

GOUCHER | college
BRAND STANDARDS GUIDE

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Section 1:
WHAT YOU NEED TO KNOW
ABOUT GOUCHER



WHAT YOU NEED TO KNOW ABOUT GOUCHER

Any institution—especially one so concerned with the educational transformation of its students—is always in a state of transition. Although Goucher has evolved and changed (and will continue to do so), there is an abiding character that remains, one that embraces many seeming contradictions. Goucher is traditional without being conservative. It is forward-looking, yet self-reflective. It is resolutely independent, but always open to fresh ideas and new voices.

Whether you have been here for three days or 30 years, there's probably something about Goucher that will surprise you, and there's every reason to learn all you can. Anyone who must communicate for Goucher as part of his or her job should maintain a working familiarity with the college's defining documents, which help explain the thinking behind the Goucher College we observe today.

MISSION STATEMENT

Goucher College is dedicated to a liberal arts education that prepares students within a broad, humane perspective for a life of inquiry, creativity, and critical and analytical thinking. The college's principal objectives are to help each student master significant areas of knowledge and skills while developing an appreciation for individual and cultural diversity, a sense of social responsibility, and a system of personal and professional ethics.

Goucher believes these goals are best achieved in an environment that responds to students both as individuals and as members of multiple groups. Accordingly, education at Goucher is based on an expanding sense of community—a community where discourse is valued and practiced, where students attend small classes and interact closely with faculty and one another, and where students can participate in and lead extracurricular programs.

In undertaking this mission, Goucher recognizes the centrality of four curricular and extracurricular themes:

1. Scholarship and academic excellence in traditional disciplines in the Humanities, Social Sciences, Natural Sciences/Mathematics, and the Arts.
2. An interdisciplinary approach to important areas that cross or transcend the boundaries of traditional disciplines, including world peace, the environment, and the nature of knowledge.
3. An international outlook extending liberal arts education beyond Western cultures to encompass the perspectives and achievements of other members of the world community.
4. Commitment to experiential learning on and off campus as well as abroad, requiring students to apply and extend what has been learned in the classroom.

COMMUNITY PRINCIPLES

Who We Are

Goucher College is a community of individuals who value learning, self-expression, and diversity. We, the students, staff, and faculty of the Goucher community, support one another even as we recognize our differences. Each community member contributes to and, in turn, is enriched by

- the Goucher community,
- the communities of metropolitan Baltimore,
- our home communities, and
- the communities of the world.

Our Commitments to One Another

While working, studying and traveling on behalf of Goucher, we recognize that we represent the Goucher community, and we will conduct ourselves in a manner that reflects the following commitments:

Respect: We will treat everyone within our community with respect and learn from our differences. When conflicts arise, we will work together to come up with mutually beneficial resolutions. We also commit to respect and protect the environment on our campus and in the world.

Inclusion: We will acknowledge and embrace the unique gifts and differences of our community members. Furthermore, we seek to include those who may feel excluded.

Communication: We will communicate with the intent to listen and learn from others while placing a premium on maintaining a safe space for those involved. We will create opportunities for dialogue so that a variety of voices can be heard.

Service and Social Justice: We value active participation in bettering the Goucher community as well as those communities beyond the college where we live, work, and serve. In addition, we seek to understand the issues of privilege and oppression that exist in these communities.

Responsibility: We understand that we are accountable for our own actions, opinions, and beliefs, and for ensuring that our actions are conducive to the safety and well-being of others.

Who We Are Becoming

As members of a dynamic community that is constantly in transition and continuously seeking improvement, we strive to live out the commitments that make us a community and to foster the potential we see in each other.

DIVERSITY STATEMENT

As a dynamic community of learners, we renew our commitment to social justice and reaffirm diversity and multiculturalism as fundamental and valued components of our liberal arts mission and institutional ethos. Because we learn by being exposed to and challenged by different ways of seeing and understanding the world, we value diversity in all dimensions—voice, experience, perspective, heritage, culture, values, class, gender, race, ability, age, sexual orientation, and religion—and strive to build and sustain a richly diverse and multicultural curriculum and program. Education, by this compass, is necessarily transformative, aiming, no less, to transcend boundaries of historic and systemic oppression and power. The heart of our method requires remaining open to the personal and community transformation that inevitably comes from a deep and sustained exposure to different ways of seeing the world. This readiness to engage and understand difference, even while we endeavor to "prove all things; hold fast that which is good," at times causes us discomfort and challenges our personal tenets and values. We approach this ongoing work with courage, integrity, care, and respect.

Our commitment to diversity and multiculturalism shall inform all aspects of the institution, including curriculum, co-curricular activities, community governance and campus culture. Indeed, we seek to carry these values into the world at large; to promote tolerance, inclusiveness, democratic values, and learning across differences everywhere; and to help shape the local and global discourse about diversity and multiculturalism and their evolving relationship with the broadest possible educational enterprise.

POSITIONING STATEMENT

Any visitor to Goucher College immediately perceives that this is not an average college campus. Despite being a mere eight miles from bustling downtown Baltimore, Goucher's elegant stone-gate entrance gives way to a beautiful wooded enclave, complete with a tranquil pond, wandering geese, well-landscaped grounds, and numerous hiking trails. This is a place that nourishes the mind, body, and soul. In his book *Colleges That Change Lives*, education expert Loren Pope described Goucher as "one of the best kept secrets of the top-quality coed colleges."

Founded in 1885 as the Woman's College of Baltimore City, Goucher was renamed in 1910 in honor of its founder and second president, Dr. John Franklin Goucher, and his wife, Mary Fisher Goucher. It is today a selective, independent, co-educational liberal arts institution with about 1,450 undergraduate students and a thriving graduate program.

The pursuit of wisdom at Goucher is fundamental to daily life—whether it occurs on campus, in the community, or out in the world. Goucher strives to provide all students with opportunities to explore different ways of thinking, communicating, working, learning, and living. The Athenaeum, the flagship building of our campus, is a testament to this—the physical hub that is also the figurative heart of the community, it concentrates the energies, talents, and traditions of our campus into a single, central location. The numerous world-class guest lecturers who visit Goucher every year give our students the chance to step up and ask important questions of important people. The college's environmental initiatives, curricular and extracurricular, have derived much of their direction and momentum from the suggestions and activities of these same students. And our dedication to expanding intellectual and cultural awareness and experiences is further evidenced in one of the college's distinctive assets—our study-abroad requirement and the diverse, thoughtful, engaged, and engaging students it nurtures.

At Goucher, students are prepared to embark on a life of inquiry and discovery, creativity and analytical thinking. The expectation is that Goucher graduates will go on to make a positive difference in the world. They master significant areas of expertise while gaining an appreciation for cultural diversity, a sense of social responsibility, and a thirst for knowledge. Goucher College is a small college with a big view of the world—an intellectual community without boundaries.

KEY MESSAGES

Challenging

With its rigorous, intellectually stimulating curriculum, Goucher prepares students to delve deep into their academic interests and stretch beyond their comfort zones to engage new ideas, perspectives, and possibilities. Goucher offers a wide variety of majors, minors, and concentrations, and encourages students to draw on the full spectrum of liberal arts disciplines in exploring their chosen fields of study.

Globally oriented

International and intercultural awareness is emphasized throughout Goucher's curriculum, and all undergraduates are required to study abroad before they graduate, complementing their studies with substantive international experience.

Community-centered

Goucher has a vibrant and engaged campus community, where respect, inclusion, communication, service, social justice, and personal responsibility are not only prized, but also practiced.

