# St. John's University

ECCE AGNUS

EDUCATIO CHRISTIANA ANIMAE PERFECTIO

**The Brand Identity Guide serves as a resource for all of your marketing and communication needs. Consult this manual before you develop your marketing and communication projects and when you need guidance in identifying the University's branding and editorial style.**

Adherence to the principles and practices contained in this guide simplifies and systemizes procedures for producing your communication projects, as well as helps to strengthen and enhance the image and identity of St. John's University.

Contact your account director in the Office of Marketing and Communications for assistance with developing a strategic communication plan, design and production, copywriting, web development, media buying, and other communication services.

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# Overview of the Brand Identity Platform

## Academic Excellence without Bounds

At St. John's University, we are on a mission—to give talented students from all backgrounds a personal and professional edge with an outstanding education that builds on their individual abilities and aspirations. Our commitment is evident in the success of our students. For example, our faculty and students have secured 86 verified Fulbright awards to date. We are proud of our 31 students who have accepted Fulbright awards over the past decade, and the 25 Fulbright award winners on our faculty who currently teach at St. John's.

In 2021, an alumna was selected as a cohort member of the highly competitive Knight-Hennessy Scholars program, an international, graduate-level, scholarship program for study at Stanford University, in Stanford, CA. Eleven undergraduates have earned selective Jeannette K. Watson Fellowships since 2014. Over the past five years, an undergraduate student won a Boren Scholarship and a graduate student won a Boren Fellowship. Two students have won Critical Language Scholarships for international study.

This excellence is reflected in the students who manage St. John's Global Loan Opportunities for Budding Entrepreneurs (GLOBE) Microloan Program in developing countries. Our faculty demonstrate it through their rankings among *The Princeton Review's* top 300 professors in the country, and as educators engaged in field research that they share with students in our classrooms.

St. John's offers more than 100 traditional and unique majors, from pharmacy and philosophy to sport management. Whatever major they choose, our students are guided by faculty and staff who support them every step of the way to achieve scholastically and graduate—then move on to successful careers or further academic studies. At St. John's, we make it possible for our students to excel without bounds.

## Faith, Service, and Success

Can you do well in life while being a force for good? You can, and our graduates do. Whatever their profession—doctor, lawyer, chief executive officer, teacher, entrepreneur, or advocate for those in need—St. John's alumni use their time and talents to make our world a better place.

As a Catholic and Vincentian University, faith is an integral part of this effort—we encourage our students to strengthen theirs, and at the same time, value, respect, and support all religious traditions. As a vibrant faith community, we offer students a chance to pray, serve, and find meaning in their college experience. We are dedicated to the example of St. Vincent de Paul, who based his ministry on helping those in need.

Students commit approximately 5,000 hours to serve sites worldwide. Gaining direct, shared experience through helping others, students are uniquely prepared for lives as ethical leaders—in whatever career path they choose. That is why St. John's is among the select few colleges and universities admitted with distinction to the President's Higher Education Community Service Honor Roll. Faith, service, and success—they are central to the St. John's experience.

## The Power of a Global City and a World Campus

To make a difference in the world, you have to embrace it. At St. John's, we give our students a global home base that starts in New York City—one of the most multicultural centers in the world. And this global presence carries over and permeates our three New York campuses—*U.S. News & World Report* ranked us fourth among America's top-10 universities for ethnic diversity.

New York City offers our students the ultimate cultural immersion in the arts, the quintessential laboratory for research in any field, and a limitless host of internships in business or nonprofit services that may begin in the city, but then take our students around the country and beyond.

St. John's is also a springboard for semesters at the University's Rome, Italy, campus and our academic locations in Paris, France, and Limerick, Ireland. Study abroad learning and service opportunities are available on almost every continent. At St. John's University, we do not just send our students abroad—we provide them with a global campus that allows a seamless experience from location to location.

**An Alumni Network That Opens Doors**

Confident, goal-driven, ethical—these are qualities our students have in common that lead to the trademark personal success of St. John's graduates. And in New York City, an undeniable commerce, communications, and cultural capital, this University has a wide and deeply connected network of more than 80 percent of its 195,000+ alumni working in the area, across every industry imaginable.

These alumni seek out our students to intern and work for their companies. The *Wall Street Journal* has listed St. John's among the top 100 colleges in the country "most likely to help students land a job in key careers and professions—areas that are growing, pay well, and offer high levels of satisfaction." And, of 554 colleges and universities in *Bloomberg Businessweek's* "Payscale Survey," St. John's earned high marks as an outstanding "return on investment" whose graduates are top earners. In short, St. John's alumni achieve success in virtually every field—and they share that success with fellow graduates to ensure that our vast alumni network continues to make a difference in the world.

**New York's Team**

For more than a century, St. John's University has had a storied athletic tradition. With 1,922 total victories entering the 2023–24 season, the St. John's Men's Basketball team is the ninth winningest program in NCAA Division I history.

But our athletic success goes beyond just basketball. Some of today's Olympic heroes are men and women from our fencing squad and track and field team. You will also find Johnnies gracing the courts of the NBA and WNBA, the diamonds of the MLB, and the links of the PGA.

With 17 Division I BIG EAST men's and women's teams, a home court also known as Madison Square Garden, and a record high number of student-athletes named to the BIG EAST All-Academic team, St. John's is New York's team in more ways than one. Our athletic champions go on to be the doctors, lawyers, executives, teachers, artists, and leaders of this great city, because they are as driven in life as they are on the court and field.

# Getting Started
## Print Communication

**WHAT WE DO**

The Office of Marketing and Communications works in partnership with the academic and administrative units to promote the image and achievements of St. John's University.

Our team of experienced professionals provides account management, editorial and web support, graphic design, marketing counsel, media planning, production, and strategic planning. We aim to work within client budgets to meet print, production, media, and other associated costs, and provide our services free of charge. Printing is billed.

Please use the memo, letter, fax, agenda and PowerPoint templates available through SignOn. Once on SignOn, select Connect, Marketing and Communications Group, Resources, Marketing Templates.

**I. PRINT PROCESS (BASICS)**

**A. Step One**
Before contacting the Office of Marketing and Communications, the College or administrative department ("the client") should have a general sense of the scope of the project, including
• Budget
• Format—brochure, postcard, flyer, or other
• Target delivery date
• Quantity

On average, four to six weeks is required to produce print collateral. In some instances it may take longer, depending on the complexity of the project.

The printing industry is currently facing uncommon challenges meeting demands for their products. There has been an increase in the price of paper and a significant shortage in its availability. In order to minimize the impact of these issues, please allow for extra time in your schedules and flexibility in paper selections.

*General Time Estimates*
Postcard: four weeks

Flyer/poster: four weeks

Application: four to six weeks

Banner: four to six weeks

Brochure/booklet: six–eight weeks

Invitation/program: eight to10 weeks
(depending on event and mailing schedules)

Bulletin/viewbook new text and design: six to eight months

Once you consider these issues, contact the Marketing Liaison for your college of office. The liaison will contact the appropriate Account Director in the Office of Marketing and Communications to discuss your project in more detail.

**B. Step Two (Project Request Form, Text, Photos)**
*Project Request Form*
After a plan is established, please complete a Print Project Form and submit to your College or department marketing liaison, who will forward the form to the appropriate Account Director.

*Text*
The copy for the project should accompany the form in a Word document. The language should, in general, reflect the components of St. John's positioning. For more information, please review the *Editorial Guidelines* starting on page eight.

*Photographs*
A University photo gallery is available to clients. Please contact your College or department marketing liaison for more information.

If you wish to include specific photos in the print collateral, please make sure they are taken at the highest resolution in order to ensure quality reproduction and that appropriate photo releases are obtained.

**C. Step Three (Proofreading)**
Prior to the design phase, the text of all projects submitted is reviewed for content, punctuation, and grammar. The Office of Marketing and Communications reserves the right to edit all text in line with the University's editorial style. **The Office of Marketing and Communications will not make factual changes or check factual information. It is the client's responsibility to supply accurate text and check facts.**

**D. Step Four (Design and Production Phase)**
The Office of Marketing and Communications successfully manages more than 1,000 projects per year for departments and colleges throughout the University. This is made possible by a clearly defined production process.

*First Proof*

Expect to receive a first proof five to seven days after submitting your text and completed forms. Depending on the scope of the project, more time may need to be allotted. This proof must be carefully reviewed by all appropriate parties, signed, and returned to an Account Director within two to three days in order for the target delivery date to be met. Any changes to the design and text should be clearly indicated. Please review your proof carefully, checking for accuracy and placement of artwork. Do not assume the copy is correct; always check for unexpected errors.

