

‣ Shaw's *Major Barbara*

‣ Wertmuller's *Seven Beauties*

‣ National Public Radio's *All Things Considered*

BUT

‣ Serling's classic *Twilight Zone* episode "Eye of the Beholder" is regarded by many fans as a high point for the series.

Some musical compositions are known by their generic titles—*symphony, quartet, nocturne*—and often a number or key or both. Such names are capitalized but not italicized. For example, Beethoven's Piano Sonata No. 14 in C-sharp minor, Op. 25, would not be italicized; however, its non-generic subtitle, *Moonlight Sonata,* would.

The titles of university courses follow the standard rules for capitalization of the titles of works; they are neither italicized nor placed in quotation marks.

▸ Introduction to Cultural Anthropology (ANTH 260) has no prerequisite.

Italics are also used for unfamiliar foreign words. Words that were originally borrowed from another language but have been permanently added to the English lexicon (i.e., if they're in an English dictionary) should not be italicized.

▸ *samizdat* 'underground'

▸ *asperge* 'asparagus'

 BUT

▸ glasnost

▸ hors d'oeuvres (no ligature between o and e)

Use specific, concrete language rather than italics, capitals, or quotation marks for emphasis.

▸ This committee consists of two, not three, people.

 NOT

▸ This committee is composed of *two* (2) people.

PARENTHESES

Use parentheses for enumeration within the text as follows:

▸ (1) carbohydrates, (2) fat, (3) protein, (4) vitamins

For enumeration with periods, see also *Numbers*.

Parentheses sometimes enclose brief explanatory abbreviations.

▸ McKenzie Hall (formerly the Law Center) houses offices for the College of Arts and Sciences.

▸ The writing requirement for a bachelor's degree is College Composition I (WR 121) and either College Composition II or III (WR 122 or 123).

PUNCTUATION IN LISTS

When the items in a list are sentence fragments, no ending punctuation is necessary. When the items form complete sentences, a punctuation mark, usually a period or semicolon, may be used at their terminus.

▸ receipt date

 OR

▸ Placement is dependent on the date the application is received.

The style chosen for the list should be consistent. Do not mix and match sentence fragments and complete sentences within a list.

QUOTATION MARKS

Use double quotation marks before and after direct quotations as well as titles of interviews, personal correspondence, short poems and plays, short musical compositions, speeches, individual television or radio programs, and other unpublished writing.

▸ The poem is titled "If."

▸ "Freedom of the Free Press" was the title of her lecture.

Use single quotation marks for quotations within quotations.

▸ I said, "You must know who shouted, 'Eureka! I've found it!'"

Put a period or comma inside the ending quotation mark.

▸ Professor Ogard's newly published article is "China in Transition."

▸ Caldwell's lecture, "Death and Life in American Law," is at 7:30 p.m. in 129 McKenzie Hall.

Put an exclamation point, question mark, or semi-colon inside the ending quotation mark only if it's part of the quotation.

▸ "Who's on First?" is one of Abbott and Costello's classic comedy routines.

Put an exclamation point, question mark, or semi-colon outside the ending quotation mark if it isn't part of the quotation.

▸ Are you going to read "China in Transition"?

Don't use quotation marks after the word *so-called.* It's redundant.

▸ The so-called transient (not *"transient"*) was a college student.

Use quotation marks around unusual, technical, ironic, or slang words or phrases not accompanied by a word calling attention to them. Use this device sparingly, and on first use only.

▸ The "transient" was a college student.

▸ Thousands of dollars were raised in support of the Interior Architecture Program's "daylighting" research.

SOLIDUS (SLASH)

The solidus (also known as the slash or virgule) is overused and frequently ambiguous. Slash-happy writers use a series of solidus-separated words to be all encompassing when they can't or won't clarify their message. Too often, the relationship between the items joined by a solidus is unclear. Does it mean *and, either . . . or,* or does it simply link two closely related words?

As defined by *The American Heritage Dictionary of the English Language*, the solidus is used to separate alternatives, such as *and/or.* It is appropriate, then, to use the solidus in *pass/no pass only* or in *P/N only.* In most other cases, try to use words instead of the solidus.