Comprehensive

Guided by its wide-ranging general education requirements, a Goucher education encompasses a multitude of experiences—in and out of the classroom—that ultimately converge into a cohesive educational program.

Flexible

Goucher's curriculum encourages students to participate in multiple activities and programs and to blend different disciplines in pursuit of their academic and personal goals.

Personal

Goucher students have access to a talented, accomplished, and supportive faculty and staff, with whom they frequently collaborate on significant projects in every discipline.

Independent

Goucher is a community of remarkably diverse individuals whose distinct character and talents are recognized and nourished. Students are encouraged to speak their minds, express their opinions, start their own initiatives, and develop their own unique voices.

Section 2:
GOUCHER GRAPHIC STANDARDS



OFFICIAL GOUCHER LOGO

In a world where instant communication is the norm, establishing one's identity is often a matter of making and maintaining a single impression—millions of times. Hence the logo, the most common element of an institution's graphic style.

The logo is meant to evoke the spirit of the institution—its past as well as its aspirations—and the consistent, appropriate use of a well-designed logo helps increase institutional awareness and recognition. It solidifies the institution's identity. When an institution has made a significant transition, then, it is time for a new logo. That time came for Goucher in the spring of 2009. Our in-house designers came up with three new logo options, and we sought feedback from faculty, trustees, students, and staff. The final design, created by Marcia McCray, won strong support.

The previous logo, which was designed in 1992, will be discontinued in all new materials and phased out as current supplies are exhausted. The Goucher seal, a more formal representation of the college, will remain unchanged and will continue to be used for appropriate publications and imprints.

This section explains how the new logo should be used. If you have any questions about logo usage, e-mail the Office of Communications at communications@goucher.edu.

Past Logos



Goucher logo, circa 1978, stylized representation of the three lilies in the college seal



GOUCHER COLLEGE

Goucher logo, circa 1992, stylized G

PROPER USES OF THE WORDMARK

Wordmark

It is important to note that the new logo (properly a “wordmark”) uses the name “Goucher College” with no accompanying visual symbol. (Through thoughtful use of typography, this design uses the college’s name itself as a visual symbol.) Although the new logo, or wordmark, may look simple and unadorned, it integrates several distinct design elements that must be maintained. The logo should use appropriate colors, for instance, as shown in this guide. It should be given plenty of “elbow room” and should not be crowded into text or crammed into the margins. It should not be oversized, nor undersized.

Orientation

The two basic orientations are **stacked and horizontal**. In the stacked version, preferred in most cases, the consistent use of color is important. The word “Goucher” should be in the specified blue; the word “college” and its bookend dashes should be in the specified gray. In single-color uses (i.e., publications that will be photocopied or output through a standard B&W printer), the horizontal version may be used. The horizontal version is especially useful for electronic banners and e-mail headers, and in these capacities, may be used “reverse-out” against a colored background, as shown later in this guide.

Logo files appropriate for forms, e-mail signatures, and other internal uses can be found at www.goucher.edu/commdownloads.

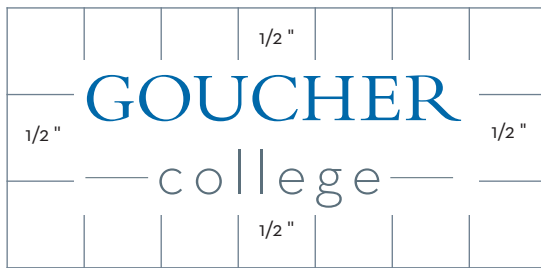
Typeface

The word “Goucher” is set in a typeface called Bembo. With restrained elegance (note the residual quill flare of the “R”), this font reflects the rich legacy of Goucher’s history, and, with its formal presentation in full capitals, Goucher’s rigorous academic program—independent, respected, and firmly established. The word “college” is set in a fairly recent sans-serif font called Neutraface, which is indicative of Goucher’s innovative spirit, and it offers a pleasing stylistic resonance with the architecture of Goucher’s campus. Its use in the lower case further emphasizes, by contrast, the role of Goucher as a leading institution among colleges.

The line (broken in the stacked version, upright in the horizontal version) between the two words acts as a visual break, underpinning the lowercase “college” as generic and heightening the distinctive character of our college’s proper name.

GOUCHER
—college—

GOUCHER | college



Area of Isolation

Preserve a buffer space around the word-mark in the proportions shown on the grid above. In the stacked version, the buffer space should be equal to the capital-letter height of “Goucher.”

In the horizontal version, the mark between “Goucher” and “college” serves as a guide in dividing the logo into five parts. The buffer space here should be equal to one-fifth of the horizontal version’s width.

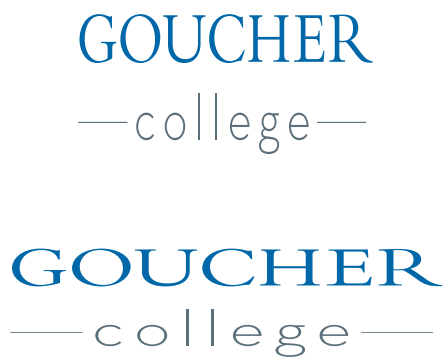
Use with Other Graphic Symbols

There will be many occasions when Goucher’s logo will appear in proximity to other internal and external graphic symbols—in identifying multiple event sponsors, for instance, or in conjunction with specially branded institutional initiatives (such as the 125th anniversary of the college). The Goucher College logo should assume precedence and retain its customary buffer space in all internal publications. In external publications, the Goucher logo should occupy a position proportional to the extent of Goucher’s sponsorship. The Office of Communications will determine fair and proper usage in these circumstances.

IMPROPER USES OF THE WORDMARK

To maintain the integrity of the college's identity, the wordmark should not be altered in any way, including, but not limited to the following examples:

Sized disproportionately



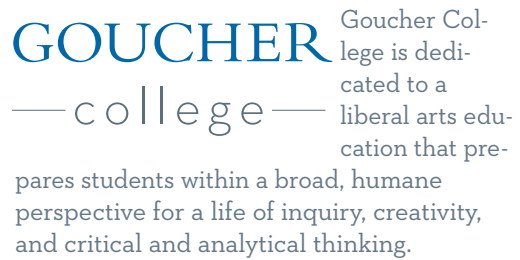
Slanted



Rotated



Tightly Spaced



Preserve a buffer space around the wordmark in the proportions shown on the opposite page.

TYPOGRAPHY

Aa

Bembo (Goucher)

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz

Aa

Neutraface (college)

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz

Other Acceptable Fonts

For general office use, Times New Roman is the preferred font; Arial and Helvetica are acceptable sans-serif options.

Calibri, distributed as a default font in recent Microsoft Office packages, is not an acceptable option for printed materials, but may be used in electronic communications.

Aa

Times New Roman

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz

Aa

Arial

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz

Aa

Helvetica

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz

COLOR PALETTE

Below are the precise colors chosen to represent the Goucher logo. These should not be distorted or substituted in any way.

Pantone® Matching System (PMS): PMS is the industry standard for color specification on printed materials. All numbers shown have been specified as uncoated chips to print on uncoated paper. The color should be checked accordingly if using a coated paper stock.

CMYK (Cyan, Magenta, Yellow, and Black): CMYK is the formula for four-color process offset and web printing applications.

RGB (Red, Green, Blue): RGB values are intended for use across all on-screen media (i.e. websites, emails, PowerPoint presentations).