*Final Proof*

Within five days of submission of changes to the first proof, a second and final proof is sent to you for your approval and sign off. This is your last opportunity to make revisions before the project is sent to print. The final proof should be reviewed, signed, and returned to your Account Director within two days. If you require extensive changes at this stage, you must submit revised text. Note that the delivery date of your publication will be impacted. The Office of Marketing and Communications will provide a maximum of two proofs for review on any given project.

*Although editing support is provided by this office, the ultimate responsibility for editing at each stage of design rests with the client.*

**E. Step Five (Printing)**

At the client's request, before beginning a project, the Office of Marketing and Communications can seek unofficial printing quotes. A more precise estimate cannot be provided until the actual material has been designed and the printing specifications established. If the client adds elements after receiving the initial estimate, costs may change substantially. Small details of seemingly little consequence can add significantly to the price of a project. In order to obtain an accurate estimate, provide specifics as early as possible.

After design and content are finalized, allow approximately 10 working days to print. For projects with complex design formats or high quantities, printing can take longer.

The Office of Marketing and Communications works with Printing and Distribution Services to supervise the delivery of any project requiring the services of an **off-campus** printer. Colleges/departments work **directly** with Printing and Distribution on internal printing collateral.

**F. Delivery and Mailing**

The completed project is delivered according to the instructions provided at the start of the project.

If pieces need to be labeled and mailed, contact Printing and Distribution Services directly.

**G. Stationery and Business Cards**

Please contact Printing and Distribution for your stationery and business card needs.

# Getting Started
## Digital Communication

### DIGITAL

The internet and social media channels have evolved into major communication tools both for business and education.

Our primary online presence for external and internal audiences is through the following:

**St. John's University Website (www.stjohns.edu)**
St. John's official website reinforces the brand and image of the University while providing valuable information to all its constituents, with a specific focus on prospective students, parents, alumni, and employers. To update content on the EDU website, please contact your School/College or Department Marketing Liaison who can reach out to your Marketing Account Director for more information.

**U Connect and SignOn**
St. John's U Connect (connect.stjohns.edu) serves personalized information in a central location and surfaces content relevant to your role as a St. John's community member. SignOn (signon.stjohns.edu) consolidates all your University Services (e.g., email, UIS, and Canvas) behind one username and password and is backed by two-factor authentication to provide enhanced security. You can reset your password should you forget it.

Connect is accessible via the web (connect.stjohns.edu) or as a mobile application (you can download it by visiting https://www.stjohns.edu/apps). SignOn is accessible from the link on the University website footer or by visiting **signon.stjohns.edu**.

St. John's U Connect and SignOn are accessible anywhere there is internet access and provides students, faculty, administrators, and staff with vital resources and information. The content on St. John's U Connect is managed collaboratively through many departments within the University and is updated regularly.

### WEBSITE FORMAT—RESPONSIVE CONTENT

The new St. John's University website features responsive design. This approach creates a site providing an optimal viewing experience—easy reading and navigation with a minimum of resizing, panning, and scrolling—across a wide range of devices (from desktop computers to tablets to mobile phones). The fluid grid concept allows our content to be viewed more clearly and consistently across all media.

Increasingly our audience is viewing web pages on mobile devices and tablets, and it is important that the University site is accessible and readable to everyone. To ensure your content renders across all devices, it is necessary to sacrifice some complexity. Please adhere to these guidelines:
• Trust that less is more!
• Don't make everything bold.
• Format less.
• Utilize photographs to enhance your page. Drop a photo between paragraphs and it will automatically shrink to fit smaller screens.
• Use headings and hierarchy in your information and break it into more readable chunks.
• Use bulleted lists for content.
• Don't use "Click here." Make the name of the item the link; it will be clearer.

The Office of Marketing and Communications' Digital Team provides more extensive information on responsive design content creation and instructions on updating content within the new Content Management System. A new site design is important, but content and structure of content is fundamental. Consider your unit's goals, analyze site statistics, and engage your visitors with relevant, timely, and concise information.

**Content Management System (CMS)**
St. John's uses Drupal to maintain the University's website content. This system is open-source, which allows for flexibility to grow as technology changes. This CMS allows you
to publish, monitor, and manage the content within your respective area on the www.stjohns.edu website.

To publish content, please contact your Marketing Account Director to arrange permissions setup and training.

**Web Content Managers**
It is vital to create engaging, compelling, and relevant content for your web pages that is updated to stay current. Therefore, diligent content management is required for each unit of the University so information remains relevant to visitors.

To this end, it is important to designate one person in your College/department as the Web Content Manager responsible for gathering, managing, and updating all content on your area's website.

Meeting with your Marketing Account Director can also help you develop a coherent and consistent plan for your online content.

### ADA COMPLIANCE

St. John's is committed to ensuring that our digital content is accessible to all users of our website. To that end, there are standards focused on the use of images, headers, and other elements on web pages that help us keep our website compliant with the Americans with Disabilities Act (ADA).

A full list of accessibility requirements is available online at https://www.w3.org/WAI/standards-guidelines/wcag/, but the most common practices to keep in mind are

- Images cannot have text embedded on them. Text that is embedded on an image is not readable by a screen reader and is thus not fully accessible. Images can be pictures only—not words. The caption field can help communicate additional information about the picture being used.
- PDFs must be fully compliant. Adobe Pro has a function that scans PDFs for accessibility and makes recommendations needed to ensure that your PDFs are accessible.
- When directing users to click a link, do not use "Click here" or "Learn more."
    - o Accessible: View our Academic Calendar ("Academic Calendar" is hyperlinked).
    - o Not accessible: Click here. (Click here is hyperlinked)
- Headers must progress in logical order from H2 through H4.
    - o Accessible: First line is an H2, second line is H3, plain text.
    - o Not accessible: First line is plain text, second line is H3, third line is H4.

### SOCIAL MEDIA TRAINING

The Office of Marketing and Communications runs social media training for departments who run their own social media pages. During this training, you receive best practices across all social platforms, including hashtags, content creation, and tools that can easily create multimedia content for you to share on social media. Please contact stjohnsdigital@stjohns.edu to set up a training.

### BRAND CAMPAIGN

Education That Elevates is the theme for a multiyear, multimarket, branding campaign that aims to raise awareness of the University and promote the academic distinction of a St. John's education to multiple target audiences. It specifically focuses on residents and visitors to the five boroughs and Long Island as more than 80 percent of St. John's 195,000+ living alumni reside in the tristate region.

With programs for every path, a St. John's University education gives you limitless opportunities to broaden your mind, discover your passion, and reach new heights.

A brand toolkit has been developed and is available at www.stjohns.edu/brandtoolkit

### MEDIA ADVERTISING (PRINT, WEB, RADIO, MOBILE, OUT-OF-HOME)

All University media advertisements (i.e., recruitment, college, and program event-oriented) must be created by and placed through the Office of Marketing and Communications to maintain and capitalize on St. John's current image and relationships.

Developing a targeted advertising strategy that produces results requires planning, timing, and a significant investment of funds. To maximize your chances of success, the time to investigate your advertising options is in the planning stages of launching a particular effort (i.e., event, program, or conference). Consult with the Marketing Liaison for your college or office to discuss realistic alternatives for devising an effective marketing plan. The Marketing Liaison contacts the appropriate Account Director in the Office of Marketing and Communications to discuss realistic alternatives for devising an effective marketing plan.

### JOURNAL ADVERTISEMENTS

Organizations, businesses, or other schools that have relationships with the University frequently solicit journal advertising. The Office of the President must authorize any journal advertising requests. Please contact the Office of Media Relations at ext. 1621 or email medicarelations@stjohns.edu. Once you receive authorization, this office creates the journal ad.

# Editorial Guidelines

## MEDIA PLANNING

Media planning consists of advertising recommendations and placements based on budget, geography, goals, research, and target. Advertising can be planned for and placed in a variety of mediums, including broadcast, digital, out-of-home, print (e.g., magazines and newspapers), and on social media. All media is planned to achieve advertising goals while maintaining adequate levels of reach and frequency.

## COPY AND DESIGN

Once an advertising plan has been approved, you need to provide copy and forms to the Marketing Liaison designated for your college or office. The college or department liaison will contact the appropriate Account Director in the Office of Marketing and Communications. An appropriate ad will be created and forwarded to the selected media outlet. Please provide all necessary details for the advertisement (i.e., budget, size, color, delivery instructions, and deadline).

This guide addresses basic principles of style for print and online articles, brochures, emails, newsletters, and other publications. For most matters of usage, the Office of Marketing and Communications follows the current (17th) edition of *The Chicago Manual of Style*, with a number of St. John's-specific exceptions.

Please also consult Chicago 17 online via St. John's website: St. John's University Libraries > "Databases" > publication under C. For specific words and phrases not covered in Chicago, please refer to *Merriam Webster's Collegiate Dictionary* (11th edition).