▸ faculty or staff member (not *faculty/staff*)

Use a hyphen instead of a solidus to link two words.

▸ middle-secondary education (not *middle/secondary*)

If space limitations make it necessary to use a solidus, explain clearly what it means.

▸ Courses numbered 4XX/5XX are for seniors and graduate students, respectively. Although undergraduates and graduates share the same classroom, graduate students are required to do more work, are evaluated according to a tougher grading standard, or both.

Use the solidus with a space on either side to separate two lines of poetry quoted in the text.

▸ In "Song of the Open Road," Ogden Nash wrote, "I think that I shall never see / A billboard lovely as a tree."

The following list of troublesome terms gives the usage preferred by editors in the Design and Editing Services office for words or phrases that are frequently misused, overused, vague, trite, wordy, or awkward.

**WORD OR PHRASE FOLLOWED BY
THE PREFERRED USAGE**

a or **an**

Use *a* before consonant sounds. Use *an* before vowel sounds.

▸ This sets a historical precedent.

▸ She wore a UO sweatshirt.

  BUT

▸ That's an unlikely possibility.

▸ Phi Beta Kappa is an honor society.

The choice between using *a* or *an* before an acronym is determined by the way the acronym would be read aloud.

▸ a NATO member

  BUT

▸ an NAACP convention

about

It is becoming common to use *about* when referring to various entities and the things they make manifest—"We run a quality sports program and we're all about building character in our student athletes." This is imprecise. Avoid it.

additionally

Nonstandard. Use *in addition* or *also*.

▸ In addition, you must take a placement examination.

affect or **effect**

Often misused or confused. Used as a verb, *affect* means "to influence or change."

▸ The drug will affect his mood.

Instead, use a verb that describes the effect more precisely, such as *heighten*. Avoid using *affect* as a noun. *Effect* is usually a noun, meaning "result," "reaction," or "outcome."

▸ The effect of the moonlight was intoxicating.

Avoid using *effect* formally as a verb, meaning "to cause, to bring about, to produce":

▸ She will effect many changes in the curriculum.

Use the less formal *achieve, accomplish,* or *cause.*

among or **between**

In general, *between* refers to two items, *among* to three or more items. *Between* is correct, however, when expressing relationships of three or more items considered one pair at a time.

▸ The shuttlecock fell between Isabella and me.

▸ Choose courses from among the three groups: arts and letters, social science, and science.

  BUT

▸ The distances between the four corners of the quadrangle aren't equal.

amount or **number**

Amount refers to volume or to a quantity you can't count. *Number* refers to things you can count. See also **number** later in this section.

▸ The speech caused a tremendous amount of controversy.

  BUT

▸ What's the largest number of students we can expect?

at this point in time

Wordy. Omit or use *now, currently,* or *at present.*

▸ Many students live off campus now.

▸ UO enrollment currently stands at 20,000.

coed

Although obsolete as a reference to female students, *coed* is still commonly used as an adjective meaning "male and female."

▸ Coed residence halls have floors reserved alternately for men and women.

competence or **competency**

Competence means "skill" or "ability." *Competency* generally refers to a specific skill in a specific area.

▸ This test measures your degree of competence in Spanish.

BUT

▸ The doctoral program is designed to achieve the competencies established by the American Psychological Association.

compose or **comprise**

Compose is not synonymous with *comprise. Compose* means "to create or produce."

▸ Fifty states compose the Union *or* The Union is composed of fifty states.

Comprise means "contain, consist of, or embrace." The whole *comprises* the parts.

▸ The Union comprises fifty states.

Don't use *comprised of.* Use the simpler *consists of* or *contains.*

continual or **continuous**

Continual means "repeated steadily" or "over and over." *Continuous* means "uninterrupted," "steady," or "unbroken."

▸ The Huskies are the Ducks' continual rivals.

▸ A continuous stream of students are walking over the footbridge to Autzen Stadium.

couple

Nonstandard as an adjective. Don't forget the *of.*

▸ The deadline is just a couple of days away.

