

GUILFORD COLLEGE BRAND GUIDELINES

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ABOUT THIS DOCUMENT

The overall Guilford College visual brand strategy is governed by these guidelines. Its purpose is to provide direction, guidance and rules that best project and maintain this important identification platform. It also signals the fact that a branding program exists and that specific guidelines must be upheld in order for it to succeed. These new guidelines were established in June of 2013, but this is a living document and will be updated as needed.

This resource should be referred to whenever necessary and is shared with those at Guilford College who create, maintain or oversee branded materials. It is given to outside vendors who are responsible for crafting any materials that represent Guilford College.

While not every branding question or application situation can be addressed, many foreseeable communication needs are presented here for your reference. Follow these guidelines, and if you ever have questions about implementing the Guilford College visual brand, contact the Office of Marketing at 336.316.2071.

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OVERVIEW

GUILFORD COLLEGE BRAND ELEMENTS

This page gives an overview of the basic elements of the Guilford College brand identity. Think of them as the building blocks of the brand.

By consistently using these elements, we will help build a distinctive image that is memorable and unique and sets Guilford apart from the competition, while providing a recognizable “face” to the College, its students, staff, faculty, and alumni.

TRADEMARK

The official Guilford College marks are registered with the U.S. Patent & Trademark Office and protected against unauthorized uses.

The Guilford logo must have the registration mark added to it when it is reproduced on a commercial product. The registration mark is not necessary on letterhead and other official College stationery.

Since the logo is a registered trademark, items designed for sale must be submitted to the Office of Communication and Marketing for licensing approval. Anyone with a question about application of this policy should contact the Office of Marketing at 336.316.2071.

LOGO SYSTEM
SIGNATURE
PAGE 4

LOGO SYSTEM
FULL EMBLEM
PAGE 4

GUILFORD
COLLEGE



COLOR PALETTE
PRIMARY & SECONDARY
PAGE 15



TYPOGRAPHY
PRIMARY TYPEFACES
PAGE 17

FLAMA CONDENSED

ABCDEFGHIJKLMNOPQRSTUVWXYZ 0123456789

Apex Serif

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

Flama

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

POSITIONING/MESSAGING
PAGE 20

WE ARE DESTINED TO CHANGE THE WORLD.
WE ARE GUILFORD.

LOGO SYSTEM

THE LOGO COMPONENTS

The logo system is the defining feature of an identity that people most closely relate to when they think of any organization. Ours is a symbol of who we are and what we do. Therefore, it is imperative that every instance of the Guilford logo accurately and consistently depicts that image and careful attention is paid to its application.

THE SIGNATURES

The Guilford College and Guilford College Continuing Education signatures have been created with custom letterforms and subtle line-art depth (modern drop shadow). The logotype should never be recreated or substituted. Only the original files of the logo provided by Guilford College should be used.

The primary version of the signatures are 3 color, but there are also 2 color and 1 color versions, as well as versions for when artwork is used at very small sizes. (This smaller version does not include the modern drop shadow as it will not reproduce well when scaled too small.)

THE EMBLEM

The emblem was developed as a complementary logomark to the signatures. It employs the tree mark from the legacy brand (former logo system) as well as the year the College was founded. The full version, for larger applications, also includes the Quaker-based core values. The mini version should be used when needed at small sizes, i.e. when the core value text becomes unreadable.

THE SIGNATURE
STANDARD
SMALLER (NO SHADOW)

GUILFORD
COLLEGE

GUILFORD
COLLEGE

THE EMBLEM
FULL (WITH CORE VALUES)
MINI



CCE SIGNATURE
STANDARD
SMALLER (NO SHADOW)

GUILFORD
COLLEGE

GUILFORD
COLLEGE

CENTER *for* CONTINUING EDUCATION

CENTER *for* CONTINUING EDUCATION

LOGO SYSTEM

SPECIALTY / "OFFICE OF" LOGOS

The logo system also includes signature marks combined with specific departments, offices, or buildings. Centers, departments, programs, and main offices may choose to co-brand with the Guilford wordmark. Centers, programs, and main offices at Guilford —unlike clubs, classes, courses, and initiatives, have more flexibility in their identities and are allowed to have a co-branded logo.

SPECIFICATIONS

To create a new specialty logo, contact the Office of Communications and Marketing. For shorter titles, such as Hege Library, you may need to make the type slightly larger in order to achieve balance with the Guilford College wordmark. The text below should always be secondary to Guilford College, but still have enough weight to feel harmonious with the signature. The width of the additional text should be greater than "College" but not as wide as "Guilford."

Only "small words" (prepositions) should be typeset in Apex Italic, such as: the, of, for, and, in, on.

SPECIALTY LOGOS - EXAMPLES

GUILFORD
COLLEGE
OFFICE of ADMISSION

GUILFORD
COLLEGE
OFFICE of *the* PRESIDENT

GUILFORD
COLLEGE
STUDY ABROAD PROGRAM

GUILFORD
COLLEGE
HEGE LIBRARY

SPECIFICATIONS

wordmark:
0.585 inches height

above rule: 0.15 inches
below rule: 0.15 inches

GUILFORD
COLLEGE

OFFICE of ADMISSION

< rule:
0.5 pt PMS 187
2.5 inches width

lowercase type: 13 pt ApexSerif Medium Italic
all cap type: 15.5 pt Flama Condensed Basic, 35 letterspacing

LOGO SYSTEM

THE SIGNATURE CLEAR SPACE AND MINIMUM SIZE

CLEAR SPACE

The clear space around all sides of the signature is a minimum of a quarter inch.

When using the signature at very large sizes (on a poster or banner, for example), increase the amount of required clear space proportionately.

MINIMUM SIZES

For the Guilford College signature to have impact in print and online, it must be seen and recognized. To ensure a reliable visual standard, these minimum sizes have been established.

Ideally, the signature is shown at approximately 2 inches in width. When you need to use it smaller, the version with the shadow can be scaled down to 1.75 inches. If needed smaller, use the non-shadow version instead, the minimum size for that artwork is 1.25 inches. Note that the Continuing Education signature should not be used smaller than 1.35 inches in width.

CLEAR SPACE 0.25 INCH ON ALL SIDES



2.15 INCHES IN WIDTH

MINIMUM SIZES

GUILFORD
COLLEGE

1.75 INCHES IN WIDTH

GUILFORD
COLLEGE

1.25 INCHES IN WIDTH

GUILFORD
COLLEGE

CENTER *for* CONTINUING EDUCATION

1.75 INCHES IN WIDTH

GUILFORD
COLLEGE

CENTER *for* CONTINUING EDUCATION

1.35 INCHES IN WIDTH

LOGO SYSTEM

THE SIGNATURE
COLOR VARIATIONS & BACKGROUNDS

The signature has been created in a variety of color combinations for different uses.

3-COLOR SIGNATURE
PMS 187, 7532, 7501

GUILFORD
COLLEGE

2-COLOR SIGNATURE
PMS 187, 7532

GUILFORD
COLLEGE

1-COLOR SIGNATURE
WITH SHADOW
PMS 187
PMS 7532

GUILFORD
COLLEGE

GUILFORD
COLLEGE

1-COLOR SIGNATURE
WITH SHADOW
REVERSED / WHITE

GUILFORD
COLLEGE

LOGO SYSTEM

THE SIGNATURE UNACCEPTABLE USAGE

The signature should never be stretched or distorted in any way. It should always be used in the exact proportions in which it was created.

Generally, the signature should not be enclosed or encased in any object, including circles or squares. The exception to this rule occurs when the logo is being used in conjunction with a pattern, or when it needs to stand off of a background, such as the masthead of the website.

The signature should never be placed over top of a pattern if it is too low contrast with the background, as it may reduce readability. In this instance, the logo may be placed on top of a shape or crest to preserve the readability.

Always use the signature in its entirety; do not use either word without the other. Do not change the proportions between the two words.

The signature should always be aligned along a horizontal axis, never angled or skewed.

The signature should never be used as a noun or subject on a heading, subheading or sentence.

The signature should not be screened back and used as texture in a background, nor should it bleed off the edge of a page.

CORRECT

GUILFORD
COLLEGE

INCORRECT



LOGO SYSTEM

THE EMBLEM FULL & MINI VERSIONS

Whenever possible, use the full emblem, as it includes the core values which are so closely tied to our positioning. If the emblem is being produced at a size where those principles become unreadable, switch to the mini-version.

MINIMUM SIZES

Minimum size for the full emblem is 1.25 inches in diameter.

Minimum size for the mini emblem is 0.825 inches in diameter.

These minimum sizes may vary a bit depending on the printing technique or substrate you are printing on. For instance, if you are screen printing the emblem onto fabric, you will want to use the emblem much larger to ensure readability (4 inches is ideal).

SEAL

The emblem does not replace –and should not be substituted for – the official Guilford College Seal. The College Seal is used to prove authenticity on Guilford documents. It is exclusively reserved for official documents such as Guilford College diplomas, commencement documents, transcripts, certificates, College catalog, formal letters and invitations. The Guilford seal may not be used without approval from the Office of Marketing. *See Appendix A.*

FULL EMBLEM WITH CORE VALUES



1.25 INCHES IN WIDTH
MINIMUM SIZE

MINI EMBLEM FOR SMALLER SIZES



0.825 INCHES IN WIDTH
MINIMUM SIZE

LOGO SYSTEM

THE EMBLEM COLOR VARIATIONS & USAGE

The emblem can be used in any of the Guilford primary or secondary colors. It can also be used in either black or white, overprinting or knocking out of a background color.

The emblems are always 1-color.

USAGE

The emblem can be used in creative ways, especially when the piece also has the signature mark on it, and the emblem is the second brand mark. It can be a “watermark”, or used more texturally. It can bleed off an edge or be tilted at a slight angle.

It can also be used lower contrast, especially at larger sizes. The emblem has a traditional collegiate seal appearance, but can be used in a more creative ways to keep it modern and youthful. Design samples showing this usage are included at the end of this document.

1-COLOR FULL EMBLEM PMS 187 PMS 7532 PMS 7530



1-COLOR MINI EMBLEM PMS 187 PMS 7532 PMS 7530



1-COLOR EMBLEMS WHITE



LOGO SYSTEM

THE EMBLEM UNACCEPTABLE USAGE

The emblem should never be stretched or distorted in any way. It should always be used in the exact proportions in which it was created.