The following topic headings are arranged alphabetically, as are the subheads in each category. Under S, this issue includes a number of "ST. JOHN'S TERMS AND USAGES."

## ACADEMIC DEGREES

Use periods in degree abbreviations unless they are part of alumni designations (for details, see "ALUMNI CLASS DESIGNATIONS").

*Examples:*
B.A.       bachelor of arts
B.F.A.     bachelor of fine arts
Ed.D.      doctor of education
J.D.       juris doctor (doctor of law)
M.A.       master of arts
Ph.D.      philosophiae doctor (doctor of philosophy)
M.B.A.   master of business administration

Note: when spelling out types of degrees, as above, lowercase unless they form the official name of a program, e.g., "the Master of Arts in World History."

After names, degrees not earned at St. John's are treated parenthetically within commas.

*Examples:*
Joseph Goodman, J.D., heads the department.
Sally Smyth, Ph.D., serves as Provost.

## ACRONYMS AND AMPERSANDS

Chicago does not use periods between the letters in most acronyms, though St. John's defers to an organization's official usage. Similarly, University style prefers "and" to ampersands but defers to an organization's preference.

*Examples:*
*U.S. News & World Report*
Garrison & Lloyd Inc.

When references do not suggest a clear-cut approach on the part of the organization, the University applies its own style.

### ADDRESSES

#### City/State Abbreviations

When a city and state appear in running text, use the name of the city with the parenthetic postal abbreviation for the state enclosed in commas. This is a St. John's-specific usage.

*Example:*
A native of Grand Rapids, MI, Joseph is a freshman at St. John's.

#### Linear Format

This is used when an address flows into the rest of a paragraph (running text). Address items appear in the same order as in the vertical format (below). Each item is separated by a comma except for the state abbreviation and zip code (no punctuation). Use a semicolon between the address and phone number.

A complete sentence with a colon may introduce the address (and phone number), which would end with a period.

*Examples:*
For more information, write or call the Department of Criminal Justice, College of Professional Studies, St. John's University, 8000 Utopia Parkway, Queens, NY 11439; 718-990-XXXX.

Please contact us for more information: Department of English, St. John's College of Liberal Arts and Sciences, St. John's University, 8000 Utopia Parkway, Queens, NY 11439; 718-990-XXXX.

#### Vertical (Stacked) Format

This often is used on web pages for individual departments and wherever an address should stand out (similar to the mailing address on envelopes). Ideally, no more than five lines are included (Program Name, College Name, University Name, Street Address, City/State/Zip).

*Example:*
Mail to:
Department of Criminal Justice
The Lesley H. and William L. Collins
College of Professional Studies
St. John's University
8000 Utopia Parkway
Queens, NY 11439

### ALPHABETIZING NAMES

Alphabetize compound names by the first element.

*Examples:*
Johnson, Samuel
Sackville-West, Dorothea
Strachey, Lytton

### ALUMNI CLASS DESIGNATIONS

Class designations follow a graduate's full name and are treated as part of it rather than as a parenthetic element. Omit commas unless they are used to enclose a professional title that follows the name. Commas also are used to separate two or more designations following a name.

Each class designation consists of the class year plus an "attached" degree or school abbreviation.

*Examples:*
Peter Larson '87SVC is the Executive Vice President.
John Jackson '05C, '07G is joining the team.
Anna Andrews '09Ed, '13Ed.D. looks forward to Commencement.
Andrea Edwards '38NDC, '45L has joined Macomber and Frye, LLD.

Please refer to the following list of class designations.

#### St. John's College of Liberal Arts and Sciences

| | |
|---|---|
| Advanced Professional Certificate: | APC (e.g., '12APC) |
| Undergraduate (Bachelor's): | C (e.g., '07C) |
| Graduate (Master's): | G (e.g., '11G) |
| Doctor of Arts/Sciences: | D.A./D.S. (e.g., '03D.A.) |
| Doctor of Philosophy: | Ph.D. (e.g., '12Ph.D.) |
| Doctor of Psychology: | Psy.D. (e.g., '09Psy.D.) |
| Graduate Institute for Asian Studies: | GIAS (e.g., '01GIAS) |
| Institute for Asian Studies: | IAS (e.g., '05IAS) |
| Institute for Biotechnology: | MS (e.g., '11MS) |
| Master of Library Science: | MLS (e.g., '06MLS) |
| Professional Diploma: | PD (e.g., '12PD) |

#### College of Pharmacy and Health Sciences

| | |
|---|---|
| Undergraduate: | P (e.g., '98P) |
| Graduate: | GP (e.g., '85GP) |
| Doctor of Philosophy: | Ph.D.(e.g., '01Ph.D.) |
| Medical Technology: | MT (e.g., '12MT) |
| Six-Year Pharm.D.: | Pharm.D. (e.g., '00Pharm.D.) |

# Editorial Guidelines

**The Lesley H. and William L. Collins**
**College of Professional Studies**

| | |
|---|---|
| Undergraduate: | CCPS (e.g., '21CCPS) |
| | CPS (e.g., '19CPS) |
| | SVC (e.g., '99SVC) |
| Graduate (master's degrees and doctoral degrees): | MS (e.g., '21MS) |
| | MPS (e.g., '21MPS) |
| | GCCPS (e.g., '17GCCPS) |
| Doctor of Professional Studies: | DPS (e.g., '21DPS) |
| Doctor of Philosophy: | Ph.D. (e.g., '21Ph.D.) |
| Doctor of Philosophy: | Ph.D. (e.g., '21Ph.D.) |

*NOTES:*
SVC through May 1999 graduates
CPS from September 1999 through May 2019 graduates
CCPS September 2019 graduates to present

**The School of Education**

| | |
|---|---|
| Advanced Certificate | CERT (e.g., '09CERT) |
| Undergraduate: | Ed (e.g., '12Ed) |
| Graduate: | GEd (e.g., '15GEd) |
| Doctor of Education: | Ed.D. (e.g., '04Ed.D.) |
| Doctor of Philosophy: | Ph.D. (e.g., '14Ph.D.) |
| Professional Diploma: | PD (e.g., '10PD) |

**The Peter J. Tobin College of Business**

| | |
|---|---|
| Undergraduate: | TCB (e.g., '09TCB) |
| | CBA (e.g., '87CBA) |
| Graduate: | MBA (e.g., '11MBA) |
| | MS (e.g., '12MS) |
| The College of Insurance: | TCI (e.g., '75TCI) |
| Maurice R. Greenberg School of Risk Management, Insurance and Actuarial Science: | GSRM (e.g., '10GSRM) |

**School of Law**

| | |
|---|---|
| Juris Doctor: | L (e.g., '01L) |
| Master of Laws: | LLM (e.g., '05LLM) |

**Notre Dame College**

| | |
|---|---|
| Undergraduate: | NDC (e.g., '45NDC) |

**University College**

| | |
|---|---|
| Undergraduate: | UC (e.g., '56UC) |

For alumni who have a non-St. John's doctoral or other terminal degree, please use the following format:

*Examples:*
Diane Brunner, Ph.D. '65MA
James G. Smith, Ph.D. '73C, '76MBA
Horatio Abernathy, M.D. '85CPS

When writing about a married couple in which both spouses are St. John's alumni, wives are listed first and their class designation is enclosed in parentheses, unless the husband graduated first.

*Examples:*
Linda ('68CBA) and Thomas Atkins '68Ed
Anthony ('12CPS) and Marie Colson '16Ph.D.

(Also see "CREDENTIALS/AFFILIATIONS.")

**Students**

In running text, it is unnecessary to follow a student's full name with a class designation. Indicate the major and expected year of graduation, if necessary, with a phrase:

*No:*
Sharon Carson '20CPS is majoring in Homeland Security.

*Yes:*
Jonathan Markham, an Economics major in The Peter J. Tobin College of Business, graduates in May 2020.

## APOSTROPHES

Form the possessive of most singular nouns by adding an apostrophe and *s,* regardless of the noun's last letter.

*Examples:*
the horse's mouth
a bass's stripes
Kansas's legislature
Tacitus's histories

Form the possessive of plural nouns by adding the apostrophe only—except in the case of irregular plurals such as children, which do not end in *s.*

*Examples:*
puppies' paws
children's literature
the Lincolns' marriage
the Martinezes' house

## BULLETED/VERTICAL LISTS

Introduce a bulleted, numbered, or other vertical list with a grammatically complete sentence that ends in a colon. Bulleted/list items are considered objects of the verb and appear after (or, in this case, a full sentence, as in the examples below).