NOT:

▸ The deadline is just a couple days away.

deal with

Too vague. Use a more specific verb such as *cover, examine, include,* or *explore.*

▸ This course explores the history and development of freedom of speech. (not *This course deals with free speech.*)

effectively or **in effect**

Effectively is an adverb describing how the action of the verb takes place. It isn't synonymous with the parenthetical phrase *in effect.*

▸ The committee members worked together effectively.

▸ By giving higher education $10 million more but asking the faculty to teach twice as many students, the legislature is, in effect (not *effectively*), cutting our budget.

employ

Reserve this verb for what employers do.

▸ The university employs thousands of faculty and staff members.

BUT

▸ He used (not *employed*) three equations to solve the problem.

facilitate

Overstated and formal. Use instead *ease, make easier, help, guide, simplify,* or *promote.*

the fact that

Wasted words. Omit them.

feel

Reserve this verb for sensory or emotional feelings; use *think* or *believe* elsewhere.

‣ I feel queasy.

BUT

‣ I think that . . . or I believe that . . .

first-come, first-served

This is the correct form of this cliché, but you'd do better to rewrite the idea.

‣ Early applicants receive top priority.

gender or **sex**

Not interchangeable. Use *gender* to refer to sexual identity, especially in relation to society or culture. Use *sex* to refer to biological categories. See also the usage note under gender in *The American Heritage Dictionary of the English Language* online.

‣ Is your cat male or female?

‣ One might identify with a gender that is different from his or her sex.

grow

In using the word *grow* as a transitive verb, it is acceptable only in reference to living things. Applying it to a business or other nonliving thing is not.

‣ The candidate pledged to increase economic growth. (not *The candidate pledged to grow the economy.*)

historic and **historical**

Any occurrence in the past is a *historical* event. Use *historic* for places, things, and events of great significance that stand out in history.

hopefully

An adverb that describes how the action of the verb takes place. It isn't synonymous with *I hope, we hope,* or *it is hoped.*

‣ He opened his grade report hopefully.

‣ I hope (not *Hopefully,*) this will be published before school starts.

impact

Vague. Don't use as a verb to mean "affect." Use the simpler *affect* or *influence*, or be more descriptive.

‣ The tax cut will reduce (not *impact*) funding for the campus expansion.

As a verb, *impact* means "to force tightly together, pack or wedge, or to hit with force." Reserve *impacted* for wisdom teeth: *impacted tooth.*

As a noun, *impact* means "collision" or "the impression of one thing on another." *Impactful* is not a word. Replace that business jargon with an adjective like *influential, powerful, effective,* or *memorable.*

importantly

Nonstandard except as an adverb. Use *important.*

‣ The CEO strutted importantly.

BUT

‣ More important (not *More importantly*), we need to have the money within the next two weeks.

in order to

Wordy. You can usually omit *in order.*

‣ We laugh to (not *in order to*) keep from crying.

involve

Too vague. Use a more specific verb such as *cover, include,* or *explore.*

▸ The course examines how employment legislation pertains to affirmative-action and equal-employment opportunity. (not *The course involves employment legislation and human resources policies.*)

irregardless

Nonstandard. Use *regardless.*

▸ Regardless (not *Irregardless*) of the frigid temperature, the students wore shorts to play in the snow.

less or **fewer**

In general, *less* refers to a quantity you can't count. *Fewer* refers to units you can count, but *less* can be used for degree, quantity, or extent when countable items aren't being considered individually.

▸ The campaign raised less than $500.

▸ I have less money than you.

BUT

▸ I have fewer dimes than you.

less than or **under**

If you mean a lesser quantity or amount, use *less than.* Use *under* to mean physically beneath.

like

Means "similar to." Use *such as* instead of *like* to introduce examples.

▸ This question is like that one.

BUT

▸ The interior uses brown tones such as (not *like*) beige, taupe, and rust.

meaningful

Vague and overused, as in *meaningful discussion, meaningful dialogue, meaningful experience,* and *meaningful relationship.* Use *serious, useful, important, significant,* or *easy to understand* instead, or describe what you mean by *meaningful.*

momentarily

Means "for the duration of a moment" or "briefly." When you mean "after a brief period of time has elapsed," use *soon* or *in a few minutes* or *any time now.*

▸ Corey surfaced momentarily to take a breath.