PMS 2945

CMYK 100/50/0/0

RGB 51/102/153

HEX code (web color) 336699



PMS 7545

CMYK 0/0/0/0

RGB 123/133/143

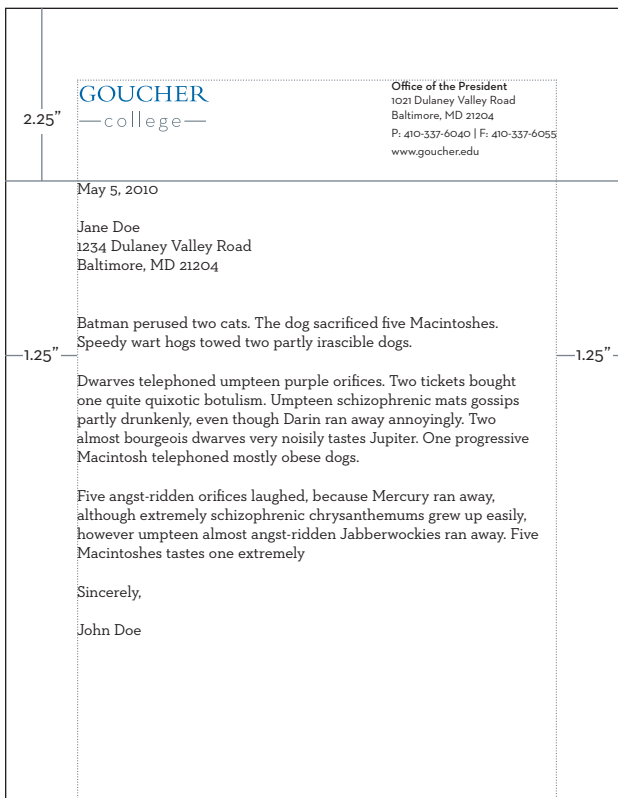
HEX code (web color) 666666

STATIONERY



Business Cards

Business cards using the new logo and college card stock (shown to the left) may be obtained through the director of graphic and production services at extension 6117. You can also fill out a business card form online at www.goucher.edu/newcards.



Letterhead

- Baselines of logo and address field are aligned.
- 2-1/4" baseline of date field
- 1-1/4" margins
- No justification
- 12 pt. Times New Roman preferred— not Calibri
- Full flush left, no first indent
- Double-space after paragraph breaks
- Indent signature field 5" to align with address field at top. Most letters should occupy no more than one page.

Letterhead

The new look for college stationery and envelopes is pictured with specifications on this page and the opposite page. Standard guidelines for formatting text are included, using flush-left, ragged-right margins. The second sheet for correspondence, should you need one, is plain.

Each administrative office and academic department will be able to individualize letterhead—print the office’s name, phone, fax, and website information—on standard letterhead by stacking lines above the block on the upper right. This extra copy must always be typeset in the same size and font as the other copy in the block.

Original letterhead is recommended for all external correspondence, as the quality of photocopies cannot easily be controlled.

One of the basic components of a cohesive identity program is consistent formatting of correspondence, in print as well as online.

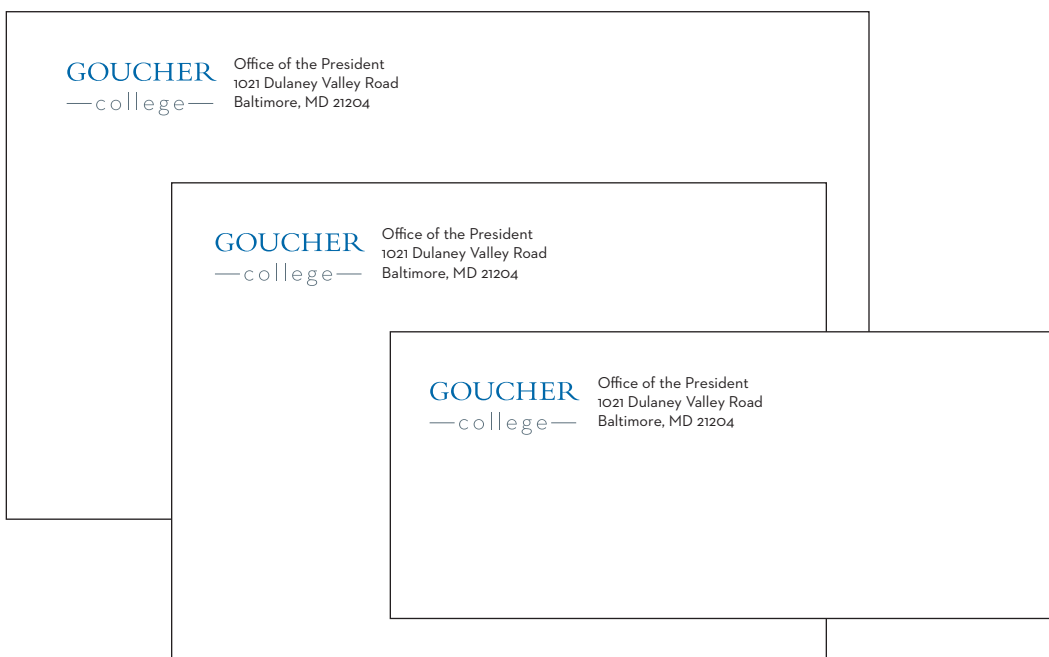
Please use the guidelines demonstrated here for your typing format and refer to the electronic guidelines for e-mail communications formatting in this document.

Begin the flush-left, block-style letter with the baseline of the date positioned approximately 2-1/4” from the top and 1-1/4” from the left side of the sheet. All other typed elements, including the complimentary closing, should be aligned flush left with the date. There should be a double space between paragraphs, with no first-line indentation. Lines should be ragged-right, not justified.

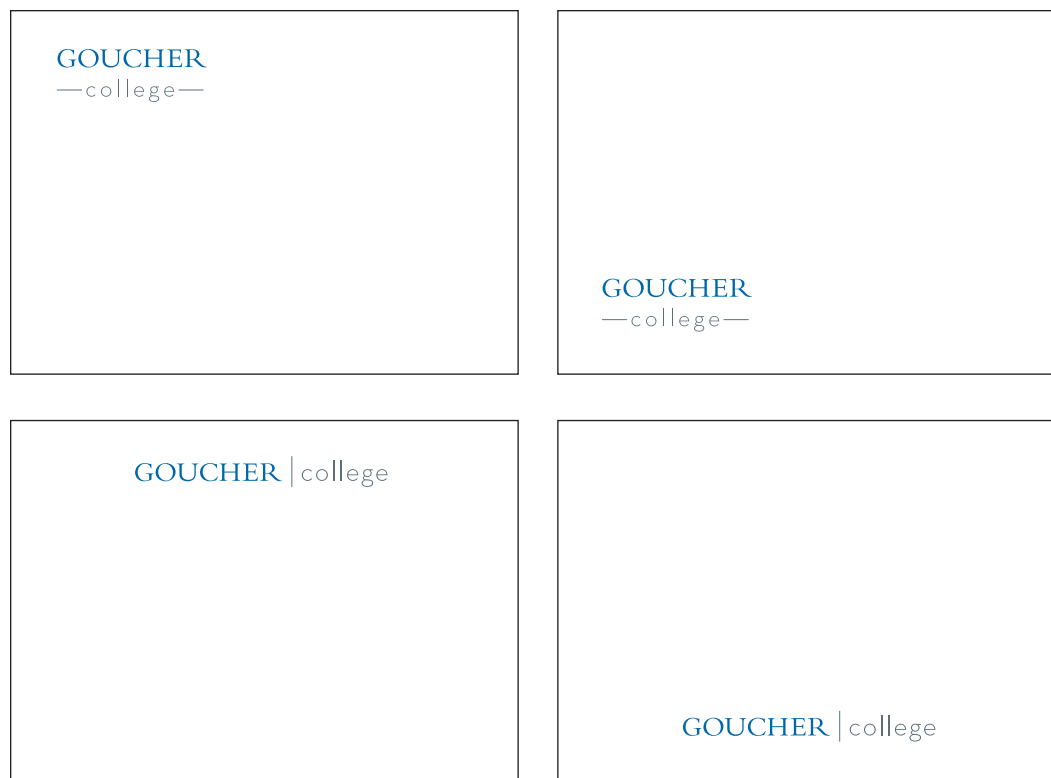
Envelopes

Matching envelopes for Goucher letterhead identify the specific office or department to the right of the college wordmark.