*Examples:*
Applicants are expected to submit the following items:
• A full résumé
• Two letters of recommendation
• All your diplomas, from high school through graduate school

Your application must include these documents:
1. A full résumé
2. Two letters of recommendation
3. All your diplomas, from high school through graduate school

The bulleted or numbered items that follow have no closing punctuation unless each item forms a complete sentence itself. If the list is numbered, a period follows the numeral and each item begins with a capital letter.

Note that run-over text is aligned with the first word following the numeral or bullet. An alternative to indenting run-over lines is to insert extra space between the items.

*Examples:*
To change your date display from "31" to "1" after the last day of a 30-day month, follow these steps:
1. Pull the stem out to the time-setting position (i.e., past the date-setting position).
2. Make a mental note of the exact minute.
3. Turn the stem in a clockwise direction through 24 hours until reaching the correct one.

Use the control panel on your printer to manage basic settings:
• Control toner use by turning EconoMode on or off;
• Adjust print quality by changing the Resolution Enhancement Technology settings; and
• Manage printer memory by changing the Image Adapt and Page Protect settings.

### CAMPUSES/DIVISIONS

St. John's University has four campuses—Queens, Staten Island, Manhattan (NY), and Rome, Italy; and two locations—Limerick, Ireland; and Paris, France.

When referring to one of these in running text, the word campus is lowercased, e.g., "the Queens campus," "the Rome campus," "the University's Paris location."

In stacked display text (headline style), campus is uppercased.

Example:
Queens Campus
St. Augustine Hall, Room 455

In running text, *room* is lowercase: "The event takes place in St. Augustine Hall, room 455."

**Athletic Buildings and Fields (Queens)**
Belson Stadium
Bob Sheppard Press Box
Carnesecca Arena
DaSilva Memorial Field
Jack Kaiser Stadium
Janetschek Athletic Center
Red Storm Field
Taffner Field House

**Buildings/Locations (Queens)**
Belson Hall/Finley Hall
Carnesecca Arena
Chiang Ching-Kuo Hall
D'Angelo Center
Dr. M.T. Geoffrey Yeh Art Gallery
Lourdes Hall
Marillac Hall
Newman Hall
St. Albert Hall
St. Augustine Hall
St. Thomas More Church
St. Vincent Health Sciences Center (opening in Fall, 2024)
Sullivan Hall
Sun Yat Sen Memorial Hall
The Peter J. Tobin College of Business
University Center
University Freshman Center
Welcome Center

**Engraved Building Inscriptions (Queens)**

| | |
|---|---|
| St. John Hall: | "Educatio Christiana Animae Perfectio" |
| | "Christian education perfects the soul" |
| Newman Hall: | "Ministrare Non Ministrari" |
| | "To serve, not to be served." |
| St. Albert Hall: | "Deus Scientiae Est Dominus" |
| | "God is the Lord of knowledge." |
| St. Augustine Hall (Left): | "Verbum Dei Non Est Alligatum" |
| | "The word of God is not hindered." |
| St. Augustine Hall (Center): | "Tolle Lege" |
| | "Take up and read." |
| St. Augustine Hall (Right): | "Et Deus Erat Verbum" |
| | "And the word was God." |

# Editorial Guidelines

**Residence Halls (Queens)**

| | |
|---|---|
| **Freshmen:** | DaSilva Hall, Donovan Hall, Hollis Hall |
| **Sophomores:** | Century Hall, Henley Road Residence, John Cardinal O'Connor Hall, |
| **Juniors and Seniors:** | Helen and Hugh L. Carey Hall, Founders Village Townhouses, Goethals Apartments, Henley Road Residence, Seton Complex |
| **Law School and Graduate Students:** | DePaul Houses, Henley Road Residence |

**Buildings/Locations (Staten Island)**

| | |
|---|---|
| Campus Center | Loretto Memorial Library |
| DaSilva Academic Center | Mahoney Hall |
| Flynn Hall | Notre Dame House |
| Kelleher Center | Rosati Hall |
| Lavelle Hall | Spellman Hall |

**Residence Halls (Staten Island)**

Apartment-style student housing is adjacent to the Staten Island campus.

**University and College Names**

First use: **St. John's University**
In subsequent use, avoid repetition within the same sentence or paragraph. Refer to the institution as *St. John's or the University.*

Never spell out *Saint* when referring to the University (St. John's).

The correct punctuation in all cases is *St. John's,* not *St. Johns'.* (The possessive is never "St. Johns' facilities.")

First use: **St. John's College of Liberal Arts and Sciences**
Subsequent use: *St. John's College* or *the College*
Never capitalize *the* preceding the College's full name.

First use: **The School of Education**
Subsequent use: *the School* (when not confused with other Colleges, Schools, or University.)
Always capitalize *The* preceding the School's full name.

First use: **The Peter J. Tobin College of Business**
Subsequent use: *the Tobin College of Business, the Tobin College, Tobin, or the College* (when not confused with other Colleges, Schools, or the University).
Always capitalize The preceding the College's full name.

First use: **College of Pharmacy and Health Sciences**
Subsequent use: *the College of Pharmacy and Health Sciences or the College* (when not confused with other Colleges, Schools, or the University).
Never capitalize the preceding the College's full name.

First use: **The Lesley H. and William L. Collins College of Professional Studies**
Subsequent use: *the Collins College of Professional Studies, or the College* (when not confused with other Colleges, Schools, or the University itself) Always capitalize the preceding the College's full name.

First use: **School of Law**
Subsequent use: *the Law School, St. John's Law, or the School* (when not confused with other Colleges, Schools, or the University itself).

## CAPITALIZATION

**Programs and Courses**
Only capitalize academic subjects, courses, degrees, and programs when using the full official title, but not in generic or second references. (Also see "TITLES.")

*Examples:*
Sally is majoring in comparative literature.
Dr. Bernard is Chair of the Committee on Comparative Literature.
The first-year students are enrolled in Philosophy 1011.
Principles of Mechanical Engineering is a popular course in the Hennessey School of Natural and Applied Science.
He enjoyed taking the course in gender studies.

Do the same for administrative, governmental, and judicial bodies, along with offices and departments.

*Examples:*
the United Nations General Assembly; the UN General Assembly; the assembly
the United States Congress; the US Congress; the Ninety-Seventh Congress; Congress; 97th Congress; congressional
the Illinois General Assembly; the assembly; the Illinois legislature; the state senate
the Chicago City Council; the city council
the Ithaca City School District; the school district; the district

Names of lecture series are capitalized only, while individual lectures are usually enclosed in quotation marks.

*Examples:*
This year's Llewellyn Memorial Lectures focus on Welsh literature.
The second lecture, "Romance in the Mabinogion," failed to attract wide interest.

**Semesters and Seasons**

When referring to a specific date or event title, capitalize the season (e.g., *Fall 1995 Reunion*); in other circumstances, lowercase seasons in running text (fall, winter, summer, spring).

*Examples:*
The fall semester
The Spring 2022 semester

## COLON

Use a colon to link an independent clause to a sentence, phrase, or series that amplifies, illustrates, or completes the preceding sentence. If a single sentence follows the colon, the first letter is lowercased. When a colon introduces two or more sentences, a speech in dialogue, or a direct question, the first letter is capitalized. Only one space follows a colon.

*Examples:*
The watch came with a choice of three bands: stainless steel, plastic, or leather.
Take the following steps: dig a hole, place the bulb within, cover with soil, and water.
Craig is an outstanding superintendent: he knows every corner of the facility.
Jonathan has always loved the ocean: He grew up in a seafaring family in Nova Scotia. He also spent many years as a sailor.

A colon is never used to separate a verb from its object or complement.

*No:*
The car included: power steering, GPS, and automatic parking.

*Yes:*
The car included these features: power steering, GPS, and automatic parking.

## COMMAS

In a series of three items or more, include the final comma before the conjunction.

*Example:*
On Christmas morning, Sally received a new laptop, a pair of running shoes, and her own car.

Use commas before a conjunction joining two independent clauses (grammatically complete sentences).

*Example:*
We activated the alarm, but the burglar managed to avoid it.

Use a comma when a nonrestrictive dependent clause precedes or follows an independent clause. (Nonrestrictive clauses add information but are not essential to the meaning of a sentence.)

*Examples:*
Though she had never played softball before, Amanda scored a home run on her first try.
At last she arrived, when the food was cold.

Commas are not needed to link a restrictive dependent to an independent clause. (A restrictive clause is essential to the meaning of a sentence.)

*Example:*
We will agree to the proposal if you accept our terms.

## COMPOUND WORDS

Hyphenate two or more nouns used as a compound adjective before a noun.

*Examples:*
A five-year-old child
An emerald-green tie
A snow-white dress.

Hyphenate a compound adjective and noun before but not after the noun it modifies.