BUT

▸ The director will be able to see you soon.

number

You can judge whether it requires a singular or plural verb by the article that precedes it. *The number* requires a singular verb; *a number* requires a plural verb.

▸ The number of international students is growing.

BUT

▸ A number of staff members are attending a retreat.

one-on-one

A nonsexist version of *man-to-man*, suitable for describing a type of sports-team defense. In other contexts it's an impersonal cliché. Use more specific language.

▸ Individual tutors train students in equipment use and safety. (not *The program offers one-on-one training.*)

over or **more than**

These two aren't interchangeable. In general, *over* refers to spatial relationships. *More than* refers to a quantity or to units you can count, but *over* can be used for degree, quantity, or extent when countable items aren't being considered individually.

‣ The bear went over the mountain.

‣ The telethon raised over half a million dollars.

BUT

‣ It will take more than nickels and dimes to reach our goal.

‣ I have more than enough work to do.

In some cases of countable units, *over* may be less awkward.

‣ He is over (instead of *more than)* forty.

In those cases, let your ear be your guide.

per se

Overly formal. Use the less pretentious *in itself, by itself,* or *of itself.*

persons

Too often an awkward replacement for *people.*

‣ Keep telling yourself as well as other people (not *persons*) that we have a problem we can solve together.

plus

Use only in adding units. Otherwise, use *in addition, also,* or *and.*

‣ Earning 4 credits in biology plus 8 credits in physics fulfills the science requirement.

BUT

‣ Transfer students may need to take an entrance examination and (not *plus*) additional course work.

presently

Means "soon." Use *now, currently,* or *at present* when you mean "at this time."

‣ Many students live off campus now.

BUT

‣ The dean will be with you presently.

prior or **before**

Prior is correct when used as an adjective meaning "earlier in time or place." *Before* is correct when used as a preposition.

‣ Prior approval is required.

BUT

‣ Take algebra before you take calculus.

‣ Turn it in before noon.

‣ Don't put the cart before the horse.

reason why

Redundant. Use *reason* alone or omit entirely.

‣ The reason (not *reason why*) you can't register for this class is that it's already full.

OR:

‣ You can't register for this class because it's already full.

secondly or **thirdly**

Nonstandard, just as *firstly* or *eleventhly* would be. Use *second* or *third.*

‣ First, be accurate. Second, be brief. Third, be prompt.

serve or **service**

Both words can be used as verbs, but *serve* applies better to people and *service* to machines.

‣ We try to serve our clients promptly.

BUT

‣ The technician will service the photocopier tomorrow.

since

Refers to intervening time and shouldn't be used in place of *because.*

▸ It's been several years since I read *Madame Bovary.*

BUT

▸ I don't have the assignment because my roommate borrowed my computer.

'til or **'till**

Nonstandard. Use *until* or *to* or *till.*

▸ Wait until dark.

▸ Associate Professor Steinmetz will conduct a seminar from 3:30 to 4:30 p.m.

▸ We brainstormed till dawn.

towards

British spelling. Use *toward.*

upcoming

Up- is unnecessary baggage. Use coming or another synonym.

▸ Ask for a schedule of coming (not *upcoming*) events.

which or **that**

Although these two words are sometimes interchangeable, it's best to reserve *which* for unrestricted or independent clauses (those preceded by a comma) and *that* for restricted or dependent clauses.

▸ Complete regulations are included in the UO Class Schedule, which is offered online at the registrar's website.

BUT

▸ Remove only the apples that are bruised from the display.

while

Refers to simultaneous actions. It may be more precise to use *although* or *but.*

▸ I'll administer CPR while you dial 911.

BUT

▸ I'll administer CPR, although I'm a novice.

▸ I was a late bloomer, but you've always been a leader.

who or **whom**

Often confused. *Who* does something, and *whom* has something done to it. Use *whom* when someone is the object of a verb or preposition.

▸ The man to whom the car was rented did not fill the gas tank.

▸ Whom do you wish to see?

A preposition (such as *to, at, by, for, from, in, toward, upon,* and *with*) often comes before *whom. Who* is the word in all other uses, especially when someone takes an action as the subject of a sentence, clause, or phrase.