The emblem should not be encased in another shape.

The emblem can be used over color, images, or subtle patterns/textures, just be sure that it maintains readability. It can be low contrast, or used like a 'watermark', but should not lose readability altogether.

Do not use text over the top of the emblem, as both the emblem and the copy are too difficult to read.

The emblem should always be 1-color; do not selectively change color to elements within the emblem.

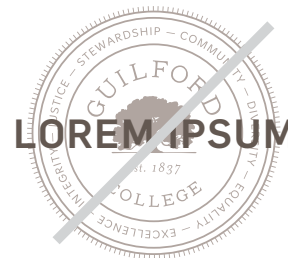
Always use the emblem in its entirety; do not use part of the artwork or remove any of the elements making up the full or mini emblem. Do not extract just the tree from the logo and use it on its own.

The emblem can be used at a slight angle, but do not rotate it more than 25 degrees in either direction.

CORRECT



INCORRECT



LOGO SYSTEM

USAGE OF SIGNATURE & EMBLEM TOGETHER

The logotype and the emblem can be used together on any marketing piece, but should not be stacked or placed next to each other, since that would be repetitive and the proportions might appear awkward. The logotype should generally be on every piece as the consistent brand mark, and the emblem can be used more liberally and in different applications, such as overlaid on a pattern or image.

The emblem can be used in ways that the logotype cannot. For instance, you could bleed the emblem, you can tilt it, and use it as a layered effect over images (multiplied or with some transparencies).

INCORRECT:
DO NOT STACK OR USE SIGNATURE
AND EMBLEM SIDE BY SIDE

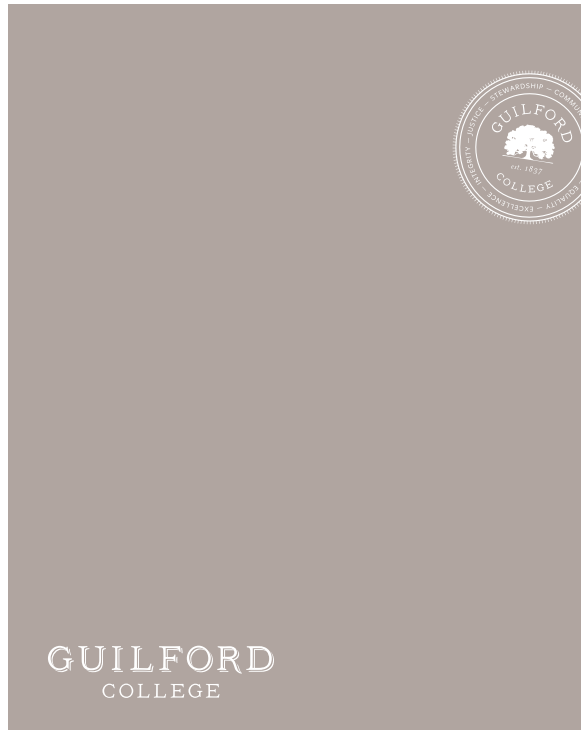


LOGO SYSTEM

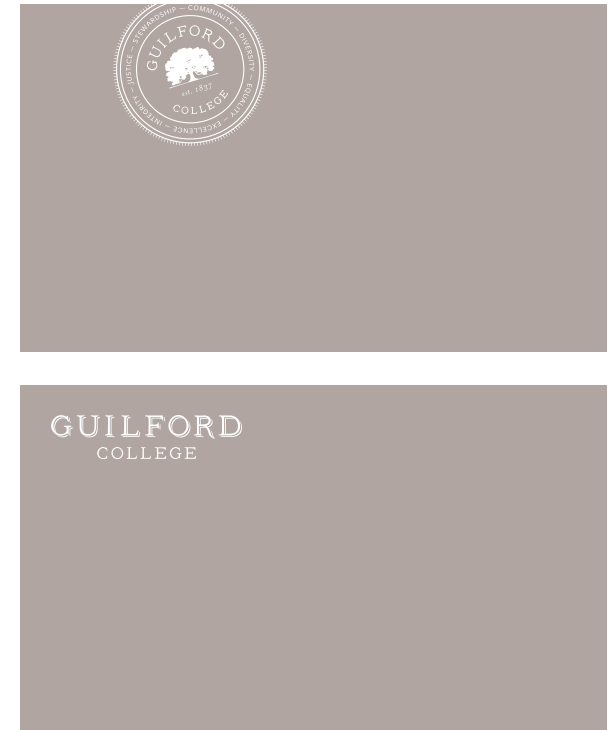
USAGE OF SIGNATURE & EMBLEM TOGETHER

Generally, every marketing piece will have the signature. The emblem can be added as well, as a separate element on the piece, not stacked or next to the signature, but with its own clear space on another area of the printed piece.

CORRECT:
USE THE SIGNATURE AND EMBLEM
ON THE SAME PRINTED PIECE, AS
TWO SEPARATE ELEMENTS



BROCHURE COVER



POSTCARD FRONT & BACK

LOGO SYSTEM

ANNUAL FUNDS LOGOS & PROGRAMS

Logomarks are also available for Advancement communications including: Annual Funds (“parent logo” for all giving programs), GOLD (Graduates of the Last Decade), and President’s Club. These programs have designated colors within the overall palette and can be used in tandem with the College logomark. Be sure to give each logomark its own clear space if you use them on the same piece.

The GOLD logomark includes 2 versions: with and without the full name of the program. When introducing the program, use the full name version; once your audience is familiar with the program or already participating, you can use the abbreviated version, or interchange them as necessary.

The President’s Club color palette includes PMS 877 Silver (metallic), which is not in the Guilford palette (see next section, Color) but can be used for special printed invitations or appeal letters. Metallic ink works best on smooth paper stock and requires a bit of extra time for the ink to dry. For large areas of solid metallic silver, it is also recommended to use a clear varnish or aqueous coating to seal the ink.

ANNUAL FUNDS LOGO & COLOR PALETTE



GOLD PROGRAM LOGOS & COLOR PALETTE



PRESIDENT'S CLUB LOGO & COLOR PALETTE



COLOR

PRIMARY, SECONDARY & ACCENT COLOR PALETTE

Color plays an important role within the Guilford College visual identity. It is representative of the school's history as well the vibrant, dynamic energy seen and felt on campus every day. It is classified in three different segments: Primary, Secondary and Accent. Generally speaking, primary colors will be used the most, then secondary. Accent colors are utilized for pops of color and calling attention to specific elements.

REPRODUCING THE COLORS

PMS (Pantone Matching System) colors are printed with the most accuracy and consistency, and should be used whenever possible. The primary colors, especially PMS 187 (Guilford Maroon), are the most important to print with the same rich density and accuracy every time. CMYK, or Cyan, Magenta, Yellow, and Black, are used in combination to create every color in the spectrum (an alternative to using PMS or spot colors). The color palette can be converted to CMYK equivalents when printing 4 color process instead of flat colors. RGB, or Red, Green, and blue are specifically for on-screen usage.

PRIMARY COLORS



PMS 187 U / 187 C
CMYK 27-100-75-23
RGB 152-27-54
HEX# 981b36



PMS 7501 U / 7501 C
CMYK 17-22-50-0
RGB 213-190-140
HEX# d5be8c



PMS 7532 U / 7532 C
CMYK 56-56-60-30
RGB 99-88-81
HEX# 635851

SECONDARY COLORS



PMS WARM RED U/C
CMYK 0-90-100-0
RGB 239-65-35
HEX# ef4123



PMS 7530 U / 7530 C
CMYK 32-32-33-0
RGB 176-165-160
HEX# b2a5a0



PMS 630 U / 630 C
CMYK 50-0-16-0
RGB 119-205-215
HEX# 77cdd7

ACCENT COLORS



PMS 2685 U / 2685 C
CMYK 83-94-0-0
RGB 84-57-150
HEX# 543996



PMS 3405 U / 3405 C
CMYK 100-0-78-0
RGB 0-167-112
HEX# 00a770



PMS 602 U / 602 C
CMYK 11-0-85-0
RGB 234-232-72
HEX# eae848

COLOR

COLOR USAGE
SAMPLE PALETTES

The color palette can be used in a variety of ways depending on the purpose of the printed or online communication.

CREATING PALETTES WITHIN SYSTEM

Utilize the primary colors for more straightforward or institutional communications. Add a secondary color or two for more vibrancy, if appropriate.

The sample palettes created to the right represent how you might select colors and use them for a particular audience or targeted campaign. The varying width of the color bars represents the proportion of color used on the piece.

The brighter red in combination with the Guilford Maroon gives it more 'punch' and feels more lively. Look for interesting combinations of the color palette, starting with a primary, and adding secondary/accent colors to bring the piece to life, giving it energy and memorability.

NOTE: These sample palettes are just examples, but not 'rules' by any means. The important point is to select colors that are audience-appropriate.

SAMPLE COLOR COMBINATIONS



APPROPRIATE PALETTE FOR:
CORRESPONDENCE FROM THE PRESIDENT
COLLATERAL FOR THE BOARD OF TRUSTEES
ADVANCEMENT APPEAL FOR OLDER ALUMNI



APPROPRIATE PALETTE FOR:
QUAKER CLUB CAMPAIGN
ALUMNI NEWSLETTER
CCE BROCHURE & AD CAMPAIGN



APPROPRIATE PALETTE FOR:
ADMISSION BROCHURE
PROSPECTIVE STUDENT E-BLAST
CORRESPONDENCE TO CURRENT STUDENTS

TYPOGRAPHY

PRIMARY TYPEFACES

Typography is an important aspect of the Guilford College brand. The consistent use of select fonts will, in time, create a welcome and familiar visual tone that is meant to enhance recognition.

PRIMARY TYPEFACES

The three main typefaces for Guilford College are: Flama Condensed, Apex Serif and Flama.

Flama Condensed is generally used as display type and is always all-cap. It should be used throughout the brand communications as title treatments, on posters, brochures, the website, and signage/banners. It is a confident, strong, condensed face that works well with bold statements and headlines. Depending on the size it is used at, choose between the Basic or Medium weight.

Apex Serif is used most often for body copy but is a very flexible typeface that can be used for a variety of purposes. It is a modern slab serif that is warm, approachable and youthful. It is a nice complement to Flama Condensed.