*Examples:*
They were all small-state senators.
The senator represented a small state.
It was a middle-class neighborhood.
The neighborhood was middle class.

Compounds comprising a word ending in *ly* and a participle or adjective are not hyphenated before or after a noun.

*Examples:*
He was a highly paid attorney.
It was a fully open hearing.
The mime was mildly amusing.

When an adverb not ending in *ly* is combined with a participle or adjective, hyphenate before but not after a noun.

*Examples:*
It was a much-needed addition to the house.
The addition was much needed.
She was the best-known author in the region.

# Editorial Guidelines

Do not hyphenate compass points and directions unless three directions are combined, in which case a hyphen is used after the first.

*Examples:*
Northeast
Southwest
a north-south street
the street runs north-south

When a *from . . . to* relationship is implied, use an en dash.

*Examples:*
It was a north–south street.
The street runs north–south.

When writing out fractions, the noun form is open unless it is used as an adjective, which is hyphenated.

*Examples:*
The ride took a half hour.
It was a half-hour session.

Do not hyphenate foreign phrases unless hyphens appear in the original language.

*Examples:*
She employed an a priori argument.
It was a Sturm und Drang drama.
They took a tête-à-tête approach to the meeting.

## CONTRACTIONS

Contractions are to be used sparingly in narrative text and quotes. (Also see "ST. JOHN'S TERMS AND USAGES.")

## CREDENTIALS/AFFILIATIONS

### Names and Titles
Always capitalize professional titles before and after a person's name. This is a St. John's-specific style that differs from Chicago. (Also see "TITLES.")

*Examples:*
President Josiah Landing, Ph.D., signed the agreement.
John Caputo, Dean of Students, addressed the gathering.
Angela Ferguson is Vice President for Administration at the University.

Note: When referring to someone for the first time in running text, use that individual's first and last name. After that, use the last name with the appropriate prefix, e.g., *Mr., Ms., Dr.,* etc. Never use the last name by itself unless it is part of a quote. (Also see "ST. JOHN'S TERMS AND USAGES.")

In running text, it is unnecessary to follow a student's full name with a class designation. Indicate the major and expected year of graduation, if necessary, with a phrase. (Also see "ALUMNI CLASS DESIGNATIONS > Students.")

### Order, Credentials, and Degrees
Abbreviations for professional credentials come after the highest academic degree following a name:

*Examples:*
Anthony R. Nelson, Ed.D., C.P.A., Dean
H. Courtney Higginbotham, Ph.D., R.Ph., Professor of Pharmacy
When several degrees follow a name, the last item should be the highest, most important, or most relevant degree, depending on the text. [See the *Standard Handbook for Secretaries* (McGraw-Hill) and the *Harvard Manual of Style;* Chicago has no rule for this.]

*Examples:*
Keith M. Taylor, B.S., A.M., L.L.D.
Leslie A. Ryan, Ph.D., M.D., Medical Director
John F. Franklin, Ph.D., Litt.D., Editor

### Faculty
On first reference to faculty members or administrators with a terminal degree, include the appropriate abbreviation. The degree is parenthetic if not from St. John's. (See "ACADEMIC CREDENTIALS.")

*Examples:*
Andrea Appleby, Ph.D., Associate Professor of English
Laurence Stern, Psy.D., Professor of Psychology

Nonterminal degrees usually are not indicated in running text, headers, or display type. This applies to all master's degrees except the M.F.A., which is generally regarded as a terminal degree unless part of a formal academic sequence culminating in a D.F.A. (Doctor of Fine Arts), etc.

*Examples:*
Mark Smith, Assistant Professor of History
Ambrose Morgan, Associate Provost
Linda Suarez, M.F.A., Assistant Professor of Art and Design

On second reference to faculty or administrators with a doctoral degree, use Dr. with the last name. For those without a doctoral degree, use Prof., Ms., Mr., or Mx.

When an academic degree or professional designation follows a name, omit the prefix.

*Examples:*
Jennifer Fenshaw, M.D. (not Dr. Jennifer Fenshaw, M.D.)
Dr. Julius Steingut (not Dr. Julius Steingut, Ph.D.)

**Professional and Religious**
Apply the same principle as used for non-St. John's degrees. (Although credential abbreviations are capped, we use all lower case when spelled out, except for the formal names of affiliations).

*Examples:*

| | |
|---|---|
| C.M. | Congregation of the Mission |
| C.P.A. | certified public accountant |
| D.C. | Daughters of Charity |
| R.Ph. | registered pharmacist |
| R.S.M. | Religious Sisters of Mercy |
| S.J. | Society of Jesus |
| S.T.D. | Doctor of Sacred Theology |

In first reference to a priest, *Rev.* precedes the full name. After this, use *Fr.* One exception is the signature on a letter, where *Rev.* is not used but the religious abbreviation appears as usual after a full name.

*Examples:*
Most Rev. Joshua Canby, C.S.C.
Rev. Patrick Cunningham, C.M.
Fr. Cunningham
Patrick Cunningham, C.M.

The initials *C.M.* for priests and brothers in the Congregation of the Mission, and *D.C.* for nuns in the Daughters of Charity, must always follow the full name. The prefix *Sr.* should precede the full and last names of nuns.

Example:
Sr. Margaret Buchanan, D.C.

Note: St. John's style uses *Jr.* and *Sr.* parenthetically, with commas. The same is not true for *I, II,* etc.

*Examples:*
Andrew Winchell, Sr., was among the city's founders.
Angelo Castiglione, Jr., was named to the board.
Leopold Bloom II, Esq., represents the defendant.

## DASHES AND HYPHENS

Use the em dash [—] to set off an amplifying, illustrating, or explanatory element; or instead of commas for an emphatic parenthetic phrase. There are no spaces around the em dash. An en dash [ – ] is slightly longer than a hyphen [ - ] and smaller than an em dash.

*Examples:*
His trip was in vain—the store already had closed.

The weather was fair—bright sunshine and few clouds—when they set off in the skiff.
The en dash [–] may connect a range of numbers and sometimes link words. There are no spaces around the en dash. (Also see "NUMBERS.")

*Examples:*
The years 1950–1960 were a time of economic expansion in the United States.
To learn more, read chapters 12–17.
The London–Paris train arrives at 10 p.m.

Use the word *to* instead of an en dash if the word *from* precedes the first element in a pair.

*Example:*
The march will take place from 3 to 10 p.m.

Use a hyphen when two nouns form a compound adjective to qualify a word that follows.

*Examples:*
The nation chose a home-rule form of government.

Do the same when an adjective and a noun are used as a compound adjective:

*Examples:*
The equipment required a high-quality battery.

Use a hyphen when an adjective and a participle are used as a compound adjective that precedes the word it qualifies.

*Examples:*
Those were some high-jumping grasshoppers!

Do the same when an adverb that does not end in *ly* forms a compound adjective with a participle or adjective.

*Examples:*
They built a much-needed addition to the house.
She made the list of best-known authors.

However, do not use a hyphen when an adverb ending in *ly* is used as a compound adjective with a participle or adjective.

*Examples:*
The joke was mildly amusing.
She was a highly paid professional.

(Also see "COMPOUND WORDS.")

# Editorial Guidelines

## ELLIPSES

Avoid using ellipses (. . .) to indicate missing copy in quoted material. If necessary, use commas or other punctuation to

ensure a smooth, cohesive statement while maintaining the integrity of the content.

*No:*
"The book wasn't published . . . until many years after my mother completed it," said Johnson.

*Yes:*
"The book wasn't published until many years after my mother completed it," said Johnson.

## HEADINGS

In headline-style titles, capitalize the first and last words no matter what the part of speech. In all other cases, follow these rules:

- Capitalize all nouns, pronouns, verbs, adjectives, adverbs.
- Lowercase the articles *the*, *a*, and *an*.
- Lowercase the coordinating conjunctions *and, but, for, or,* and *nor*.
- Lowercase prepositions regardless of length (such as *about, above, across, after, against, along, among, around, at, before, behind, below, beneath, beside, between, beyond, but, by, despite, during, except, for, from, in, inside, into,* etc.). Do this except when they are used adverbially or adjectivally (for example, *up* in *Look Up; down* in *Turn Down;* and *on* in *The On Button,* etc.).
- Lowercase to, not only as a preposition, but also as part of an infinitive. Examples: to Run, to Hide.

Note: Heads and subheads are almost never followed by periods. (Exceptions include run-in heads, which are usually italicized and given initial caps for the first word and proper names.)

## NUMBERS

### Cardinal Numbers
Spell out numbers from *zero* to *nine;* use Arabic numerals (e.g., *10,* not *ten*) for numbers above *nine*. This also applies to ordinal numbers (*third,* not *3rd; 12th,* not *twelfth*). Never use superscripts in ordinal numbers.