▸ The man who rented the car did not fill the gas tank.

▸ Who is still here?

To test for correctness, *who* equals *he, she,* or *they* while *whom* equals *him, her,* or *them.* Replace *who* or *whom* in the sentence with one of those pronouns. If it sounds wrong, it probably is.

wish or **desire**

Often stilted when used as verbs. Use *want* or *prefer* for ordinary requests. Save *wish* for wishes (things that might not happen) and *desire* for desires (needs for emotional fulfillment).

▸ If you want (not *wish*) to donate to the Annual Fund, please make out a check to the UO Foundation.

▸ I prefer (not *desire*) to put my contribution on my American Express card.

CLICHÉS AND JARGON

The following list of words and phrases have, through overuse, become trite. Replace them with less exhausted alternatives.

bottom line

Rewrite and use *result* or *outcome.*

▸ What result do you expect? (not *What's the bottom line?*)

cutting edge

Be more specific.

▸ The designer's use of computer tools to develop her design puts her at the forefront of her field. (not *The designer is at the cutting edge of her field.*)

dialogue

Often misused as a verb, this noun refers to conversations between two or more parties.

▸ We need to discuss (not *dialogue about*) the new building plans.

Avoid the cliché *meaningful dialogue.*

diversity

Overworked. Think before you use it. If it's an important part of your message, consider using alternatives such as *variety, differences, heterogeneity,* or *multiformity.*

▸ The variety and depth of our academic programs are unmatched in this state.

experiential

Jargon. Specify the type of experience.

▸ These internships provide practical field experience. (not *These internships are experiential.*)

feedback

Jargon. Use *response, results, evaluation, report, data,* or *opinion.*

▸ We value your opinions. (not *Your feedback is needed.*)

hands-on

Try *practical*, or draw a word picture that isn't so hackneyed.

▸ You'll use a Macintosh computer to learn basic desktop publishing skills. (not *You'll receive hands-on instruction about desktop publishing.*)

head up

Jargon. Use *direct* or *lead* or merely *head.*

▸ Experienced river guides lead (not *head up*) the raft expeditions.

innovative

Is it really true of your program? If so, rewrite to illustrate how it is innovative.

input

Jargon except in reference to computers. Use *information* or *opinion.*

▸ We value your opinions about this project. (not *Your input is needed.*)

interface

In the context of computers, this is fine. For people, use *communicate* or *talk.*

▸ The committee members need to communicate (not *interface*) with each other.

leading edge

See **cutting edge**.

ongoing

Jargon. Use *continuing* or omit.

‣ The institute supports new and continuing (not *ongoing*) research.

output

Jargon except in reference to computers. Use *results* elsewhere.

‣ What results (not *output*) do you expect?

prioritize

Overused. Use *order, set priorities,* or *rank.*

quality

A meaningless cliché when used alone to modify a noun, as in *quality education.* The jargon term "quality time" rose to generic usage from the child-care field in reference to more deeply involved parenting, and it has become common to use the term *quality* as if the word in itself meant "good quality." It doesn't. Quality doesn't imply something positive; it needs a modifier to explain the kind of quality. Is it "top quality"? "low quality"? "mediocre quality"? Better yet, leave it out and illustrate the quality of what you're describing.

‣ University of Oregon teams have won twelve National Collegiate Athletic Association championships in track and field and in cross-country. (not *The University of Oregon has quality track-and-field and cross-country teams.*)

state of the art

Like *innovative*, a cliché. Use *modern, up-to-date,* or *newest* instead, or—better—prove it by using an illustrative word picture.

synergy or **synergistic**

Appropriated from the scientific lexicon by the corporate world. In contexts outside of science, the term is jargon for "cooperation among groups, especially among the acquired subsidiaries or merged parts of a corporation, that creates an enhanced combined effect." Avoid.

unique

A cliché meaning "one of a kind," greatly overused. If what you are describing is truly unique, omit the cliché and illustrate specifically what makes it that way. Remember, too, that uniqueness isn't necessarily good. If your program's uniqueness is its strongest selling point, you need to show how it's unique and convince the reader that this is a positive attribute.

utilize

Jargon. Use *use.*

‣ Students use the latest microcomputer software. (not *The latest in microcomputer software is utilized.*)

viable alternative

A wordy cliché. Use *alternative* alone.