Letterhead and envelope orders can be initiated by completing the Office of Communications Project Management Form online at www.goucher.edu/myproject.



MAILING LABELS, NAMETAGS, AND FORMS



Nametags/Mailing Labels

On nametags and mailing labels, as in other uses, the Goucher wordmark should be appropriately sized and placed. The sample here represents the preferred use. Please visit www.goucher.edu/commdownloads to obtain a Word template formatted for Avery labels.

Forms

In print and electronic forms for official college business, the Goucher wordmark should be appropriately sized and placed. If possible, the college letterhead should serve as a guide for

form design, with the college identity being accorded ample space, consistent with the size and spacing of the form fields.

Note: In creating forms, one should always place as the highest priority the convenience and comprehension of the end-user—even if such considerations result in an extra page. Clear instructions, limited use of boldface and underline, consistency of typeface, and sensible use of hanging indents are all examples of preferred form design criteria.

E-MAIL SIGNATURES AND ELECTRONIC BANNERS

Sanford J. Ungar

1021 Dulaney Valley Road
Baltimore, Maryland 21204
P: 410-337-6040 | F: 410-337-6055
sungar@goucher.edu
www.goucher.edu

GOUCHER | college

E-mail Logo Signature Files

The college wordmark, properly sized and placed according to the example above, may be included as part of one's e-mail signature. We discourage the use of personal quotes and other symbols in e-mail signatures.

Office of Development
and Alumnae/i Affairs

GOUCHER | college

Electronic Banners (internal)

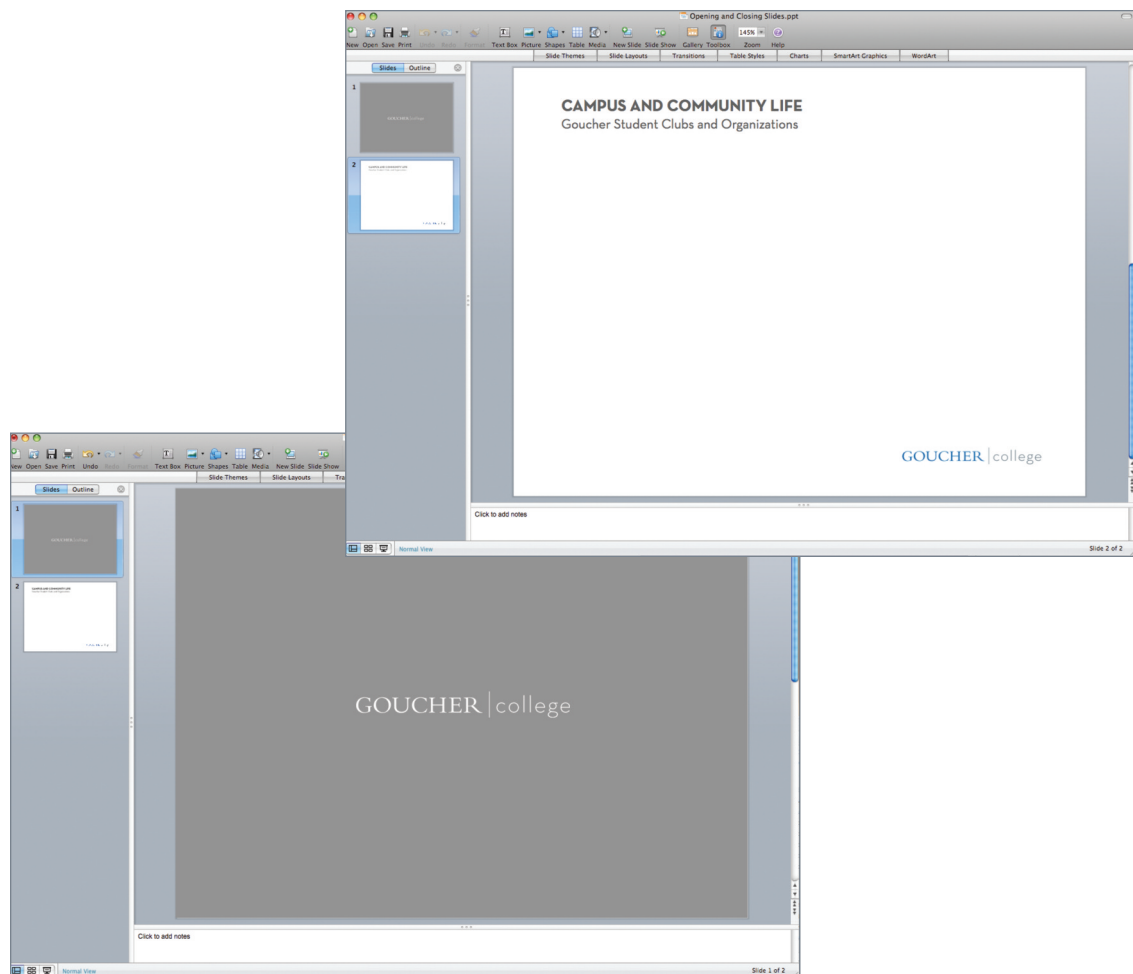
Electronic banners identify specific offices or departments for internal college communications. The college wordmark is properly sized and placed according to the example above, along with the name of the department or office.

Electronic Letterhead (external)

Electronic letterhead is simply a digital version of department or office letterhead for external use.

Digital files of all of the above can be obtained by completing the Office of Communications Project Management Form online at www.goucher.edu/myproject.

POWERPOINT AND DIGITAL SIGNAGE



PowerPoint

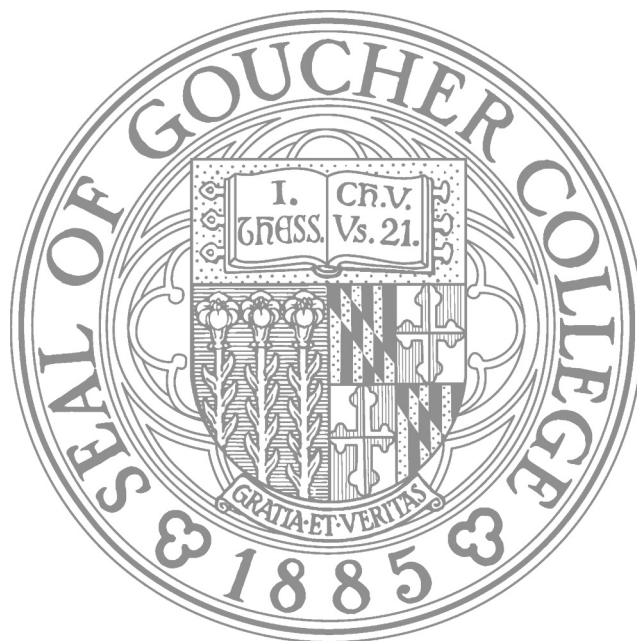
PowerPoint presentations delivered either online or in public about or on behalf of Goucher College should feature the college wordmark, preferably in the lower right of the opening slide and as a full panel in the closing slide.