*Examples:*
We counted 87 people.
There were nine hamsters.

### Money
In running text, follow the principles outlined above. For example, spell out *nine* dollars and below; use numerals for *10* dollars and above.

*Examples:*
nine dollars, not $9
$10, not ten dollars

### Numbers and En Dash
With continuing numbers—dates, times, etc.—use the en dash to mean *up to, including,* or *through*. There are no spaces around the en dash.

If *from* precedes a pair of terms, then separate the items with *to* instead of the en dash. If *between* precedes the pair, use *and*.

*Examples:*
Monday, March 18, 10:30 a.m.–noon
Join us on Thursday, 11:30 a.m.–4 p.m., for the Faculty Forum.
I attended college from 1981 to 1985.
(Not "from 1981–1985.")

### Numbers Beginning a Sentence
Always spell out a number when it starts a sentence or headline.

*Examples:*
Eighty-seven people took part in the contest.
Eleven boats appeared in the regatta.

### Percent Symbol
Write percentages as numerals except at the start of a sentence. In nontechnical text, use the word *percent* instead of the symbol.

*Examples:*
Thirty percent of all New Yorkers speak a foreign language.
An estimated 15 percent of the students use public transportation.
We will take nine percent of the profits.

### Telephone Numbers
Use a hyphen to separate the exchange from the number. Toll-free numbers include the *1,* with a hyphen separating it from the exchange.

"Tel" or "Fax" precedes the numbers in an address, no colon or period.

*Examples:*
Tel    718-990-6132
       1-888-9STJOHNS
Fax    718-990-6133

### Time and Date
Dates may be used as descriptive adjectives. When using a month-year or month-day date as an adjective, no hyphen or comma is needed.

*Examples:*
The October 31 festivities
The December 2003 financial statement

If a full month-day-year date is used, then a comma is needed both before and after the year.

*Example:*
The May 18, 2002, commencement ceremonies

However, the usage above is awkward compared to this: "commencement ceremonies on May 18, 2002."

For event dates, times, and locations in display text, use the following format:

"How to Make the Most of College"
Thursday, April 11, 2–4 p.m.
D'Angelo Center, Room 206, Queens Campus

Or use one of the following formats for of an event in display type:

*Single-Line:*
Thursday, December 11, 2014, 7 p.m.
Great Lawn, Queens Campus

*Vertical:*
**Thursday, December 11**
7 p.m.
Great Lawn, Queens Campus

Times for an event and other activities are listed using numbers without zeros for even hours. Use the lowercase *a.m.* and *p.m.*

*Examples:*
The first train leaves at 5:22 a.m. and the last at 11 p.m.
Attend the meeting in St. Thomas More Church at 10:30 a.m. on December 5.

Never use numbers for noon or midnight (except, informally, in expressions like "twelve o'clock at night").

*Examples:*
The meeting began at 9:45 a.m. and ended by noon.
Rodriguez was born at midnight, August 21–22.

In a day/date line, spell out the day and date, ending in a period ("attend on Tuesday, September 9"). For specific dates, spell out months and days. Write dates as cardinal— not ordinal—numbers (*10,* not *10th*).
The en dash separates dates (e.g., May 1–4, not May 1 and 4). If beginning and ending dates are in the same month, do not repeat the month (e.g., May 1–4, not May 1–May 4). Use a comma before and after the year only if a date is mentioned.

Decades are spelled out (as long as the century is clear) and lowercased or in numeral form. There is no apostrophe between the year and the letter *s.*

*Examples:*
the seventies
the 1980s and 1990s
the 1980s and '90s

## QUOTES

Periods and commas always precede the closing quotation marks, whether they are double or single.

Colons and semicolons come after the closing quotation marks.

*Examples:*
"You may choose to ride," said Arnold, "but you may want to check the times."
He said he wanted to "go abroad for a while"; we knew he was lying.

When a question or exclamation mark is part of the quoted material, it should precede (be placed within) the closing quotation marks. Question marks also are placed within parentheses or brackets when part of the parenthetic text.

*Examples:*
The ambassador asked, "Has the US Marine Corps been alerted?"
Why was Jones shaking when he asked, "am I here to open an inquiry"?
The performer walked off the stage amid cries of "Brava!"
She could not believe her watch proved to be "water resistant to 300 meters"!

(Also see "TITLES.")

## SEMICOLON

Use the semicolon to show a close connection between two grammatically complete sentences.

*Example:*
Leonardo never had much use for the company of others; he preferred to study alone.

Use the semicolon when two complete sentences are joined by *however, therefore, indeed,* etc.

*Examples:*
You may decide to attend a residential college; however, you will be spending more money.
The house has been badly neglected; therefore, be careful where you step along the floorboards.
Use the semicolon in a complex series of three or more "items" with their own punctuation.

# Editorial Guidelines

*Example:*
These are the steps to take: carefully consider all your options; choose a path that seems to offer the least resistance; and proceed calmly, confidently on your way

## ST. JOHN'S TERMS AND USAGES

- Rev. Brian J. Shanley, O.P. (common usage)

- Rev. Brian J. Shanley, O.P., S.T.L., Ph.D. (acceptable in high-level material, e.g., President's Society, Commencement)

- Capitalize the term *Catholic and Vincentian University.*

- Contractions are to be used sparingly in narrative text and quotes.

- Continuing Education Units is abbreviated as CEU, no periods, no plural *s* (e.g., "2.5 CEU," not "2.5 CEUs").

- *First-year student*, not *freshman*

- *Saint* is always abbreviated (e.g., *St. Thomas More Church, St. Augustine Hall*).

- Do not use SJU.

- *StormCard* is the preferred usage.

- The preferred spelling is *St. Vincent de Paul* (small *d*).

- *University* is capitalized only when referring to *St. John's.*

- *University Mission* is capitalized when referring specifically to St. John's mission statement. The *m* is lowercased when referring generally to St. John's Vincentian mission.

- Use X-number on forms and in text.

- When hyperlinking a person's name, treat abbreviations for academic degrees, religious orders, etc., as part of the name.

- When referring to alumni, use *Johnnie* (singular) and *Johnnies* (plural). Use *Johnny* only when referring to our mascot, *Johnny Thunderbird.*

- Our library has *more than one million* volumes.

## TITLES

### Academic Subjects
Capitalize an academic subject in these three instances: if it is a proper noun (e.g., *English*, *Swahili*), part of an official department name, or an official course name.

*Examples:*
Dr. Bernardi is an expert on Catalan.
There are 15 faculty members in the Division of Mass Communications.
She teaches three courses in mechanical engineering.

### Courses of Study
Capitalize the official name of a course of study.

*Examples:*
They signed up for Psychology 1011.
The College of Liberal Arts and Sciences has added Introductory Figure Drawing to its catalogue.
She excelled in all her figure drawing classes.

### Lecture Series
The title of a lecture series is capitalized. Individual lectures—alone or within a series—also are enclosed in quotation marks.

*Examples:*
This year's Vincentian Lecture Series was devoted to economic justice.
The first lecture, "Combating Inequality around the World," drew a large crowd.

### Professional Titles
Capitalize professional titles when they immediately precede and when they follow a name. Capitalize a professional title when it is used in place of the title holder's name.

*Examples:*
Provost Elena Dodsworth, Ph.D., presided over the meeting.
Elena Dodsworth, Provost, addressed the scholars.
The Provost welcomed the participants.

Always capitalize named professorships.

*Examples:*
Please welcome Ricardo Suarez, Ph.D., Antonio J. Rivera Distinguished Professor of Spanish Literature.
Malcolm Saltzman, Ph.D., is the Clothilde Birnbaum Professor of Particle Physics.

### Titles of Works
Use italics when referring to books, periodicals, and newspapers.

*Examples:*
She enjoyed reading the *New York Times.*
The article appeared in the *Providence Journal.*
Many editors use *The Chicago Manual of Style.*

Note: When newspaper and periodical titles occur in text, an initial *the,* even if part of the official title, is lowercased—unless it begins a sentence—and not italicized. (This principle does not apply to book titles.)

Titles of articles and features in periodicals and newspapers, short stories, and essays are set in roman type and enclosed in quotations.

*Examples:*
We studied "The Dead," by James Joyce.
John S. Ellis's article "Reconciling the Celt" appeared in the *Journal of British Studies.*

Titles of poems are usually set in roman type and enclosed in quotation marks; however, a very long poetic work, especially one in book form, is in italics, not quotes.

*Examples:*
Robert Frost's poem "The Housekeeper" is in *The Norton Anthology of American Literature.*
Patrick did his thesis on *The Waste Land,* by T.S. Eliot.
The class recited Auden's "Elegy for W.B. Yeats."
William Carlos Williams wrote the book-length poem *Paterson.*

Titles of plays are always italicized.