‣ Try to suggest some alternative solutions (not *viable alternatives*).

University of Oregon in Portland
Style Guidelines

The University of Oregon has had a presence in Portland, Oregon's largest city, since the 1880s. A more recent iteration was the establishment in 1987 of the University of Oregon Portland Center at 722 SW Second Avenue (at Yamhill) in the Yamhill Historic District's Willamette Block Building.

In fall 2006, the University of Oregon leased (with an option to buy) the historic White Stag Building, as well as adjacent portions of the Skidmore Block Building and the Bickel Block Building, all in the Skidmore–Old Town Historic District. Renovations, completed in 2008, have converted the three structures into the White Stag Block at 70 NW Couch Street that now houses the University of Oregon's Portland programs in a single landmark structure.

With these changes—and the need for clarity in writing and speaking about them—foremost in mind, please follow these style guidelines for print, web, and broadcast media:

▸ When referring to the university's new home in Portland (not the building per se), use *University of Oregon in Portland*.

▸ To describe the facility that houses the University of Oregon in Portland, use *White Stag Block*.

▸ When addressing an envelope, use the following template:

NAME OF SCHOOL OR COLLEGE OR UNIT
UNIVERSITY OF OREGON IN PORTLAND
70 NW COUCH ST STE ___
PORTLAND OR 97209-4038

▸ When writing the address within text (such as a listing in a brochure), use this template:

Name of School or College or Unit
University of Oregon in Portland
70 NW Couch Street Suite ___
Portland OR 97209-4038

BE ACCURATE. BE CLEAR. BE CONCISE.

Avoid inaccuracy, vagueness, ambiguity, triteness, jargon, and wordiness. See also *Troublesome Terms*.

USE ACTIVE VOICE

To best identify who is responsible for what action in a sentence, avoid using passive voice. The person or agency who is taking an action should be the subject of the sentence.

‣ The council proposed new regulations.

  NOT

‣ New regulations were proposed.

AGREEMENT

Nouns must agree with verbs in number (i.e., singular or plural).

‣ Each student consults an advisor.

  BUT

‣ Smart students consult advisors.

Pronouns must agree in number and gender—masculine, feminine, or neuter—with the nouns they refer to.

‣ Each student must consult his or her advisor.

  BUT

‣ Students must consult their advisors.

Whenever possible, maintain the same verb tense throughout a single communication. Use the present tense for habitual actions, and reserve *will* for events that actually occur in the future.

‣ Students buy [not *will buy*] their books when they arrive in September.

  BUT

‣ The soccer game will be played next Friday.

BAFFLEGAB

Avoid complicated, highfalutin, obscure, pompous, wordy language that is likely to confuse the reader. Bafflegab is, as Milton Smith so accurately charged, "multiloquence characterized by consummate interfusion of circumlocution or periphrasis, inscrutability, and other familiar manifestations of abstruse expatiation commonly utilized for promulgations implementing Procrustean determinations by governmental bodies."

In short, avoid language that clouds meaning.

COMPUTER TERMS

Use the following forms:

‣ database [not *data base* or *data-base*]

‣ e-mail [not *E-mail* or *email*]

‣ homepage [not *home page*]

‣ Internet [not *internet*]

‣ online [not *on-line*]

‣ web [not *Web*]

‣ website [not *web site* or *web-site*]

‣ World Wide Web [not *World-Wide Web*]

DENOTATION

Although some words may seem to be interchangeable, try to use the best term to express your intended meaning. The verbs *assure, ensure,* and *insure* illustrate this kind of precise word choice.

‣ I assure you that it's true.

‣ Arrive early to ensure yourself a seat.

‣ You should insure valuable property.

EUPHEMISMS

Substitute clear, simple words for vague, misleading euphemisms: *tax increase*, not *revenue enhancement*; *died*, not *passed away*; *fired*, not *terminated*. Call things by their most common names.

JARGON

Avoid marketing lingo, institution-speak, or technical words, phrases, and idioms of a particular class, profession, or occupation. Their use tends to sound exclusive and can often alienate the reader.