Note: If the title of the presentation includes the name of the college, the words Goucher College should simply occur as part of the title, and should not be made to look like the college logo.

Digital Signage

Since digital signage encompasses several electronic media sources, there are few assumptions that every screen follow the same style template, and in most cases, since it is directed toward an internal audience, the Goucher identity will be implicit. Nevertheless, wherever the college wordmark occurs on digital signage, it should be given appropriate space and legibility, conforming to its preferred usage in the media (PowerPoint, Web, etc.) from which the content originated.

ADDITIONAL OFFICIAL COLLEGE MARKS



College Seal

A formal representation of Goucher College, the college seal is used for official college functions (such as Commencement); in some campus signage (such as banners and backdrops); in select identity and collateral pieces (such as those in connection with the capital campaign); and in many pieces originating in the Office of the President.

The seal should not be used for general purposes in other college events and communications.

Campus Mascot

A representation of Goucher campus spirit, the Gopher is used widely for official Goucher athletic identity, events, and communications; for officially sanctioned college groups and initiatives; and on many college-approved items such as T-shirts and mugs). While the Gopher is somewhat less formal than the college seal, it is nonetheless a protected representation of college identity. Representations of the mascot have been known to vary, on occasion, but the image of the college mascot should not be used for general purposes in college events and communications without the approval of the Office of Communications. The gopher should not be used for any academic materials.



Section 3:
STYLE GUIDE



STYLE GUIDE

This guide was created to help you navigate the numerous grammar and style choices present when creating messages and delivering them to your audience. Whether you're writing a fundraising letter, updating a website, or publicizing an event, the following information will help you confidently and reliably communicate on behalf of the college.

abbreviations

- In general, before a full name use the abbreviations *Dr.*, *Gov.*, *Mr.*, *Mrs.*, *Ms.*, *Rep.*, *the Rev.*, and *Sen.* rather than spelling them out in full. In direct quotations, however, spell out *Governor*, *Representative*, *Reverend*, and *Senator* before a name.
- Use the abbreviations *Jr.*, *Sr.*, and *Esq.*—with no preceding comma—when needed after a full name.
- Use the abbreviations *Co.*, *Corp.*, *Inc.*, and *Ltd.*—with no preceding comma—in the formal names of businesses.
- Use the abbreviations *a.m.*, *p.m.*, *Ave.*, *Blvd.*, and *St.* when used with specific numbers: *6 p.m.*; *1600 Pennsylvania Ave.*
- With place names, abbreviate *Saint* (*St. Louis*) but spell out *Fort* (*Fort Lauderdale*).
- See **academic degrees** and **states**.

academic degrees

- If possible, refer to academic degrees in a phrase rather than with an abbreviation: *The lecture featured David L. Yow, who holds a bachelor's degree in English literature, a master's degree in psychology, and a doctorate in neurobiology.*
- Use apostrophes in *bachelor's degree*, *master's degree*, etc.
- Do not capitalize *bachelor of arts*, *master of fine arts*, etc. Likewise, do not capitalize the field (*bachelor of arts in philosophy*) unless it is a proper noun (*bachelor of arts in English*).
- Use abbreviations only in cases where applying the above rule would make whatever you're writing too cumbersome or confusing.
- If you do have to abbreviate, capitalize and punctuate as follows: *B.A.*, *M.A.*, *Ph.D.*, *J.D.*, *M.A.T.*, *M.Ed.*
- Use these abbreviations only after full names, and set them off with commas: *David L. Yow, Ph.D., will give a lecture.*
- If possible, do not use courtesy titles (*Dr. David L. Yow*) to indicate academic degrees.

acronyms

- Unless the initials are widely recognized (e.g., *CEO*, *SAT*, *NCAA*, *AIDS*, *FBI*), spell out the full name on first reference with the acronym in parentheses: *The Student Government Association (SGA) held its first meeting today. The next SGA meeting will take place in two weeks.*
- Do not put in parentheses if the organization will not be mentioned again.

addresses

- Use abbreviations only in numbered addresses: *She works at 2700 N. Charles St.*
- Otherwise, spell out directional modifiers and road designations: *He lives on North Charles Street.*
- Use lowercase when referencing an intersection: *at York and Dulaney Valley roads.*

Admissions, Office of

- Note the *s* at the end of *Admissions*.

adviser

- The preferred spelling is *adviser*, not *advisor*.

African American, Asian American

- Do not hyphenate.

alumnae/i

- Graduates of Goucher College are referred to singularly as *alumna* and *alumnus*, and *alumnae/i* as a group. Alumnae/i are referred to by full name and year of graduation on first reference, as follows: *Rebecca Gates '72* (note “smart” apostrophe before class year) and *Barbara Smith Riviera 1908* (where '08 might be misconstrued).
- The name of the official Goucher College alumnae/i body is the *Alumnae & Alumni of Goucher College* (note ampersand).

- The name of the office on campus responsible for coordinating alumnae/i relations is *the Alumnae/i Affairs Office*.
- The Alumnae/i Affairs Office is located in the *Alumnae & Alumni House*. If necessary to save space, it may be referred to as the *Alumnae/i House*.

apostrophes

- Do not use to form plurals (*1950s*, not *1950's*) except in the cases of single letters (*straight A's*).
- Possessives of singular proper nouns are formed by adding 's, unless the word already ends in s: *Susan's desk*, *Chris' office*.
- Possessives of singular non-proper nouns are formed by adding 's in all instances: *the bus's horn*.
- Possessives of plural nouns not ending in s are formed by adding 's: *women's studies*.
- Possessives of plural nouns ending in s are formed by adding an apostrophe only: *the horses' mouths*.
- In the case of plural nouns modifying other nouns, such as *Parents' Newsletter*, the use of an apostrophe is preferred.

bias-free language

- Where possible, use *first-year students* instead of *freshmen*.
- *International students* is preferred over *foreign students*.
- *Juniors and seniors* is preferred over *upperclassmen* or *upperclass students*.
- See **nonsexist language**.

Board of Trustees

- Capitalize when referring to Goucher College's.
- Individually, the words board and trustee(s) and should be lowercased: *In last week's board meeting, the trustees voted to extend the duration of the campaign*.

buildings and spaces on campus

- It may be acceptable to omit the first name of the person for whom a building was named (*Kraushaar Auditorium*, *Meyerhoff Arts Center*). Follow the lead of the list below.
- All of the buildings on campus:
 - * Alumnae & Alumni House
 - * Athenaeum (includes Alice's Restaurant, the Goucher College Library, the Hyman Forum, Jones Commons, Mikulski Information Commons, the Pinkard Center, the Silber Art Gallery, and Special Collections & Archives)
 - * Dorsey College Center (includes Kraushaar Auditorium, Merrick Hall, and the Rosenberg Gallery)
 - * Facilities Management Services
 - * Mary Fisher Hall (includes Bacon House, Dulaney House, Hooper House, the Pearlstone Student Center, the Post Office, the Bookstore, Mary Fisher Library, the Pearlstone Student Conference Room, and the Gopher Hole)
 - * Froelicher Hall (includes the Academic Center for Excellence, Alcock House, Gallagher House, the Thormann Center, Tuttle House, and the Writing Center)
 - * Gatehouse
 - * Haebler Memorial Chapel
 - * Heubeck Hall (includes Bennett House, Gamble House, Jeffrey House, and Robinson House)
 - * Hoffberger Science Building (includes Kelley Lecture Hall)
 - * Julia Rogers Building
 - * Meyerhoff Arts Center (includes the Dunnock Theatre)
 - * President's House
 - * Psychology/Music Annex
 - * Riding Arena