*Example:*
Dustin Hoffman starred in *Death of a Salesman.*
Critics loved the Broadway revival of *The Glass Menagerie.*

Titles of movies and television and radio programs and series are italicized; a single episode in a television series is set in roman and enclosed in quotes.

*Examples:*
William Shatner starred in the first *Star Trek* series.
"Miri" was a poignant episode in the series.

The titles of unpublished theses, dissertations, manuscripts in collections, transcripts of speeches, etc., are set in roman type, capitalized as titles, and enclosed in quotation marks.

*Example:*
The title of his dissertation was "Amazing Radiance: Ralph Waldo Emerson and American Transcendence."

## WEB/INTERNET

Do not capitalize *web* in generic references.

*Examples:*
He saw it on the web.
I advise you to visit our website.
The University has a new web page.


internet

*Examples:*
the internet
the net
an intranet


The word email is not hyphenated.

*Example:*
Read all of your email.


Include *www* for www.stjohns.edu

*Examples:*
Visit us at www.stjohns.edu
Learn more at nyc.gov


Whenever possible, please avoid using punctuation at the end of URLs to ensure that users can access the intended website without error. If using punctuation at the end of a URL is unavoidable, we recommend bolding the URL and putting the necessary punctuation in regular typeface. Punctuation is acceptable to close a sentence after an email address.

# Diversity, Equity, and Inclusion

A dedication to diversity, equity, and inclusion is at the heart of our mission. As a Catholic and Vincentian university, St. John's is committed to institutionalizing practices of inclusive excellence to ensure that we welcome and celebrate the intrinsic worth of all members of our community.

We will become an even stronger University as we enhance equity at every level of our institution. As noted in our Vision Statement, our graduates will excel in the competencies and values required for leadership and service in a rapidly evolving world.

## Gender

Try to reword sentences to avoid gender.

Use the singular *they* (as well as *them/their*) as a gender-neutral pronoun when he/she or he/him is not accurate or preferred. Like singular you, singular *they* takes a plural verb. So when the context requires it, *they/them/their/theirs*, like *you/your/yours* (long used as both singular and plural forms), can be used to refer to one person {they have a degree in molecular biology} {their favorite color is blue}. And *themself* (like *yourself*) may be used to signal the singular antecedent (though some people will prefer themselves) {they blamed themself [or *themselves*]}. A number of other gender-neutral singular pronouns are in use, invented for that purpose; forms of these are usually singular and take singular verbs. In general, a person's stated preference for a specific pronoun should be respected.

Consider using the suffix –*person* (e.g., chairperson instead of chairman; spokesperson instead of spokesman) in your writing to avoid presuming maleness. Ask the person whose title you're referencing what they prefer as well, if possible. Be aware, too, of words that use –ess and denote femaleness, such as *stewardess* or *hostess*. When possible, choose a gender-neutral alternate, such as *flight attendant*.

Use *Mx.* as a gender-neutral alternative to *Mr., Mrs. or Ms.*

*Nonbinary,* not *non-binary*

## LGBTQIA+

This is an abbreviation for "lesbian, gay, bisexual, transgender, queer and/or questioning, intersex, and asexual/aromantic/agender." The "A" in LGBTQIA+ may also refer to "ally" or "allied," meaning someone who does not identify as LGBTQIA+ but supports those who do.

## People with Disabilities

When writing about anyone with a disability—whether physical, intellectual, or psychological/emotional—always strive to adopt **"people first" language.** This means using words that put the person at the center of a description rather than a label, their status, or focusing on what the individual cannot do.

*Example:*
*"a graduate student who has epilepsy,"* not *"a graduate student who's an epileptic."*
*neurodivergent:* an inclusive term meant to describe those with intellectual and developmental disabilities

*Sources:*
https://adata.org/factsheet/ADANN-writing
https://www.calstate.edu/csu-system/csu-branding-standards/editorial-style-guide/Pages/diversity-style-guide.aspx

## PERSONAL GENDER PRONOUNS

**What is a personal gender pronoun (PGP)?**
Personal gender pronouns refer specifically to people who are being talked about (he/him/his; she/her/hers; they/them/their; xir/xie; etc.). The University has moved away from the language of "preferred pronouns" because gender identity is not a preference but a reality. Using "preferred" can imply that using the correct pronouns for someone is optional.

**What kind of pronouns can be used?**
There are an infinite number of pronouns as new ones emerge in our language, so it's best to ask people what pronouns they use. Some people prefer to not use pronouns and would like their names to be used instead.

**Why is it important to respect pronouns?**
The University can't always tell someone's gender identity or their pronouns by outward appearances. When someone is referred to by the wrong pronoun, it can make the person feel disrespected and alienated. Honoring people's pronouns is a simple way to show that our University community wants to cultivate an environment that respects all gender identities.

Adapted from https://diversity70.sites.caltech.edu/documents/18054/202012_preferred_gender_pronoun_guide_4twaPpX-compressed.pdf.

**Race and Ethnicity**

Race and ethnicity are not the same. The US Census Bureau defines race as a person's self-identification with one or more social groups, which can include White, Black or African American, Asian, American Indian, Alaska Native, Native Hawaiian, and/or Other Pacific Islander.

Federal statistical standards used by the Census and the National Center for Education Statistics, conceptualize a person's **ethnicity** into one of two categories: Hispanic (or Latino/a/x) or Not Hispanic (Latino/a/x). If a person is Hispanic/Latino, they can self-report/identify as any race.
Source: https://www.calstate.edu/csu-system/csu-branding-standards/editorial-style-guide/Pages/diversity-style-guide.aspx

Helpful resources:
*The Chicago Manual of Style,* 17th Edition, rule 8.38
https://www.diversitystyleguide.com/

# Design Guidelines
## University Seal

The following basic design information is provided so that you may understand the visual branding system the design team is working within to produce your pieces. Requirements regarding the logo, St. John's Red, photo style, and typefaces must be adhered to in order to maintain a strong brand presence, especially in the increasingly competitive environment of university-to-prospective-student communications.

### UNIVERSITY SEAL

The University seal is used only on formal documents and publications that include commencement programs, University bulletins, the St. John's University Mission Statement, and other official documents. The seal is not usually available for departmental use, and prior approval from the Office of Marketing and Communications must be obtained before using it on any publication.

# Design Guidelines
## University Logo and Usage

**PRIMARY UNIVERSITY LOGO**

Below are the primary St. John's logo lock-ups for use on all University materials. They consist of the crest, motto, and the University name. All parts are in an established arrangement. Therefore, the parts of the logo cannot be rearranged or altered in any way.

Logos with mottos are only to be used when the point size of the motto type is

FOR PRINT: Minimum size of 6 pt
FOR WEB: Minimum size of 8 pt (or 11 pixels)

**VERTICAL LOCK-UP**



**When using the vertical lock-up, the copy should always be centered with the logo as shown below.**



Et lam, as verit, alibusae ipsam es et labore veleste mporum qui blaborp oreptatio to officiaerum quatemque mo etur, sinvelestut aut aliquae dolut fugiantia debit liquaep tation rerehen dign.

**HORIZONTAL LOCK-UP**



**When using the horizontal lock-up, the copy should always be flush left with the crest as shown below.**



Et lam, as verit, alibusae ipsam estn abore veleste mporumqui blaborp orept atio to officiaerum quatemque mo m etur, sinvelestunaut aliquae dolut fdign.

**OTHER UNIVERSITY LOGOS**

**St. John's University Logo Without Motto**



**St. John's University Logo for Banners
With and Without Motto**
This one-line version of the logo should only
be used when necessary on extreme horizontal
materials such as banners.





Logos with mottos are only to be used when the point
size of the motto type is

FOR PRINT: Minimum size of 6 pt
FOR WEB: Minimum size of 8 pt (or 11 pixels)

**COLLEGE AND SCHOOL LOGOS**

For each of the Colleges and Schools, logos have been created and added to the basic St. John's logo. These College and School logos are provided in horizontal and vertical arrangements. Artwork files are provided for

• St. John's College of Liberal Arts and Sciences
• The Peter J. Tobin College of Business
• The School of Education
• College of Pharmacy and Health Sciences
• The Lesley H. and William L. Collins College of Professional Studies

# Design Guidelines
## University Logo and Usage

**OTHER UNIVERSITY LOGOS**

Only the following subtreatments of the logo have
been approved:

• Alumni
• Generic department option

These logos require the same amount of clear space as
any of the primary logos.