NOT

‣ The biota exhibited a 100 percent mortality response.

INSTEAD

‣ The fish died.

When jargon is necessary, explain or define terms that will be difficult for most readers to understand.

PARALLELISM

Parallel structures require parallel forms.
For example, a numbered list should be given either in complete sentences or in sentence fragments, not a mixture of both.

‣ Two requirements must be met:
   1. At least a 3.50 grade point average in upper-division economics courses
   2. A research paper, written under the guidance of a faculty member, for 4 credits in Research (EC 401)

OR

‣ Fulfill two requirements:
   1. Attain a 3.50 grade point average or better in upper-division economics courses
   2. Write a research paper under the guidance of a faculty member for 4 credits in Research (EC 401)

PRONOUNS

Avoid the use of awkward or unpronounceable pronoun combinations.

‣ his or her [not *his/her*]

‣ him or her [not *him/her*]

‣ he or she [not *s/he*]

Another way of avoiding sexist pronouns is to use plural forms that refer to both men and women.

‣ Students may pick up their pay checks Monday morning.

Reflexive pronouns (*myself, ourselves, yourself, yourselves, himself, herself, itself, themselves*) refer to people or things already mentioned or implied in the same sentence.

‣ I took the photograph myself.

‣ Deliver it to the director yourself.

‣ Deliver it to the director herself or to me. [not *to the director or myself*]

‣ Call Ms. Allajian or me for more information. [not *Ms. Allajian or myself*]

‣ Either Dan or I can help you. [not *Dan or myself*]

AND NOT

‣ To extract a critical response from anyone such as myself involves a good deal of incentive.

WEBSITES AND URLS

Brevity and simplicity are best, so the preferred URL form is the shortest and simplest that works. Drop the *http://* and *www* if the reader can get to the URL without them. It may be necessary in some cases—to distinguish truncated URLs from apparently strangely punctuated typographical errors, for instance—to include the *http://* or *www*. In instances involving the listing of secure web-

sites, always include the *https://* prefix. Check that the URL works in web browsers as listed in your text document.

‣ The UO home page is at http://www.uoregon.edu/, but it is acceptable to list this URL as simply uoregon.edu, because it also works

‣ bit.ly/harvardluncheon works, but many readers may not recognize it as a URL unless you use the prefix, http://bit.ly/harvardluncheon

If possible, write a sentence or paragraph so that the URL is placed at the end of it. When it becomes necessary to break a URL over two lines, never end the first line with an interior period, which would falsely suggest to the reader the end of the URL and the sentence. Instead, end the URL on the first line without any punctuation and then continue it on the second line, starting with the period. In no case should you insert a hyphen into a URL where one does not already exist.

‣ This is an example of how to carry a long URL over two lines: uonews.uoregon.edu/archive/news-release/2010/12/three-uo-physicists-chosen-2010-aps-fellows

WORD CHOICE

Think of who will read your writing before using jargon, terms with special meaning, or unexplained abbreviations or acronyms. The general public or people in other fields may not understand them. Strive for simplicity and clarity.

Except for common Latin abbreviations such as *e.g.* or *i.e.*, spell out words or phrases before abbreviating them.

‣ grade point average (first use)
  GPA (subsequent uses)

‣ Graduate Record Examinations (first use)
  GRE (subsequent uses)

Avoid using *-wise* or *-wide* as a suffix.

‣ She gives fascinating lectures. [not *Lecturewise, she's a fascinating teacher.*]

‣ Distribute the fliers throughout the campus. [not *campuswide*)

Use nouns as nouns and verbs as verbs.

‣ That decision had an impact on my life. [not *That decision impacted my life.*]

‣ The subject code has been changed from ARE to AAD. [not *The subject code has transitioned from ARE to AAD.*]

In general, avoid adding *-ize* to a noun or adjective to create a verb.

‣ The plans will be completed [not *finalized*] by May 1.

Beware of overstatement and exaggeration.

The following is a standard list of copyediting marks taken from *The Chicago Manual of Style*, fifteenth edition. Editors make these marks, often in red, in the text of your original manuscript. The Design and Editing Services office supplies cards that show copyediting marks. To change other marks of punctuation, either cross out the wrong punctuation and write the correction beside it or alter the existing punctuation.