HEADLINES / TITLE TREATMENTS

FLAMA CONDENSED BASIC

ABCDEFGHIJKLMNOPQRSTUVWXYZ 0123456789

FLAMA CONDENSED MEDIUM

ABCDEFGHIJKLMNOPQRSTUVWXYZ 0123456789

BODY COPY / SUBHEADS

Apex Serif Book

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz 0123456789

Apex Serif Book Italic

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz 0123456789

Apex Serif Medium

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz 0123456789

Apex Serif Medium Italic

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz 0123456789

Apex Serif Bold

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz 0123456789

Apex Serif Bold Italic

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz 0123456789

TYPOGRAPHY

PRIMARY TYPEFACES (CONTINUED)

Flama is the non-condensed version within the typeface family and is also quite flexible in its potential usage. It works well at rather small sizes because of its clean lines and simple letterforms.

The primary typefaces are available for license at: www.vllg.com.

SECONDARY BODY / CALL-OUTS / CAPTIONS

Flama Book

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz 0123456789

Flama Book Italic

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz 0123456789

Flama Semibold

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz 0123456789

Flama Semibold Italic

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz 0123456789

TYPOGRAPHY

REPLACEMENT TYPEFACES

In certain situations, it may not be possible to use the primary typefaces. These instances may include letterhead, website and other applications that rely on equipment which only have system fonts installed.

PREFERRED

The website uses Google Fonts that are readable on all machines for a consistent type style that very closely matches the primary typefaces.

Google Fonts are web-friendly, open source, and free to download at:

<http://www.google.com/fonts/>

The fonts can be downloaded and installed on your local hard drive to be used for either print or online communications.

SYSTEM FONTS

If you are creating a document and *only* system fonts are available to you, use these recommended typefaces in place of Flama & Apex Serif.

REPLACEMENT TYPEFACES — PREFERRED

FJALLA ONE (IN PLACE OF FLAMA CONDENSED) ABCDEFGHIJKLMNOPQRSTUVWXYZ 0123456789

Roboto Slab Regular, **Bold** (in place of Apex Serif)

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz 0123456789

Roboto Regular, *Italic*, **Bold**, **Bold Italic** (in place of Flama)

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz 0123456789

REPLACEMENT TYPEFACES — SYSTEM FONTS

TAHOMA REGULAR (IN PLACE OF FLAMA CONDENSED) ABCDEFGHIJKLMNOPQRSTUVWXYZ 0123456789

Cambria Regular, *Italic*, **Bold**, **Bold Italic** (in place of Apex Serif)

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz 0123456789

Calibri Regular, *Italic*, **Bold**, **Bold Italic** (in place of Flama)

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz 0123456789

POSITIONING

WHO WE ARE STATEMENT

This is the approved positioning statement for Guilford College. When used, it should be used in its entirety, particularly for highly-viewed marketing vehicles (such as the website) and on any materials distributed to potential donors.

WHO WE ARE

Guilford College is a liberal arts school in Greensboro, North Carolina providing tomorrow's leaders with the innovative problem-solving skills, experiences, and global perspectives to actively create change in the world. We are guided by our Quaker heritage, instilling in all of us: community, equality, integrity, peace and simplicity.

POSITIONING

MESSAGING

THE FOUR PILLARS

These four pillars were developed to represent main characteristics of Guilford College that make it unique and appealing. The messaging can be used directly, or you can use it as a springboard to create more targeted/specific content relative to your individual project.

This language can be applied to many different aspects or story lines about Guilford.

For example:

Pillar #1: personal transformation, January Term, Study Abroad program, diversity initiatives, student leadership, inclusive multicultural community, student-centered learning

Pillar #2: stewardship/sustainability initiatives, circular instead of row classes, equality among classmates/staff/faculty, social justice focus and programming, passionate and engaged alumni, consensus & student inclusion in decision-making

Pillar #3: experienced-based learning, PPS-driven alumni success stories, Community Senate, commitment to peaceful resolution of conflicts, students held to a high level of academic/ethical standards

Pillar #4: CCE staff, diverse opportunities for participation and leadership development, 1-on-1 interaction between students & faculty, small class size, Campus Activities Board, Inter-Club Council

#1: FIND YOURSELF

While the past may have helped to shape who you are now, at Guilford you can define who you want to be. Our entire faculty is committed to your growth and encouraging you to find the fire that will fuel your education. Join a club or start your own. Explore the world abroad for a month or a year. Be part of a community that accepts you for being you. Come to a place where your voice will be heard. Discover your own path forward. Find yourself at Guilford.

#2: THE VALUE OF VALUES

In a world that is increasingly smaller and more transparent, we believe that genuine honesty and the core values of our Quaker heritage are vital to success. After you graduate, the ability to prosper in difficult situations, while maintaining a positive and open-minded perspective, is a lifelong benefit of your Guilford education. We are here to help you become an ethical leader who values equality, acts with integrity and is committed to the world's collective future.

#3: TRUTH IN LEARNING

We take great pride in fostering your intellectual curiosity with programs designed to focus on some of the world's greatest problems that matter the most to you. Whatever your interest, our Principled Problem Solving approach can afford you the skills and resources necessary to truly understand the issues from a global perspective. If your desire is to participate in truth seeking, start here.

#4: THINKERS INTO LEADERS

Taking your goals seriously and actively mapping how to achieve them is our priority. We challenge our students to think beyond the expected and aim higher. Nothing is impossible and no dream too audacious. The difference at Guilford is that we are excited to act on your interests and encourage the personal exploration of knowledge with meaningful, real world experiences. Our passion is to help our students find theirs.

POSITIONING

MESSAGING (CONTINUED)

Core messaging statements have been developed for two purposes.

“WE ARE” STATEMENTS

The “We Are” statements are for positioning purposes and work well for ad campaigns, investor/donor materials, the website, etc – any branded piece that is representative of Guilford College. This applies to a very broad audience.

These statements end with “We are Guilford.”

“YOU ARE” STATEMENTS

The “You Are” statements are for recruiting students, both traditional and CCE. They are meant to identify and appeal to the ‘ideal’ Guilford student, who:

- + Wants to be challenged without competition.
- + Is “plugged in” and ready to engage.
- + Wants a smaller, intimate setting.
- + Cherishes self-expression, curiosity and character.
- + Explores counter-culture.
- + Is a lifelong learner and question-asker.

These statements end with an aspirational call to action.

“WE ARE” STATEMENTS — EXAMPLES

**WE ARE RISK TAKERS.
WE ARE INDEPENDENT THINKERS.
WE ARE BOLD LEADERS.**

**WE ARE DESTINED TO CHANGE THE WORLD.
WE ARE GUILFORD.**

**WE ARE READY FOR ANY CHALLENGE.
WE ARE COMMUNITY-FOCUSED.
WE ARE THE LEADERS OF TOMORROW.**

**WE ARE DESTINED TO CHANGE THE WORLD.
WE ARE GUILFORD.**

“YOU ARE” STATEMENTS — EXAMPLES (TRADITIONAL)

**YOU ARE AN EXPLORER.
YOU ARE A WORLD CITIZEN.
YOU ARE READY FOR YOUR NEXT ADVENTURE.
FIND YOURSELF AT GUILFORD.**

**YOU ARE A PROBLEM SOLVER.
YOU CRAVE A CHALLENGE.
YOU WANT TO FIND YOUR PURPOSE IN LIFE.
YOU BELONG AT GUILFORD.**

“YOU ARE” STATEMENTS — EXAMPLES (CCE)

**YOU ARE AT A CROSSROADS.
YOU ARE READY FOR A CHALLENGE.
YOU ARE HERE: THE NEXT CHAPTER OF YOUR LIFE.
MOVE FORWARD WITH GUILFORD.**

**YOU NEED THE TOOLS TO SUCCEED.
YOU CAN SEE THE PATH AHEAD.
YOU ARE HERE: THE NEXT CHAPTER OF YOUR LIFE.
MOVE FORWARD WITH GUILFORD.**

POSITIONING

CONTENT & TONE OF VOICE

When creating new copy for the website or any printed collateral, keep these things in mind, just as general rules for writing style. Consistent copy standards lend credibility and consistency to the voice of Guilford College.

Anytime you're creating new content, the most important thing to remember: consider your audience. What's important to them? How would they describe it, in language and tone of voice? Always put yourself in the mind of your audience and try to craft content that is audience-appropriate. For instance, talking to the potential subscribers to the Bryan Series would "sound" a lot different than copy written for potential traditional students.

CREATING NEW CONTENT

SPEAK IN FIRST PERSON

Speaking in first person gives the reader the sense that you're united as a community, which is highly reflective of the inclusive spirit at Guilford College. Use we or us, not they or them.

USE ACTIVE VOICE

Subject-verb sentences are easier for a reader to absorb. The sentences are punchy, direct and make it clear who's doing what. It's more confident and engaging than passive voice.

USE PRESENT TENSE

Present tense brings a sense of urgency and implies that things are happening on and around campus; the information is timely and relevant; every day is exciting and a new adventure.

BE CONVERSATIONAL IN TONE

Tone of voice should always be authentic and honest — representative of our Quaker history. It is confident, yet humble. We are proud of who we are, but always with an approachable, genuine tone of voice.

EDITORIAL STYLE

GUILFORD-SPECIFIC GUIDELINES

These style guidelines should be applied to all editorial copy produced or edited by the College. For specific questions on written communications for Guilford, please contact: Robert Bell bellrw@guilford.edu.

Courtesy titles: In accordance with Quaker traditions, courtesy titles (i.e., Mr., Mrs., Dr.) are not used.

Professional titles: In most instances, titles should follow the name. *Jane Smith, Professor of Biology, is leading the panel discussion.*

Alumni and student class names and years: When referencing a Guilford student or alum, the name must be followed by the appropriate class year. A comma does not follow the name, and the apostrophe must face outward: *Jane Smith '01*. When referencing current students, the same style should be applied.

College: When referring to Guilford, capitalize College. *The College will hold Commencement on May 8.* When using the phrase “the College” within text to refer to another institution or to college in general, college is lowercase. *The student transferred from another college.*

First-year: Hyphenate references to first-year students. The exception is when referring to the First Year Center, First Year Program and First Year Experience. The College does not use the designation of freshman.

Fundraising: Do not hyphenate the word fundraising.

Web addresses: A Web address is not underlined unless it is a hyperlink within electronic text or it contains a URL. Do not use www with the URL. *guilford.edu*.