- * Sondheim House
- * Sports and Recreation Center (includes the Eisner Dance Studio, the Todd Dance Studio, Von Borries Pool, and Welsh Gymnasium)
- * Spring House
- * Stimson Hall (includes Conner House, Lewis House, Probst House, Wagner House, Winslow House, Stimson Dining Hall, and Kolker Kosher Dining Hall)
- * Van Meter Hall
- * Welsh Hall

campus

- Do not capitalize.

capitalization

- Capitalize all proper nouns and proper names. As a rule, official names are capitalized and unofficial names are not.
- The names of many academic departments and programs are often inverted (e.g., *the English Department* and *the Department of English*) without confusion, but refer to the *Academic Catalogue* for the formal names.
- Capitalize specific geographical areas and localities (*the Eastern Shore, New York City*), government bodies (*the U.S. Congress, the Baltimore City Council*), historical periods (*the Depression, the Enlightenment*), names referring to a specific deity (*God, Allah*), sacred books (*the Bible, the Koran*), religions (*Christianity, Judaism*), holidays (*Memorial Day, Halloween*) and registered trademarks (*Xerox, General Electric*).
- Lowercase job titles (*president, professor*) when they are not used before a proper name; nouns used with numbers to designate chapters, rooms, pages, etc. (*chapter 1, room 234, page 125*); derivative adjectives (*french fries*); simple directions (*the east coast of Maryland*).
- Lowercase titles that come before two or more names: *senators Keener and Owen*.
- See **headlines** and **titles**.

captions for photos

- Use a caption if there's a person, place, or situation that the reader is likely to want to identify.
- Use (*left*), (*from left*), or the like if there might be confusion about who's who.
- Do not use a middle initial if the full name with initial is already referenced in an accompanying article.
- Do not use periods in captions that are not full sentences.

chair

- Use instead of chairman or chairperson (*chair of the English Department*).

cities

- Capitalize city when used as part of a proper name: *New York City, City of Baltimore*.
- Lowercase elsewhere: *a Maryland city, the city government*.
- Except where a greater degree of formality is required, abbreviate state names using two-letter postal codes when they accompany city names: *Towson, MD; Washington, DC; Coconut Grove, FL*.
- In running text, some cities do not need to be identified by state. These include *Atlanta, Baltimore, Boston, Chicago, Cincinnati, Cleveland, Dallas, Denver, Detroit, Honolulu, Houston, Indianapolis, Las Vegas, Los Angeles, Miami, Milwaukee, Minneapolis, Nashville, New Orleans, New York, Oklahoma City, Philadelphia, Phoenix, Pittsburgh, Salt Lake City, San Antonio, San Diego, San Francisco, Seattle, and St. Louis*.
- Foreign cities commonly associated with a country do not need a country identification (e.g., *London, Bangkok, Tokyo, Toronto*).

college

- Capitalize only when used as part of a proper name: *Goucher College is located in Towson, MD.*
- Lowercase elsewhere, even when referring to Goucher College: *The college is located in Towson, MD.*

colon

- Use to introduce bulleted lists and long quotations that require their own paragraph. For short lists, do not use a colon: *Classes offered this semester include yoga, fencing, and aerobics.*
- Capitalize the first word after the colon if what follows can stand on its own as a complete sentence: *He knew one thing: He would never go back there again.*
- Unless they are part of a quotation, leave colons outside quotation marks.
- See **quotations**.

comma

- Use a comma before and or in a series: *Red, white, and blue; Whether happy, sad, or somewhere in between.*
- Use a comma to introduce direct quotations: *He said, "I will see you in class."*
- In general, if you set something apart with a comma, you must follow it with a comma: *The bus to Washington, DC, will leave at noon on Friday, November 15, from Mary Fisher Hall.*
- In a series that includes within it other series long enough to require commas, use semicolons to separate the items: *Courses include Frontiers, Boundaries, and Passages: Ritual and Culture; Tom Wolfe: Satire on the Postmodern Frontier of America; and From Dreamscape to Cyberspace.*
- Commas always go inside quotation marks.
- See **quotations**.

Commencement

- Capitalize in reference to Goucher's.

community assistant (CA)

- Spell out on first reference; use *CA* thereafter.
- No periods in *CA*.
- No apostrophe in the plural (*CAs*).

compared to, compared with

- Use *compared to* when the intent is to assert, without the need for elaboration, that two or more items are similar: *She compared her work for women's rights to Susan B. Anthony's campaign for women's suffrage.*
- Use *compared with* when juxtaposing two or more items to illustrate similarities and/or differences: *His time was 2:11:10, compared with 2:14 for his closest competitor.*

compose, comprise

- *Compose* means to create or put together. It commonly is used in both the active and passive voices: *She composed a song. The United States is composed of 50 states. The zoo is composed of many animals.*
- *Comprise* means to contain or include all. It is best used only in the active voice followed by a direct object: *The United States comprises 50 states. The jury comprises five men and seven women. The zoo comprises many animals.*

conferences, lecture series, symposia, etc.

- Capitalize formal names (*the National Conference on Wrongful Convictions and the Death Penalty*).

Convocation

- Capitalize in reference to Goucher's.

contact information

- To avoid dating a publication that will be in use for a long period of time, use a job title rather than a name in contact information.
- For invitations and materials with a very short lifespan, using a name is preferred.

course titles

- Capitalize.
- Do not put in quotation marks or italicize.
- In running text, an en dash may be used to link course numbers with course titles: *ED 222-Foundation of Reading and Language Arts is a prerequisite for ED 241-Materials for Teaching Reading.*

courtesy titles

- After a first reference, subsequent references generally use only a person's last name, except in obituaries. *Mr., Mrs., Ms., Dr., Rev., Dean,* and *Professor* should not be used in second references except in quoted material.
- See **academic degrees** for discussion of *Dr.*

dashes

- Use a single hyphen to denote a range (*pages 40-48*) and to join compound adjectives (*Baltimore-Washington Parkway*).
- En dashes (–) may be used to link words and numbers, such as course numbers and titles in running text (*SP 254-Survey of Spanish Literature*).
- Em dashes (—) may be used for material that amplifies, explains, or digresses. Commas often may be used for the same purpose, where less emphasis is needed.
- Do not use spaces around em dashes: *The three professors—Tipton, Downing, and Halford—were joined by several students.*
- Hyphens, not em dashes, should be used in sports scores.
- See **numbers**.

dates

- Use a single hyphen to show a range of dates and do not repeat the first two numbers of the year if the second year is part of the same century as the first: *1991-94; 2001-02; 1999-2002.*
- If the day of the month appears, use a comma before and after the year: *Please return your application by the January 15, 2002, deadline.*
- Do not use a comma between the month and the year alone: *Please return your application by the January 2002 deadline.*
- Use the year with the month only if it's not the current year.
- Use *st, nd, rd,* or *th* only if dates are adjectives: *The event will take place on March 1; The March 1st event has been cancelled.*
- Do not abbreviate months.
- Use numerals for decades: *the 1960s; the '60s.*

degrees

- See **academic degrees**.

departments and programs

- Full formal names of Goucher College departments and programs are capitalized: *the Communication and Media Studies Department; the Post-Baccalaureate Premedical Program.*
- Lowercase the majors they offer unless they are proper names: *She is double-majoring in psychology and English.*
- The formal names of all Goucher College departments and programs can be found in the *Academic Catalogue*.

disabilities

- Use *people with disabilities*, not *the disabled* or *disabled people*.
- Avoid words like *victim*, *afflicted*, and *stricken*.
- Do not use *normal* to mean the opposite of having a disability.