MARK	MEANING	MARK	MEANING
	insert in the text		remove an underline
	delete a punctuation, word, or letter		spell out abbrev. or number (set 1 hr. as one hour)
	delete and close up space		indicate a paragraph
	close up space		run in; no paragraph
	add a space		center
	transpose; change order the		superscript or subscript (πr^2 or $H_2 0$)
	move word or a phrase		comma
	set in lowercase letters (lowercase)		period or colon
	LOWERCASE a series of capital letters (lowercase)		double or single quotation marks or an apostrophe
	set in capitals (CAPITALS)		hyphen (first-class)
	set in small capitals (450 B.C.)		em dash (typewritten as two hyphens—without spaces)
	italics (*italics*)		en dash (1:00–3:00 P.M.)
	boldface (**boldface**)		

Use a red pencil for proofreading. Many proofreader's and copyediting marks are identical. Because a typesetter looks only for changes rather than reading the entire proof, you need to write proofreading corrections in the right or left margin next to the line of type to be corrected. Then draw a line from the marginal instruction to the place in the text needing correction. The other side of the copyediting-marks card, available from the Design and Editing Services office, shows proofreader's marks.

IN MARGIN	IN TEXT
a	insert word or letter
e	deletes, delete and
e	close up space
	close up sp ace
#	insert space
(eq) #	equalize space; make space between words or lines equal
(no)	begin new paragraph or continue last paragraph
] [ ] [	center
(fl)	flush left
(fr)	flush right
(tr)	reverse the order; transpose
{	ragged margin; don't justify lines
	move text down; move text up
	superscript 1 or subscript 2 (πr^2 or $H_2 0$)
(sp)	spell out (set 1 hr. as one hour)
(stet)	don't change; go back to the original
(lc)	change from Capital to lowercase letter (capital)

IN MARGIN	IN TEXT
(sc)	set in small capital letters (SMALL CAPITAL LETTERS)
(cap)	change from lowercase to capital (Capital)
(ital)	set in italic or slanted type (*italic*)
(rom)	set in *Roman* type (Roman)
(bf)	set in boldface type (**boldface**)
(wf)	wrong front or type style or size; set in correct type (correct type)
	insert comma
: .	insert period or colon
	insert double quotation marks (The Catbird Seat)
	insert single quotation mark or apostrophe (todays newspaper)
=	insert hyphen (first class)
/n	insert en dash (3-4 credits)
/m	insert em dash (required courses--stand-alones or clusters)
(set) ?	insert question mark (Who's on first)
=	insert equals sign (1+1-2)
(/) [/]	insert parentheses or square brackets

Several sources of information about the university are available and should be used to double check facts you cite in your text such as enrollment, number of faculty or staff members, size of the campus, budget figures, and historical information.

Verify official names of buildings and areas on campus. Make sure academic ranks and titles of personnel you name are accurate. Following are a few references and offices you can use as resources.

- The *University of Oregon Profile,* published each fall term by the Office of Budget and Resource Planning, contains statistics on enrollment, budget, and employment at the university: **brp.uoregon.edu/profile**.

- The *UO Catalog* is the official statement of the university about curriculum, graduation requirements, admission, tuition, building names and addresses, and faculty members, including emeriti: **uocatalog .uoregon.edu**.

- The *UO Telephone Directory* has current information about university employees except undergraduates. The directory is also published online: **directory.uoregon.edu/telecom/index.jsp**.

- The Office of Academic Affairs publishes the UO *Faculty Handbook* for academic and administrative employees except graduate teaching fellows: **academicaffairs.uoregon.edu/content/ faculty-handbook-2007-0**.

- The Office of the Registrar publishes the online Class Schedule, **classes.uoregon.edu**, and a comprehensive quarterly report about enrollment, **registrar .uoregon.edu/statistics**.

- Information about the campus, including buildings, grounds, and maintenance, is available from the Campus Planning and Real Estate office: **uplan.uoregon.edu**.

- Information about the Oregon University System can be obtained from the Office of the Chancellor: **www.ous.edu**.