Department and office names: When referring to an office or department as a proper name, the reference should appropriately begin with “Department of” or “Office of.” Examples are:

+ Proper names: Center for Continuing Education, Department of Foreign Languages, Office of Admission, Office of the President, Multicultural Resource Center, The Learning Commons.

+ Certificates, headers for letterhead, business cards or address listings should refer to the proper name.

+ Second references within text, such as “the center” or “the department,” should be lowercase.

Majors: In general, majors should be capitalized. *She is a Business Management major. He changed his major from Philosophy to German. A workshop for English majors will be held Feb. 2. He is Professor of Religious Studies.*

Guilford: After the first reference to “Guilford College” in a text document, all subsequent references should be simply “Guilford” or “the College.”

Campus organizations: All references to the proper name of a campus program, club or organization should be capitalized. Examples: *the Honors Program, the First Year Program, Biohazard.*

Course titles: In text, should be capitalized without quotation marks only when using the full, formal title. Partial or informal references to courses should be lowercase. (Examples: Human Biology, Introduction to Poetry, Comparative Politics)

Building and facility titles: On first reference in text, use complete title of a building, room or other facility. Capitalize names of specially designated rooms. *Leak Room, King Hall Room 126.*

Class Years: Where possible, students and Alumni should have their class year listed after the first reference to their name in an article (not necessarily in article titles). The apostrophe curves toward the class year. *Karen Martin '16, Donna Rasmussen '04.* Masters Graduates would include ‘MS or MBA [class year]’ after the graduation year (if applicable). Alumni names and class years are bold whenever possible.

Hunter Neal '22, MS '23

Core Values: When referencing the College’s Core Values within text, the “C” & “V” should be capitalized. *The College has seven Core Values.*

Campuswide is one word, no hyphen.

Adviser per AP style.

EDITORIAL STYLE

WRITING STYLE GUIDELINES

Guilford draws its style guidelines from *The Associated Press Stylebook*. For those who are unfamiliar with this guidebook, here are some common style points.

Century: Should be written lowercase, with numbers less than 10 spelled out (Example: *the sixth century; the 20th century*), unless part of a formal title.

Colon: Capitalize the first word after a colon only if it starts a complete sentence or is a proper noun.

+ Colons go outside quotation marks unless they are part of the quotation itself.

+ Use a colon to introduce longer quotations within a paragraph and to end a paragraph that introduces a paragraph of quoted material.

Commas: In a simple series, use commas to separate elements, but do not put a comma before the conjunction. *I had tea, cakes and bread for a snack.* However, put a comma before the concluding conjunction if an element of the series needs a conjunction. *I had tea, cakes, and bread and butter for a snack.* Also use a comma before the final conjunction in a complex series of phrases.

+ Use a comma to separate adjectives that are equal in rank. Adjectives are equal if the comma could be replaced by “and” without changing the sense of the phrase. Example: *a dark, dangerous street.*

+ Use a comma to introduce a one-sentence, complete quotation in a paragraph. Do not use a comma before an indirect or partial quote.

+ Commas are used to separate names of cities and names of states or nations. *The group traveled from London, England, to Edinburgh, Scotland.*

+ A comma is always used after a state name or nation unless it concludes the sentence.

+ Commas are always placed inside quotation marks.

+ Do not use commas to set off an essential phrase in a sentence. An essential phrase is needed to specify what the author had in mind. *Novelist Jane Doe is coming to campus next week for a reading.* No comma is used because there are many novelists; without the name, the reader would not know which is meant.

+ Use commas to set off a nonessential phrase in a sentence. A nonessential phrase provides additional information to the reader, but the reader would not be misled without it. *The writer who came to Guilford last week, Jane Doe, has another book coming out soon.* The name of the writer is informative, but its absence would not change the meaning of the sentence.

+ Use commas to set off an individual’s hometown and/or age when they are set in apposition to the individual’s name. *Jane Jones, 34, wrote the novel. Miles Richards, of Bridgewater, Va., was her editor.*

Composition Titles: Apply the guidelines listed here to book titles, movie titles, opera titles, play titles, song titles, television program titles, and the titles of lectures, speeches and works of art.

+ Titles and subtitles of published books, pamphlets,

proceedings and collections, periodicals and newspapers and section of newspapers published separately (*New York Times Book Review*) are set in italics. Such titles issued in microfilm are also italicized.

+ Titles of articles and features in periodicals and newspapers, chapter titles and part titles, titles of short stories, essays and individual selections in books are enclosed in quotation marks. “A Defense of Shelley’s Poetry,” by Kathleen Raine in the *Southern Review*.

+ Titles of movies, plays, songs, television programs and most other compositions are enclosed in quotation marks and not italicized.

+ Capitalize the principal words, including conjunctions of four or more letters and prepositions.

+ Also capitalize words of fewer than four letters and articles (a, an, the) if they are the first or last words in a title. *For Whom the Bell Tolls, Of Mice and Men, Time After Time.*

Dates: Use Arabic figures, without nd, rd, st or th, within all text. *Sept. 22.* It is unnecessary to add the day of the week in most cases. *July 23 (not Saturday, July 23rd.)* See “Months.”

Dollars: Use figures and the \$ sign in all cases except casual references or amounts without a figure. For specified amounts, the word uses a singular verb. *She noted that \$1,000 is what they asked for.*

+ For amounts greater than \$1 million, use the \$ and up to two decimal places.

EDITORIAL STYLE

WRITING STYLE GUIDELINES (CONTINUED)

Hyphens: A compound modifier is two or more words that express one concept. When a compound modifier precedes a noun, hyphens should be used to connect all the words in the compound, except the word *very* and adverbs that end in *-ly*. Examples: *a first-quarter touchdown, a full-time job, reddish-brown hair; an easily forgotten time.*

+ Many modifiers that are hyphenated before a noun are not hyphenated when they come after a noun. *The team scored in the first quarter. She works full time.*

+ When a modifier that would be hyphenated before a noun comes after a form of the verb to be, the hyphen is usually retained. *The man is well-known. The woman is quick-witted. The children are soft-spoken.*

+ When hyphenation is used in a title, do not capitalize the second word. *Human Rights: Global and Cross-cultural Perspectives*

Months: Capitalize the names of months in all uses. When a month is used with a specific date, abbreviate only Jan., Feb., Aug., Sept., Oct., Nov. and Dec. Spell out when using alone or with a year alone. When a phrase lists only a month and a year, do not separate the year with commas. When a phrase refers to a month, day and year, set off the year with commas. *January 1972 was a cold month. Jan. 2 was the coldest day of the month. His birthday is May 8. Feb. 14, 1987, was the target date.*

Names: In general, use the last name only on second reference.

+ Do not use courtesy titles such as Mr., Mrs., Miss or

Ms. unless they are part of a direct quotation or are needed to differentiate between people who have the same last name.

+ Abbreviate Jr. and Sr. only with full names of persons. Do not precede by a comma. *Martin Luther King Jr.*

Numerals: Spell out whole numbers below 10 and use figures for 10 and above. *They had three sons and two daughters. They planted 12 trees last year. They had 10 dogs, six cats and 97 hamsters.*

+ Use figures for all ages, including those of animals and inanimate objects.

+ Spell out a numeral at the beginning of a sentence. If necessary recast the sentence. There is one exception – a numeral that identifies a calendar year.

Wrong: 493 students graduated from our high school.

Right: Last year 493 students graduated from our high school.

Right: 2001 was a tumultuous year.

Punctuation with Quotes: Use quotation marks to surround the exact words of a writer or speaker.

+ Running quotations: If a complete paragraph of quoted material is followed by a paragraph that continues the quotations, do not put close-quotes at the end of the first paragraph. Do put open-quotes at the start of the second paragraph, continuing in this way for succeeding paragraphs. Use close-quotes only at the end of the quoted material.

+ Use quotation marks to set off the first reference to a term that may be unfamiliar to the reader.

+ When using a partial quote, do not put quotation marks around words that the speaker could not have used.

+ When a quote is within a quote, alternate between double and single quotation marks.

Seasons: Seasons and derivatives (i.e., wintertime) are lowercase unless part of a formal name. Examples: *fall, winter, springtime, fall semester, spring semester 2004, Summer Olympics*

Semicolon: In general, use a semicolon to indicate a greater separation of thought than a comma, but less than that of a period. The basic guidelines:

+ Use semicolons to separate elements of a series when the individual segments contain material that needs to be set off by commas. *He leaves a son, John Smith of Chicago, Ill.; three daughters, Jane Smith of Wichita, Kan., Mary Smith of Denver, Colo., and Susan, wife of William Kingsbury of Boston, Mass.; and a sister, Martha, wife of Robert Warren of Omaha, Neb.* Note: the semicolon is used before the final “and” in such a series.

+ Use a semicolon when a coordinating conjunction such as *and, but or for* is not present. It must connect two complete sentences closely linked and can be replaced by a conjunction and comma. *The package was due last week; it arrived today.*

EDITORIAL STYLE

WRITING STYLE GUIDELINES (CONTINUED)

States: Spell out the names of the 50 U.S. states when they stand alone in text.

+ Use state abbreviations within text in conjunction with the name of a city, county, town, village or military base. The abbreviations are:

Ala. Ariz. Ark. Calif. Colo. Conn. Del. Fla. Ga. Ill. Ind. Kan. Ky. La. Md. Mass. Mich. Minn. Miss. Mo. Mont. Neb. Nev. N.H. N.J. N.M. N.Y. N.C. N.D. Okla. Ore. Pa. R.I. S.C. S.D. Tenn. Vt. Va. Wash. Va. Wis. Wyo.

The names of eight states are never abbreviated in text: Alaska, Hawaii, Idaho, Iowa, Maine, Ohio, Texas and Utah. Memory aid: Spell out the names of the two states that are not part of the contiguous United States and of the continental states that are five letters or fewer.