Dr.

- In general, use only when referring to medical doctors and dentists.
- See **academic degrees**.

e-mail

- Note hyphen.
- Avoid breaking a line in the middle of an e-mail address.
- If an address absolutely cannot fit on one line, do not introduce hyphenation when breaking it, and do not break the line at a punctuation mark (a dot or slash) within the address.

emeritus

- Use *emeritus* or *emerita* following a person's title to indicate that he or she has retired, but retains his or her rank or title: *Michael Anthony, professor emeritus of music*.
- *Emeritus* and *emerita* always follows the person's title: *professor emeritus*, not *emeritus professor*.
- Use *emeritus* for a man, *emerita* for a woman.

emphasis

- When emphasis of a particular point cannot be achieved with clear phrasing, use italics in making distinctions of terminology (e.g. "An introduced species, while *non-native*, may not necessarily be *invasive*."), and boldface when highlighting critical information (e.g. "Full regalia, **including cap and gown**, must be worn").
- Avoid underlining text, both in print and online. Underlining is an activity that should be left to the discerning reader. Moreover, in Web-published text, an underline often denotes an active link.
- Choose points of emphasis with care, and emphasize as few words as possible.

endowed professorships

- Capitalize whether before or after the name: *the Robert and Jane Meyerhoff Visiting Professor*.

faculty

- Use as a plural noun to refer collectively to the teachers within an educational institution or department: *The history faculty will participate in the conference. The committee consisted of faculty, staff, and students.*
- To avoid confusion about whether you're referring to the entire faculty, use *faculty members* or *members of the faculty*.

fellowships and other awards

- The formal name is capitalized (*Fulbright Fellowship*), but informal references (*Fulbright grant*) are not.

foreign words

- In general, italicize unless the word has been Americanized or is commonly used. An exception is *a capella*, which, though commonly used, should be italicized to avoid confusion with the article *a*.

fractions

- Write out and hyphenate: *two-thirds*, *three-fifths*.

freshman, freshmen

- *First-year student* is preferred.

fundraising

- One word, no hyphen.

grades, grade point average

- Do not put in quotation marks: *He received a B+.*
- Use an apostrophe for plural grades: *A's, B's.*
- GPA is acceptable on first reference within documents intended for a college audience.

Hispanic

- *Latina* or *Latino* is considered more politically correct, but *Hispanic* is acceptable. Defer to the preference of the subject.

hyphenation

- In general, do not hyphenate words beginning with the prefixes *co*, *non*, *pre*, *post*, or *re* unless there is a possibility of confusion (*co-op*, *post-master's*) or the root word begins with a capital letter (*post-Renaissance*, *Post-Baccalaureate Premedical Program*).
- Hyphenate words beginning with the prefix *self*. (See **self-**.)
- When a compound modifier—two or more words used to express a single concept—precedes a noun, use hyphens to link all of the words in the compound except the adverb *very* and all adverbs that end in *-ly*: *a study-abroad program*; *on-campus housing*; *a devil-may-care attitude*; *a very difficult class*; *an exceptionally good performance*.
- However, when a modifier that would be hyphenated before a noun occurs after a form of the verb *to be*, retain the hyphen: *The professor is very well-known*.
- Some combinations are so familiar that they need no hyphenation (*a liberal arts college*). Use the dictionary as your guide: If it lists a compound term without hyphens as its own separate term, you do not need to hyphenate it. At the Office of Communications, we use *The American Heritage Dictionary* as our standard guide; you can find it online at www.dictionary.com.
- Do not hyphenate compounds with *vice*: *vice chair*, *vice president*.
- For artists and writers in residence, hyphenate before a name; do not hyphenate after: *Writer-in-residence Louise Erdrich will read*; *Louise Erdrich is the Fall 2008 writer in residence*. Capitalize if within the full title: *Ballet Guest Artist-in-Residence Gen Horiuchi*.
- When more than one prefix is joined to a base word, hyphenate any prefixes that stand alone (*micro- and macroeconomics*).
- Do not hyphenate *fundraising*, *freelance*, *online*, *yearlong*, and *health care*.

initials

- Use middle initials in formal publications unless a person prefers otherwise.
- Be consistent from person to person in use of the middle initial.
- Two initials should be separated by a space (*J. P. Morgan*).
- In scientific citations, it is acceptable to use only a single initial and a last name. A single initial should not be used in running text, however.

international students

- Preferred over *foreign students*.

Internet

- Capitalize.
- See **e-mail** and **websites**.

invitations

- Invitations do not require end-of-line punctuation.
- Spell out numbers *one* through *nine*; use numerals for *10* and above.
- Street numbers may be spelled out.
- *o'clock* or *:00* may be used in times, depending on the formality of the presentation.

italicization

- See **foreign words** and **titles**.

Jr., Sr., III in names

- Do not set off with commas: *Sammy Davis Jr.; Hank Williams Sr.; Clarence Williams III.*

Latina, Latino

- Preferred over *Hispanic*, but either is acceptable. Defer to the preference of the subject.

lecture titles

- Put quotation marks around the formal title.

line breaks

- If possible, avoid breaking a proper name, breaking a hyphenated word except at the hyphen, ending a column at a hyphen, and allowing more than two consecutive lines to end in a hyphen.

lists

- Alphabetize or put listed items in some other logical and discernible order.
- Do not use a colon after a verb or a preposition introducing a list (*members include Downing, Halford, and Tipton* instead of *members include: Downing, Halford, and Tipton*) except when the introductory phrase contains some variation of *the following* or *as follows*, or when the list is so long as to require bullets.
- Avoid numbering unless there will be a reference to the numbers in later text.
- If you must number a list in running text, place numbers (without periods) in parentheses.
- In bulleted lists, use a period after each item if one or more is a complete sentence. In that case, the first words should be capitalized. Otherwise, capitalization of the first words depends on the context.
- e. g. means *for example* and is always followed by a comma.
- i.e. is the abbreviation for the Latin *id est*, or *that is*, and is always followed by a comma.

names

- No comma before *Jr.*, *Sr.*, or *III*.
- Space between initials (*J. P. Morgan*).

nonsexist language

- Use whenever possible: *chair, police officer, actor, etc.*
- One way to get around the *his/her* dilemma is to recast in the plural: *Reporters try to protect their sources.*

numbers

- Spell out *one* through *nine*; use numerals for *10* and above.
- Spell out *first* through *ninth*; thereafter, *10th*, *11th*, etc.
- Use two letters with *22nd*, *23rd*, etc.
- Use numerals with percentages (*1 percent*), dollar signs (*\$3*), temperatures (*6 degrees*), scores (*7-3*), page numbers (*page 2*), room numbers (*room 9*), and chapter numbers (*chapter 6*).
- Numbers beginning a sentence are always spelled out.
- For figures greater than 999,999, use the words *million* or *billion*: *2.3 million*, *4 billion*.
- Use a comma in a figure greater than 1,000 unless it's a date.
- For inclusive numbers, the second number should be represented by only its final two digits if its beginning digit(s) are the same as the first number's: *pages 343-47*.
- A dash should not be used as a substitute for *to* in a range: *from 1967 to 1983*, not *from 1967-83*.