+ The preferred style is outlined above. The exception to this style is when the state name is used as a part of a mailing address. Any state abbreviation that appears on letterhead, envelopes, business cards or other pieces that will be processed by the U.S. Postal Service should reflect postal standards:

Alabama: AL; Alaska: AK; Arizona: AZ; Arkansas: AR; California: CA; Colorado: CO; Connecticut: CT; Delaware: DE; Florida: FL; Georgia: GA; Hawaii: HI; Idaho: ID; Illinois: IL; Indiana: IN; Iowa: IA; Kansas: KS; Kentucky: KY; Louisiana: LA; Maine: ME; Maryland: MD; Massachusetts: MA; Michigan: MI; Minnesota: MN; Mississippi: MS; Missouri: MO; Montana: MT; Nebraska: NE; Nevada: NV, New Hampshire: NH; New Jersey: NJ;

New Mexico: NM; New York: NY; North Carolina: NC;

North Dakota: ND; Ohio: OH; Oklahoma: OK; Oregon: OR; Pennsylvania: PA; Rhode Island: RI; South Carolina: SC; South Dakota: SD; Tennessee: TN; Texas: TX; Utah: UT; Vermont: VT; Virginia: VA; Washington: WA; West Virginia: WV; Wisconsin: WI; Wyoming: WY)

Times: Use figures except for noon and midnight. Capitalize “noon” and “midnight” only when they begin a sentence or are part of a proper name. *The basketball team held its annual ‘Midnight Madness’ event on Friday.* Never use “12 noon” or “12 midnight.”

+ Use a colon to separate hours from minutes only. Periods must be used when defining a.m. and p.m. Examples: *1 p.m., 11 a.m., 3:30 p.m.*

Titles of Individuals: Titles are always capitalized and spelled out. *The President issued a statement. The Pope gave his blessing.*

+ Titles are also capitalized and spelled out when they are set off by commas. *The Vice President, Nelson Rockefeller, declined to run again. Paul VI, the current Pope, does not plan to retire. John Smith, Professor of History, delivered his paper at the recent conference. Jane Smith, Vice President of Marketing, attended the conference as well.*

+ Capitalize a title when it precedes an individual’s name and is not set off by commas. *Vice President Jane Smith attended the conference as well.*

Web Terms: Capitalized: Web feed, Web page, the Web. Not capitalized: website, webmaster, webcam, webcast.

+ Email (with no hyphen).

+ Internet (considered to be a formal noun; always capitalized).

PRESS POLICIES

MEDIA POLICY & PRACTICES

The news media provide an important communication channel to the citizens of Greensboro, the region, state and nation. Public understanding and support of Guilford College's programs can be enhanced through the maintenance of good working relationships with the media and the provision of information in a cooperative, coordinated fashion. This policy pertains only to matters related to the College or that would affect the College. Also, persons related to the College should be clear that they are not representing the College when stating personal opinions.

Guilford's media policy and practices are based on a commitment to supplying information to which the media have a just and reasonable claim. Policies and practices take into account Guilford's status as a private higher education institution and federal laws governing the release of information. With that in mind, there may be limitations to protect the rights of students or employees.

CONTACT WITH THE MEDIA

1. It is expected that direct contact between the College and the media will be initiated by or through the Office of Marketing. Having a reliable one-stop shop fosters media confidence in the institution and ensures that the College speaks with "one voice," especially on sensitive issues.
2. Marketing staff is available to assist media with contacting other members of the College community. Contact Abby Langston (langstonah@guilford.edu) or Roger Degerman (degermanre@guilford.edu).
3. Student contact information will not be released by the Office of Marketing without permission of the student. In most cases, College staff will ask a student to return the media call. The College switchboard does not release student contact information.
4. Occasionally, there will be a need for media to contact a member of the administration, faculty or staff at home after regular business hours. The marketing staff will handle these requests with appropriate sensitivity.
5. In speaking with the media, an individual should answer a reporter's question as fully and openly as possible. If an individual is uncertain as to how much information should be provided, it is appropriate to redirect the inquiry to the next administrative level or to the Office of Marketing.

6. If a media representative requests a copy of an internal document that has not been publicly released, this request should be directed to the Office of Marketing.

7. When speaking with media representatives, consider the following tips:

- + When possible, prepare your message with three to five key points.
- + State important facts first. Be concise and avoid complex explanations. Electronic media are in search of "sound bites."
- + Tell the truth. Don't guess at the facts and don't exaggerate. If you cannot answer the question, give a reason and/or offer to obtain additional information.
- + Avoid saying "no comment." This gives the impression you have something to hide. Rather, say, "It would be inappropriate to comment or speculate on the matter."
- + Never make "off the record" comments. Assume that your entire conversation with the interviewer is on the record.
- + When communicating by email, be mindful of the difference in tone versus a conversation.

PRESS POLICIES

CRISIS COMMUNICATIONS

The College has established a separate Crisis Communications Policy that is part of the Emergency Operations Plan.

The senior director of communications and marketing is a member of the College's Crisis Management Leadership Team and is responsible for working with Public Safety, Facilities and Campus Services and other offices to assess the situation and prepare the College response(s).

The Office of Marketing coordinates release of all information to the media and other internal and external constituents in the event of a crisis or major emergency situation.

SOCIAL MEDIA

BEST PRACTICES & GUIDELINES

We want every department to actively engage with our community, students and global network. Social media is a free resource we can use to quickly share our efforts far and wide and provides a platform to build connections along the way. Social media can also be exciting – and at times seem overwhelming. As a college, everything we post reflects on the College – but does not necessarily represent the views of the entire school – and therefore we have a shared responsibility to use social media wisely. To help your team, department, or club use social media more effectively, here are the College’s tips, best practices and guidelines.

If you have any questions, please contact the Office of Marketing for guidance.

BRANDING ITEMS FOR PROFILES AND PAGES

- + Profile photo or logo
- + Cover photos (Facebook, Google+, Twitter)
- + Backgrounds, color palette (Twitter)
- + Messaging & voice

GETTING STARTED

If your academic or administrative department are currently using or plan to use social media please follow these guidelines.

- + Notify marketing of your efforts. Contact Roger Degerman, Vice President for Marketing at 336.316.2072 or degermanre@guilford.edu
 - + Institutional pages and profiles must identify a person responsible for content (i.e. department head).
 - + Pages and profiles must use webcomm@guilford.edu as the user email as a backup should administrators leave Guilford College.
 - + Remove dead profiles or pages that you do not plan to update any further and notify Marketing.
 - + For a consistent look and feel, Marketing can provide profile photos, logos and artwork to complete your profile.
- ### **CONTENT GUIDELINES**
- + Use the “College voice”, blog posts and long posts can be more formal, micro-blogging such as Twitter and Instagram can be shorter and more conversational.
 - + Frequency should be determined by the platform and relevance (preferably daily or weekly).
 - + Tone should be professional and in good taste.
 - + Remove defunct profiles or pages you do not plan to update further.

CONTENT TYPES TO CREATE OR COLLECT

- + Photos & videos
- + Text updates
- + Posts directed at specific people
- + Questions
- + How-tos
- + Reposts, relevant links

ENGAGE

- + Create conversations, don’t just post news.
- + Share, show thanks/engage with students, alumni, staff, teachers and community partners.
- + Create space for audience to communicate with each other (hashtags, etc).
- + Be kind, consistent, set rules.
- + Lead with questions, ask your audience to do things.

SOCIAL MEDIA

BEST PRACTICES & GUIDELINES (CONTINUED)

BEST PRACTICES

- + Review content for grammar/spelling before posting.
- + Link to Guilford pages when possible rather than external sources.
- + Strive for accuracy in information, especially as it relates to College facts & figures.
- + Make every effort to be consistent with Guilford's naming conventions or titles.
- + Monitor comments and respond in a timely manner (it is your responsibility to delete spam comments or block offensive comments).
- + Be polite and avoid over-reacting to critical comments. Engage with those users in a calm, constructive manner.
- + Under no circumstances should private or confidential information be posted through social media.
- + If a discussion occurs involving individuals in sensitive situations on a media site be sure those people cannot be identified.
- + Employees may not post content or conduct activity that fails to meet applicable state and federal laws.
- + For employee protection, it is critical that everyone abide by copyright laws (ensure you have permission to reproduce content owned by others).
- + If you ever have a question dealing with a difficult situation, contact Donna Rasmussen, Digital Communications Coordinator, at rasmussends@guilford.edu.

LISTEN & RESPOND

- + Make time to listen – students & alumni just want to be heard and social media is the perfect opportunity to engage with them.
- + Refine your efforts based on feedback.
- + Scale when needed (bring in more contributors).
- + Filter out what's not important.

CAMPAIGNS

- + Create & implement short-term campaigns.
- + Set goals. For example: awareness of new brand; increase attendance to specific event or game; acquire new followers, etc.
- + Promote: cross-promote social networks, share Web content, giveaways, sneak peeks, strategic partnerships with community partners.

MEASURE & SHARE SUCCESSES

- + Give numbers context (for example: increase/decrease from the previous year).
- + Give yourself enough time to track and share.
- + Track consistently: monthly in a spreadsheet, track spikes, and look for patterns.
- + Measure what's important ...
An awareness campaign might measure: press mentions, follower count, retweets, shares, comments per post, check-ins.

Student service campaigns might measure: feedback from current students or alumni.

ENCOURAGE DIGITAL TO REAL WORLD TIE-INS

- + Encourage tweets, Facebook/Foursquare check-ins on location.
- + Encourage Instagram users to post photos with hashtags.
- + Share updates, thereby creating a shared history for students and alumni not physically present.
- + During events or meetups, encourage post-meeting engagement through social outlets.
- + Via social media, encourage in-person meetups to reinforce habit of relationships existing outside of online environment.

CONTESTS

- + Try to have many winners, not just one (encourages more participation).
- + Strategically schedule to boost fan count (such as right before you hit 100, 500, 1000, etc).
- + Facebook has particular privacy laws and usage terms; it's typically easier to use 3rd party vendors.
- + Be creative, follow-up with winners, post winners and thank them – create buzz for the next contest.

SOCIAL MEDIA

BEST PRACTICES & GUIDELINES

BLOGGING BEST PRACTICES

- + Create big picture content schedule (monthly).
- + Create post-type schedule (weekly).
- + Write ahead of time, up to 3 weeks of canned content for stakeholders to review.
- + Schedule posts.
- + Have a viewpoint, show expertise.
- + List top 10 best posts, which quickly describes your blog and is an easy point of entry for new viewers.
- + Capture readers through subscription sign-up and engage often with these readers (they proactively showed interest in your content).
- + Promote posts via Twitter/Facebook.
- + Follow-up on comments; engagement through comments is one of the fastest way to grow readership and encourage return visits.

HASHTAGS

Any word preceded by the symbol # is called a hashtag. Hashtags are usually clickable and searchable and can be found on Twitter, Facebook, Google+, Instagram and Pinterest. Words that are tagged can be used to create conversations around an idea. We encourage you to use standard hashtags commonly used by Guilford College or create your own.

Preferred hashtags used by the College are:

#weareguilford

#goquakers

#guilfordgrads

The hashtag #weareguilford is generally used by current students. It shows our pride and unity, and ties into our positioning statement.

#goquakers is commonly used to support our athletic teams and school spirit.

Alumni typically use #guilfordgrads to tag a post or tweet.

For example:

Enjoyed a great day watching Guilford Soccer vs. Bay View! #goquakers!

Just saw the amazing new work in the main gallery at Hege - wow! #weareguilford

Can't wait for our mini-reunion this weekend.
#guilfordgrads

TIPS FOR CREATING YOUR OWN HASHTAGS

If you create your own, keep it short, concise and easy to remember. Microblogging services have short word counts and don't lend themselves to lengthy hashtags.

You can also use your own hashtag in combination with the preferred hashtags. For example: *Info session tonight for our adult degree program – visit guilford.edu #guilfordCCE #weareguilford*

IMAGERY

PHOTOGRAPHY STYLE & CONTENT

The Guilford image library was created to support the brand visuals with dynamic, colorful and engaging photography.

The library covers many aspects of the Guilford experience, such as:

- Campus Life
- Academics & Faculty
- Athletics, Teams & School Spirit
- Friendships & Fun
- Activities & Clubs

The images should be used to portray authenticity as well as reflect the Core Values.

Those interested in Marketing imagery can access photos through the Guilford College Hege Library database collection via Artstore at <https://library.artstor.org/#/>. On the left, select “Institutional Collections.” Feel free to explore – and know that what you’re looking for is likely to be found at the “Guilford College Campus Images” link. Once you open the page, you’ll see a few images and search options. **BE SURE TO CHECK** the “search within collection” box or you’ll be searching all of Artstore’s images instead of just Guilford’s. You should be able to enter a word, such as “CTIS,” and you’ll receive options. Click to download. If you’re on campus you should have full access; if you’re off campus it may make you ask for permission of Marketing, which we will automatically receive via email. We will respond to your request as quickly as we’re able.



IMAGERY

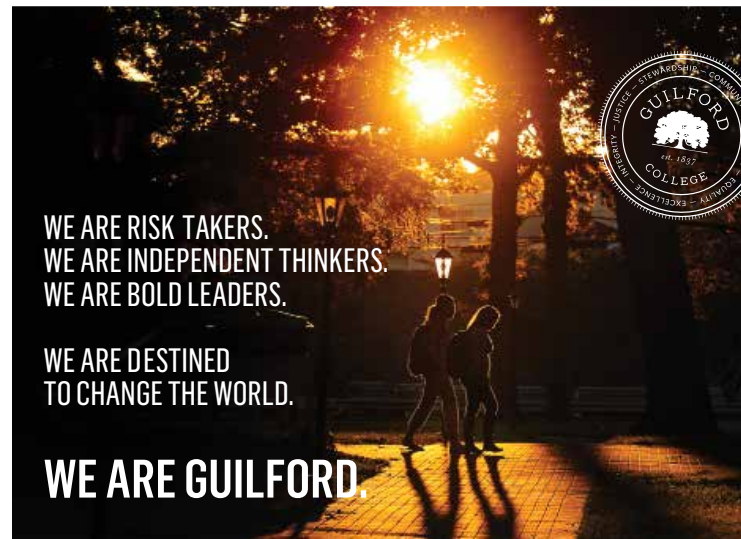
IMAGE USAGE

Whenever possible, use images large and full-bleed. This allows the photography to have a lot of impact and viewers can connect with the subjects of the image.

Photographs should generally be used in full color with rich saturation, particularly for campus shots and athletics. You can utilize image treatments in some cases, such as black & white or reduced saturation, particularly for social media (i.e. instagram filters & options).

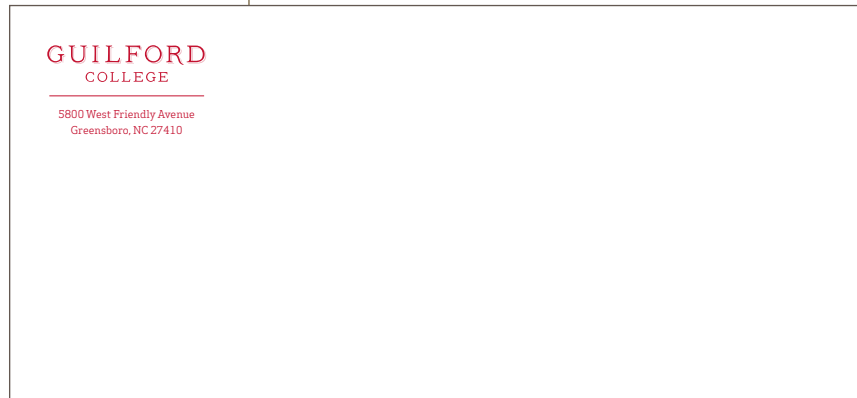
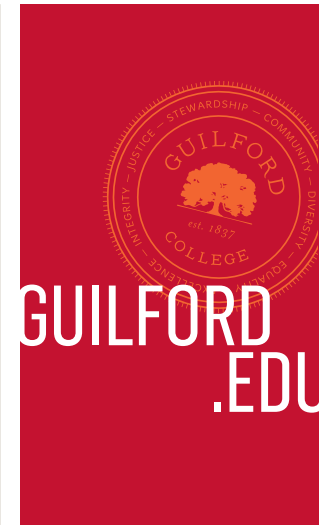
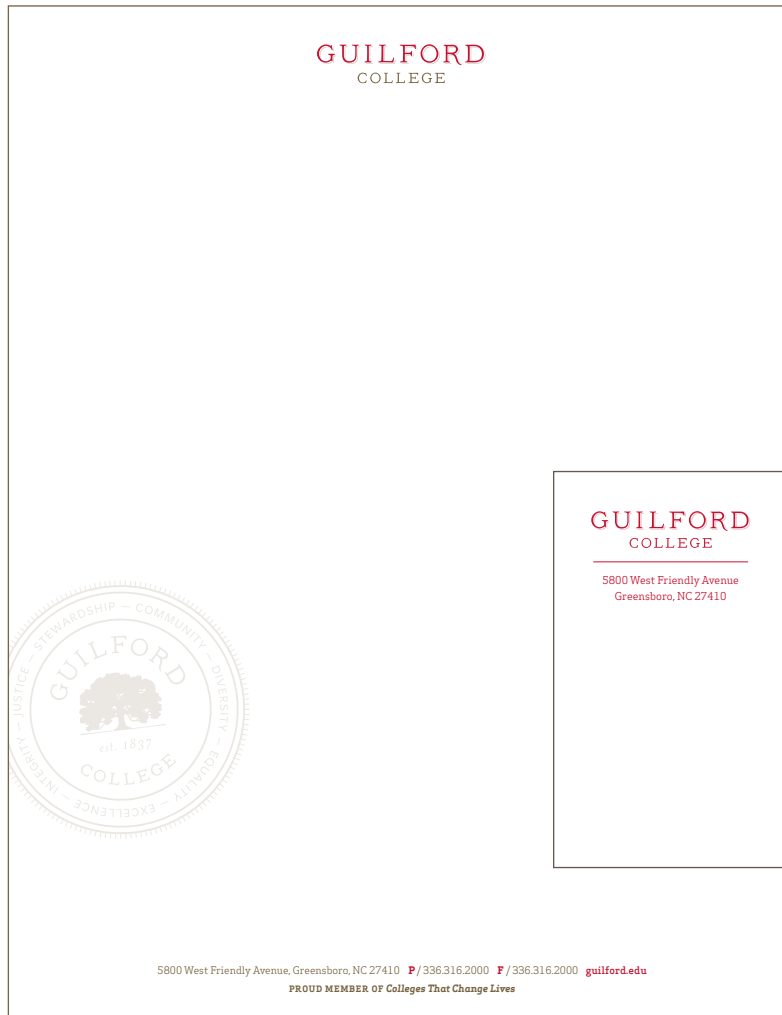
When overlaying type on an image, if there is not enough contrast, use a color block, multiplied with the background to create a type area with better contrast. Always use these type areas away from the central focal point of the photograph so that the image is the primary focus, and the type is supportive. The Flama Condensed all-cap headlines work well over images.

SAMPLE TYPE & IMAGE USAGE



DESIGN SAMPLES

STATIONERY & BUSINESS CARD



DESIGN SAMPLES

ADDRESS BLOCK EMAIL SIGNATURE

The address block for Guilford College uses 8pt Apex Serif Book, ideally in PMS 7532, but it can also print in Guilford Maroon (187) or black.

Phone (P) and Fax (F) are set in 8pt Apex Serif Bold, PMS 187.

Admission stationery should include the line “Proud Member of Colleges that Change Lives”, set in 6.75pt all-cap Apex Serif Bold for the “Proud Member of” and 7.75pt Apex Serif Bold Italic for “Colleges That Change Lives”, with 14pt leading.

The website address is set in 8pt Apex Serif Medium, PMS 187.

WEBSITE URL

All stationery & business cards should use the website address: **guilford.edu**.

In general, **do not** specify an interior page with the URL, i.e. guilford.edu/pagename.

Do not use “www” with the URL.

EMAIL SIGNATURE

Email signatures are set in Sans Serif, size Normal. Use Bold for your name, contact headers such as “P” and “C”, and the URL. Signature content can be edited, if necessary (add/delete cell numbers, fax number, etc). Include spaces between sections, for readability. The URL should be last.