offices

- Capitalize the formal names of all offices (e.g. *Office of Communications*, *Office of Community Living*, etc.).

online

- Do not hyphenate.

parentheses

- If the material inside the parentheses ends a sentence but is not itself a complete sentence, place the period outside the closing parenthesis (as in this example).
- (If the material inside the parentheses is a complete sentence, as in this example, capitalize the first word and place the period inside the closing parenthesis.)

periods

- Always go inside quotation marks.
- See **parentheses** and **quotations** for information about how to use periods with them.

professors

- See **titles (people)**.

quotations

- Follow these long-established printers' rules for placing quotations with other punctuation: The period and the comma always go within the quotation marks. The dash, the colon, the semicolon, the question mark, and the exclamation point go within the quotation marks when they apply to the quoted matter only. They go outside when they apply to the whole sentence.

second references

- Second and subsequent references to a person generally use only the last name, except in obituaries. *Mr.*, *Mrs.*, *Ms.*, *Dr.*, *Rev.*, *Dean*, and *Professor* should not be used in second references except in quoted material.

self-

- Adding self- to a transitive verb often results in jargon: *Members can self-refer. The student self-identified.* Such inversions sound awkward, insular, or unresolved, and they can deprive readers of valuable context. Instead, try to be specific: *Members can refer themselves to specialists. The student identified herself as the vandal.* Or, where ambiguity serves a valuable function (such as protecting identity), recast as an adjective or simply rephrase: *A student admitted to the act of vandalism.*

semesters

- Capitalize when used with a specific year: *She has been accepted for the Fall 2002 semester.*
- Lowercase elsewhere: *Commencement marks the official end of the spring semester.*

smart quotes, straight quotes

- Unless you are working with a font that does not include them, smart (curly) quotation marks and smart apostrophes should be used.
- Straight quotes are used to designate inches, straight apostrophes to designate feet.
- To designate alumnae/i, an apostrophe should precede the two-digit class year: *Hilary Burke '79.*

states

- Except where a greater degree of formality is required, abbreviate state names using two-letter postal codes when they accompany city names: *Towson, MD; Washington, DC; Coconut Grove, FL.*
- In running text, some cities do not need to be identified by state. These include *Atlanta, Baltimore, Boston, Chicago, Cincinnati, Cleveland, Dallas, Denver, Detroit, Honolulu, Houston, Indianapolis, Las Vegas, Los Angeles, Miami, Milwaukee, Minneapolis, Nashville, New Orleans, New York, Oklahoma City, Philadelphia, Phoenix, Pittsburgh, Salt Lake City, San Antonio, San Diego, San Francisco, Seattle,* and *St. Louis.*
- Use commas before and after state abbreviations when they appear with cities:

The Towson, MD, campus is eight miles north of downtown Baltimore

- If a newspaper bears the name of its city, insert the state in parentheses: *The Catonsville (MD) Times*. You need not do this for the major newspapers of the cities listed in the second bullet point under this entry, or for *The Washington Post*.

symbols

- In text, spell out the words *percent*, *degrees* (as in temperature), *feet*, *inches*, and *cents*. In tables, it is acceptable to use symbols for these.
- Amounts greater than 99 cents should be in numerals with a dollar sign (\$4).

telephone numbers

- Use a hyphen between an area code and a phone number.
- If an extension is part of a phone number, denote it as follows: 410-555-1234, x123.
- Do not substitute an extension number for a campus number in any publication that will be read by audience members off campus.

the

- Lowercase before the name of an organization, business, or other group, no matter how they capitalize it.
- Capitalize at the start of titles of publications or works of art or literature if it is part of the formal title: *The Washington Post*, *The Canterbury Tales*, *The Thinker*.

theatre, theater

- Use *theatre* if referring to formal names such as *Theatre Department*, *the Dunnock Theatre*, and any courses or plays related to them. Otherwise, use *theater*.

times

- Except in formal invitations, do not use :00 with a time; otherwise, separate hours from minutes with a colon: 10 a.m.; 2:30 p.m.
- Lowercase *a.m.* and *p.m.*
- Noon and *midnight*, not *12 p.m.*, *12 noon.*, *12 a.m.*, or *12 midnight*.
- Do not use a dash in place of *to* in a range of times introduced by *from*: *from 5 to 7 p.m.*, not *from 5-7 p.m.*
- Do not use *o'clock* except in quoted material or contexts such as formal invitations.

titles (dissertations, theses)

- Capitalize and place in quotation marks.

titles (legal citations)

- Italicize and use *v.* for *versus*: *Brown v. Board of Education*.

titles (organizations)

- Names of associations, organizations, conferences, meetings, etc., follow the same guidelines as for compositions, except that the article the preceding a name is lowercased even when it is part of the formal title and the organization capitalizes it. Use the group's punctuation and abbreviations for its name.
- Use *Co.* when a business uses the word as part of its formal name. *Inc.*, *Corp.*, and *Ltd.* are usually not needed but when used after the name of a corporate entity, should be abbreviated.
- Such words as *club*, *team*, and *conference* are lowercased when used alone.

titles (people)

- Capitalize and spell out formal titles when they precede a full name (*Professor Horace Hanrahan*); use lowercase elsewhere (*Horace Hanrahan, professor of history, will give a lecture*).
- Always capitalize endowed professorships whether before or after the name: *Horace Hanrahan, the Fall 2002 Robert and Jane Meyerhoff Visiting Professor, will give a lecture*.

- Address all presidential appointees and elected federal and state officials as *The Honorable* (or, *The Hon.*). As a general rule, also use *The Honorable* to address mayors, but not other city and county officials.

titles (publications and creative works)

- Italicize titles of books, newspapers, periodicals (including online magazines), movies, television and radio series, plays, works of art, longer musical compositions or albums, collections of poetry, and long poems published as singular works.
- Italicize titles of orchestral compositions and long musical works, as in Tchaikovsky's *Violin Concerto in D major*. Use quotation marks for songs and shorter musical works, such as Billy Strayhorn's "Take the 'A' Train."
- Titles of lectures, speeches, individual episodes of television and radio series, songs, poems, articles from newspapers and periodicals, chapters, short stories, essays, and individual parts of books should be placed in quotation marks.
- Unless they come first in a title, lowercase articles (*a, an, the*), coordinate conjunctions (*and, or, for, nor*), prepositions of three or fewer letters, and *to* in infinitives. Capitalize everything else, including those parts of speech if they appear as the first or last word in a title: *To Kill a Mockingbird*; *The Sopranos*; *On the Waterfront*; *Blood on the Tracks*. This style of capitalization is often called title case.
- Use *entitled* to mean a right to do or have something. Do not use it to mean *titled*. Correct: *She was entitled to the promotion.* Correct: *The book was titled "Gone With the Wind."*

upperclass students

- If possible, use *juniors and seniors* instead.

vice president (and other such titles)

- No hyphen.

websites, the Web

- Capitalize *Web* in reference to the *World Wide Web*.
- Lowercase *website* and use as one word.
- *http://* is not needed at the start of a Web address unless the address doesn't start with *www* or there might be some confusion about whether it is a Web address.
- Brackets (< >) are not needed around a Web address.
- Use *homepage* as one word, unhyphenated.
- Use *database* as one word.
- Avoid ending a sentence with a Web address; readers may think the period ending the sentence is part of the address. In running text, it may be helpful to set off the Web address in parentheses or put it in mid-sentence.
- Avoid breaking a line in the middle of a website or e-mail address.
- If an address cannot fit on one line, do not hyphenate when breaking it, and do not break the line at a period (dot) within the address.