ADDRESS BLOCK – GENERAL

5800 West Friendly Avenue, Greensboro, NC 27410 **P** / 336.316.2000 **F** / 336.316.2000 guilford.edu

ADDRESS BLOCK – ADMISSION

5800 West Friendly Avenue, Greensboro, NC 27410 **P** / 336.316.2000 **F** / 336.316.2000 guilford.edu
PROUD MEMBER OF Colleges That Change Lives

ADDRESS BLOCK – STACKED

P / 336.316.2392

F / 336.316.2954

5800 West Friendly Avenue
Greensboro, NC 27410

guilford.edu

EMAIL SIGNATURES

Angela Salvatore Reiter

Senior Director for Communications and Marketing
Guilford College

P / 336.316.2123

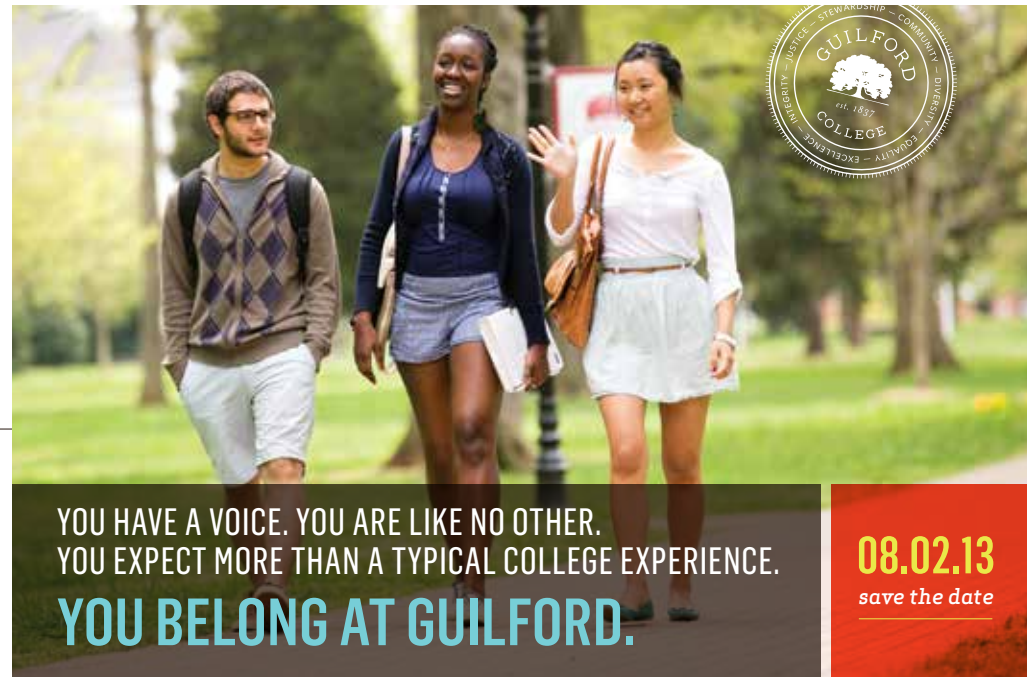
C / 336.708.2845

5800 West Friendly Avenue
Greensboro, NC 27410
guilford.edu

DESIGN SAMPLES

PRINTED COLLATERAL

Admissions postcard inviting potential students to the summer open house.



SUMMER OPEN HOUSE

AUGUST 2, 2013 9AM - 12:30PM



The **Summer Open House** provides an introduction to Guilford College for rising high school juniors and seniors, as well as prospective transfer students. You will **tour our beautiful campus** and see why our students choose to make it their home for a memorable, challenging, fun-filled college career. Talk to admission and financial aid representatives to **discuss your specific questions**. Most importantly, interact with some of our current students and **get the inside scoop** on what makes Guilford College the most defining chapter in their lives.

For more information and to register online, visit: guilford.edu/visit

GUILFORD
COLLEGE

Office of Admission
5800 West Friendly Avenue
Greensboro, NC 27410

phone: 336.316.2100 apply: guilford.edu

YOU'RE INVITED

Firstname Lastname
Address Line 1
Address Line 2
City, ST 12345

YOU HAVE A VOICE. YOU ARE LIKE NO OTHER.
YOU EXPECT MORE THAN A TYPICAL COLLEGE EXPERIENCE.
YOU BELONG AT GUILFORD.

08.02.13
save the date

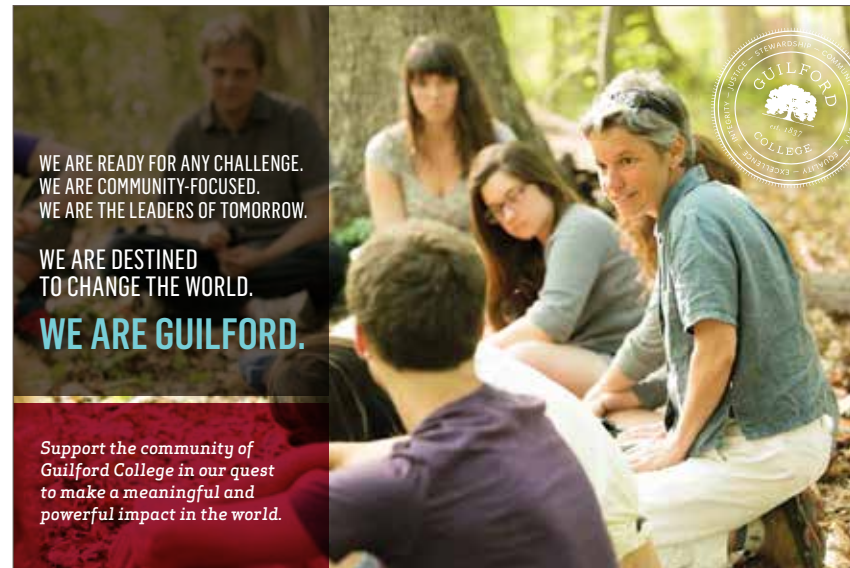
DESIGN SAMPLES

PRINTED COLLATERAL

Additional postcard templates utilizing different grid options for various image and messaging needs.

Top: Advancement Postcard (front)

Bottom: Admission Postcard (front)



DESIGN SAMPLES

PRINTED COLLATERAL

Postcard template for CCE announcing an upcoming event/info session.

Also features the CCE special emblem developed to commemorate 60 years of the program.

ADULT DEGREE PROGRAMS

INFORMATION SESSION: **TUESDAY, OCTOBER 1, 2013 • 6PM**



EVENING DEGREE MAJORS

- Accounting
- African American Studies
- Business Administration
- Community and Justice Studies
- Computing Technology & Information Systems
- Criminal Justice
- Education Studies
- Forensic Accounting
- Forensic Biology
- History
- Political Science
- Psychology

Join us for an information session to learn about admission requirements, transferable courses, available financial aid and take a tour of our beautiful campus. Featuring the Triad's largest adult-centered bachelor's degree program, Guilford College provides its adult students with the resources and support they need to succeed in school. It's time to move forward with Guilford College.

To reserve a seat, call 336.273.3487 or visit: www.guilford.edu



save the date
10.01.13

YOU ARE AT A CROSSROADS. YOU ARE READY FOR A CHALLENGE.
YOU ARE HERE: THE NEXT CHAPTER OF YOUR LIFE.

MOVE FORWARD WITH GUILFORD.



GUILFORD COLLEGE

CENTER for CONTINUING EDUCATION

5800 West Friendly Avenue
Greensboro, NC 27410

Samantha V. Washington
1245 N. Street Name
Apt 16A
Appleton Falls, WI 59023

DESIGN SAMPLES

PRINTED COLLATERAL

Tri-fold brochure for Study Abroad Programs, utilizing brighter color palette, large headline treatment, and specialty logo for the department.



The amazing part about my study abroad program in Rwanda is that we are learning in a way that is simply not possible in a classroom and from textbooks. —DYORAH NADEL



GUILFORD FACULTY & STAFF PROGRAMS

Guilford faculty and staff lead and coordinate a range of programs that serve different majors and personal interests. These are among the most cost effective options.

Brunnenburg, Italy - Live in a castle in the Italian alps while studying Ezra Pound's Cantos, medieval heroes and saints, argo-archaeology, and working in the castle vineyard. *Spring.*

Cape Coast, Ghana - Enroll at the sea-front University of Cape Coast with classes in African literature, Fante (the local language), and 2-3 other personal choices. Includes community engagement project. *Spring.*

Guatemala - Study culture, history, and language at one of the most prestigious social science research institutes in Central America, while living in Antigua, a UN World Heritage Site. *Fall and Spring.*

London, England - Make deep connections between British culture and academics, especially anthropology, art, business, creative writing, drama, film, history, journalism, literature, political science, sociology, and urban studies. Internship available. *Fall and Spring.*

Mexico - Explore autonomous, community-based organizing, and build solidarity with dynamic social movements. Learn directly from the people building those movements in Chiapas, Tlaxcala, and Mexico City. *Fall and Spring.*

Munich, Germany - Study German language, politics, art, history, and 1 other specialty class in the capital of Bavaria. With its international atmosphere of museums, varied cuisine, theatre, sports, concerts and, of course, Oktoberfest, Munich promises a rich cultural experience. *Fall.*

Siena, Italy - Experience life in one of Tuscany's most beautiful and perfectly preserved medieval cities, while studying Italian language, art and music history, and another rotating course taught by the Guilford faculty leader in residence. *Fall.*

Southwest China - Encounter the rich cultures and histories of one of China's most ethnically and botanically diverse regions. Includes a pilgrimage through Tibetan Buddhist mountains, language study, and individual research projects. *Spring.*

SHORT TERM STUDY

For those who cannot leave campus for extended periods, we offer a rich array of options during the January term and summer. Recent offerings have included programs in Bali, Costa Rica, England, the Galapagos Islands, India, Ireland, Israel and Palestine, Myanmar, Peru, Seville, Shanghai, and more!

GUILFORD-AFFILIATED PROGRAMS

Guilford College partners with more than 20 exciting study abroad organizations. Their programs allow us to send students to the four corners of the world and focus more deeply on their chosen field of study. With hundreds of options, we are sure to be able to meet your needs.

Africa - 40+ options for in depth study of a broad range of subjects: biodiversity, development studies, human rights, journalism, language and culture, peace building, public health, wildlife management, and more.

Asia - 50+ options to study on the world's largest and most populous continent. With today's interconnected global economy, knowledge of this region's languages, cultures, approaches to business, and health care is increasingly important to the American work force of the 21st century.

Australia and Oceania - 10+ options to learn in some of the world's most beautiful settings. With a full range of arts and sciences programs, plus unique opportunities for the study of culture, social change, rainforests and reefs, these programs are rapidly growing in popularity.

Europe and the British Isles - 60+ options with a full range of specialties: arts, business/policy, humanities, sciences. Exceptional opportunities in film, music, studio art, peace and conflict studies, and sexuality studies.

Latin America - 80+ options in Central and South America. Specialties include language, humanities, sciences. Special programs in ecology, environment, resource management studies, among others.

Middle East - 10+ options in Israel, Jordan, and Palestine. Specialties include language and culture, politics, and diplomacy.



For full listings, visit: guilford.abroadoffice.net
Come to the study abroad office for more information.

Scholarships available.
Costs vary and may include surcharges.

GUILFORD COLLEGE
STUDY ABROAD PROGRAMS

EXPLORE THE WORLD WITH GUILFORD.

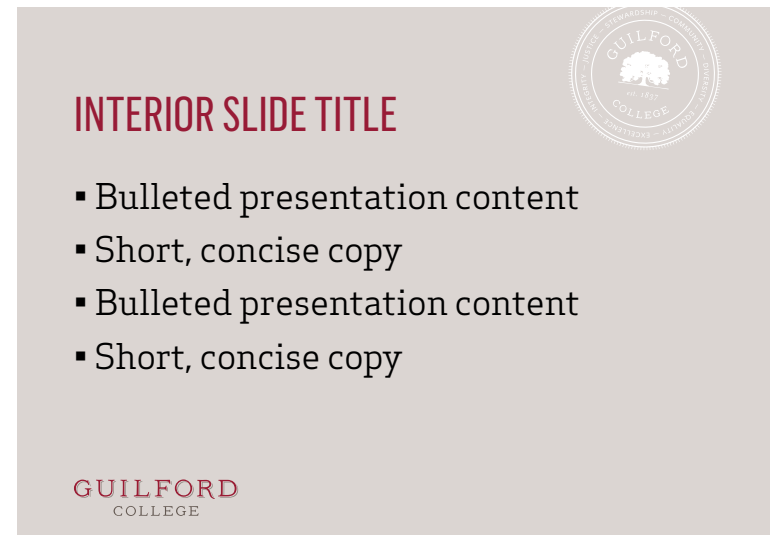
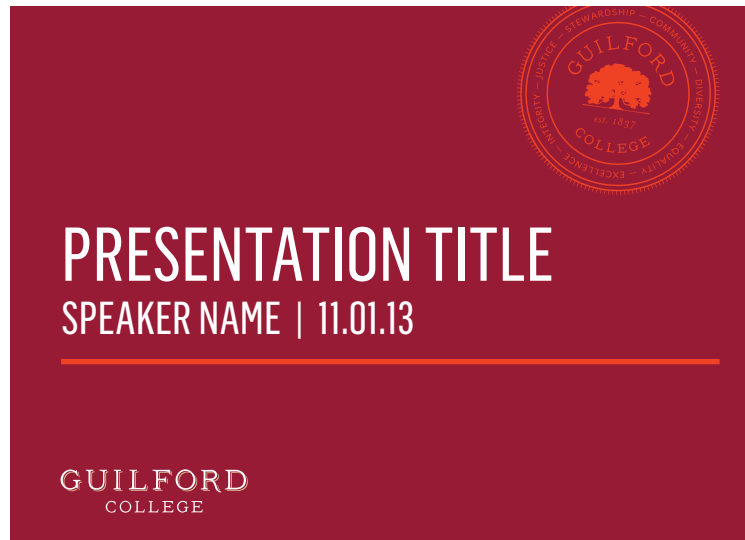
STUDY. ENGAGE. GROW.

DESIGN SAMPLES

DIGITAL

POWERPOINT TEMPLATES

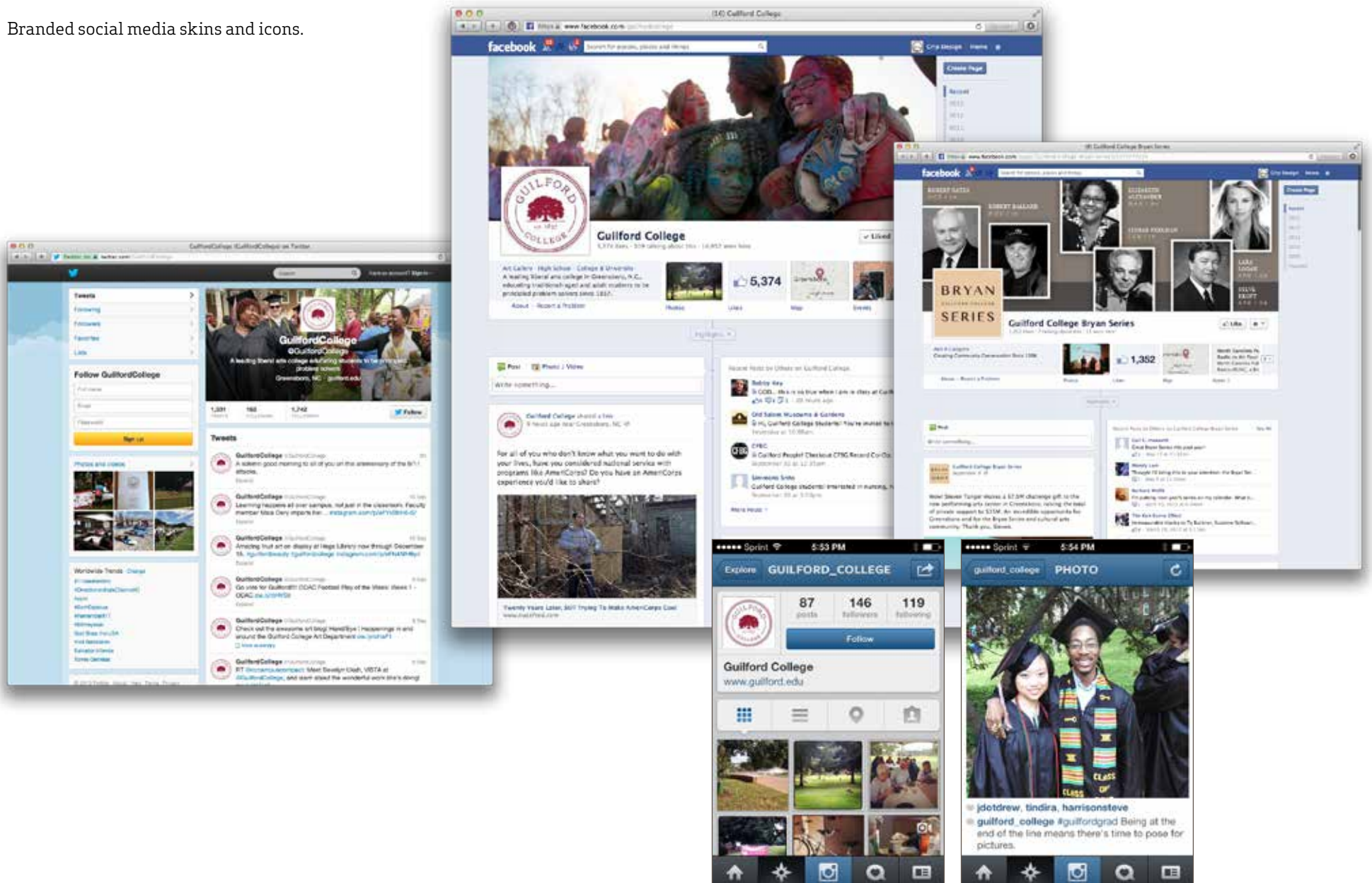
Utilize the Guilford color palette and typefaces for a branded presentation, keeping in mind that simpler is more readable, and less distracting from the speaker. Guilford maroon works well for the title slide or closing slide, but neutral colors and high contrast type (black) should be used for the interior slides for maximum clarity.



DESIGN SAMPLES

DIGITAL

Branded social media skins and icons.



APPENDIX A - THE COLLEGE SEAL

USAGE OF THE COLLEGE SEAL IS LIMITED

The College seal is used to prove authenticity on Guilford documents. Each use of the seal must connote the solemnity which with which the seal is associated. It is exclusively reserved for official documents such as, Guilford College diplomas, commencement documents, transcripts, certificates, College catalog, formal letters and invitations.

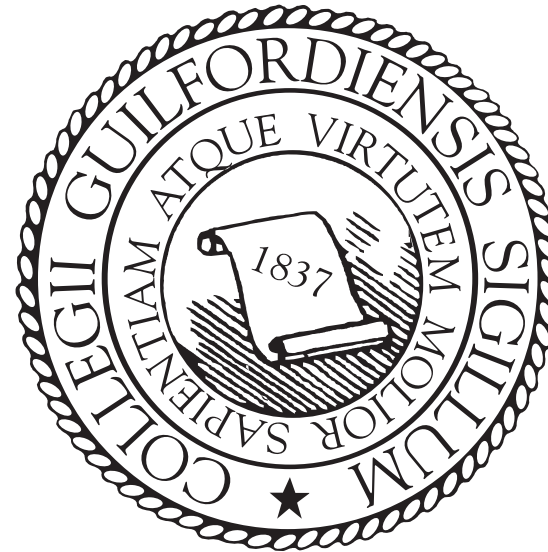
The configuration of the seal must be used as a whole. The elements of the seal cannot be separated. It may be reduced or enlarged proportionally, but the relationship of the elements may not be altered or modified in any way.

The Guilford seal may not be used by any off-campus group, individual or organization not associated with Guilford or without approval from the Office of Marketing.

The Guilford seal is registered with the U.S. Patent & Trademark Office and protected against unauthorized uses.

Since the seal is the official and legal symbol of the institution, any use other than those stated above must be approved by the Office of Marketing.

THE INSCRIPTION READS "I AM APPLYING MY SELF TO WISDOM AND VIRTUE," OR " I AM STRIVING FOR WISDOM AND VIRTUE."



THE CORRECT ORIENTATION HAS THE STAR CENTERED AT THE BOTTOM AS SHOWN.

INCORRECT



TITLE APPENDIX B - ALUMNI ASSOCIATION LOGO

In response to expressed interests, Marketing proposes that the Alumni Association legacy mark in use before the branding updates of 2013 be restored to active service.

The College's legacy logo is visible in a few places for the time being, and hopefully the availability of the Alumni Association legacy mark will foster goodwill among alumni who are particularly fond of the Guilford tree image.

Brand Guidelines will be updated to include the use of the Alumni Association legacy mark. This mark does not replace the College logo in College communications and it should only be used with Alumni Association branded items and communications (not the alumni relations office).

As with all Guilford logos, the Alumni Association legacy logo should be published in solid black, solid white, solid burgundy (PMS 187) or black and burgundy only. The entire logo should always be used (the tree should not be used separately).