**FORMAL**



**GENERIC DEPARTMENT OPTION**

**DO NOT** SCALE THE LOGO
DISPROPORTIONATELY

**DO NOT** CHANGE THE
COLORS OF THE LOGO

**DO NOT** ROTATE
THE LOGO

**DO NOT** CHANGE THE
LOGO FONT

# Design Guidelines
## University Logo and Usage

### LOGO COLOR VERSIONS

The design group has artwork files for all color versions of the St. John's logo shown here, as well as all College and School logos. These are the only color combinations in which the logo may appear.



**VERTICAL**
**TWO COLOR: RED AND BLUE**



**VERTICAL**
**TWO COLOR WITH WHITE OUTLINE**



**VERTICAL**
**ALL BLACK**



**VERTICAL**
**ALL WHITE**



**VERTICAL**
**ALL RED**

**HORIZONTAL**
**TWO COLOR: RED AND BLUE**



**HORIZONTAL**
**TWO COLOR WITH WHITE OUTLINE**



**HORIZONTAL**
**ALL BLACK**



**HORIZONTAL**
**ALL WHITE**



**HORIZONTAL**
**ALL RED**

# Design Guidelines
## University Logo and Usage

**LOGO CLEAR SPACE REQUIREMENTS**

No matter the size or application, the logo must always be given a minimum of clear space equal to the height of the "S" in St., as shown in the example below. It is important not to crowd the logo with text, images, or other logos. The measurement shown is the absolute minimum of clear space needed to showcase the identifier correctly; however, greater spacing is allowed and encouraged. The designers must maintain this clear space. When the logo is placed on top of a photo, which may occur in print materials or advertising, the designer places the logo in a "quiet" area where it is not obscured. The designer chooses the color of the logo that works best on that area.
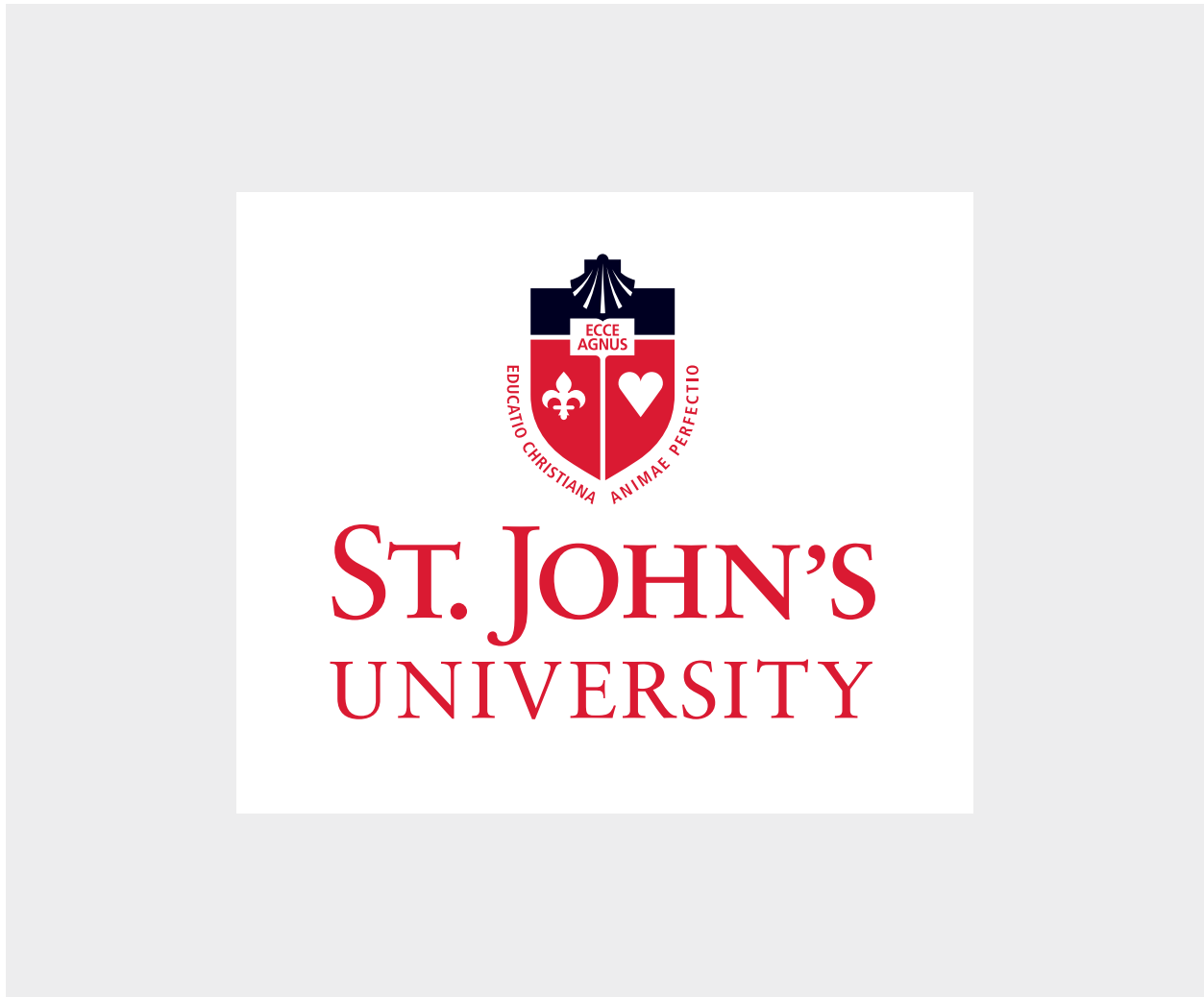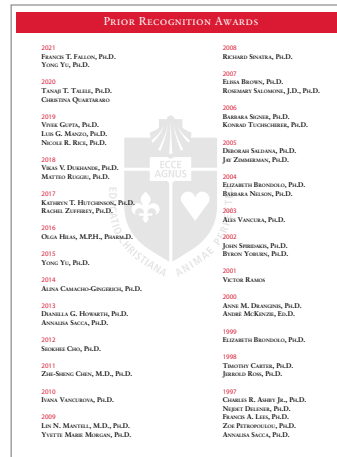
## UNIVERSITY CREST USAGE

Below are examples of the Universtiy crest for use in print and web promotions. It can be used to add subtle texture or to fill space in special promotions, such as invitations and brochures.
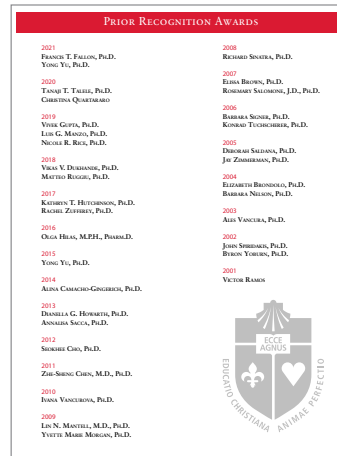


Crest_10_Motto



Crest_10_NoMotto



Crest_10 Motto



Crest_10_NoMotto
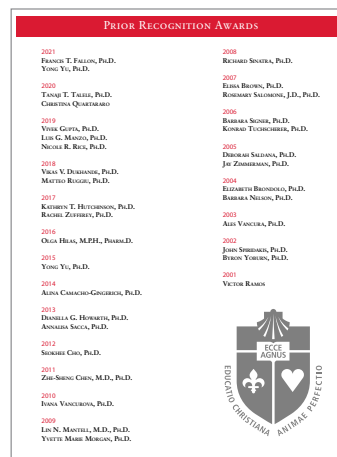


Crest_25_Motto
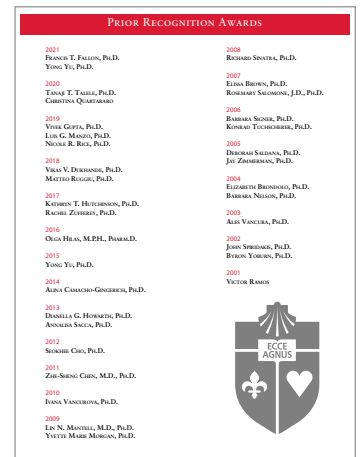


Crest_25_NoMotto



Crest_25_Motto



Crest_25_NoMotto



Crest_50_Motto



Crest_50_NoMotto



Crest_50_Motto



Crest_50_NoMotto

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# Design Guidelines
## Typography

**Minimum Point Size**
The minimum point size for copy in marketing materials is nine points.
Captions and/or disclaimer copy should be no smaller than seven points in size.

## Typefaces
### PRINT FONTS

The St. John's University logo is based on the Sabon typeface.
Sabon, along with the sans serif typeface Myriad, has been chosen
for use in all University communications. This typeface provides
contrast to the logo and does not compete with it for attention.
Myriad is available in a number of weights, which makes it
invaluable for different levels of headings and emphasis. Body text
in print materials may use either face.

Care should be taken not to place the logo in close contact with
titles typeset in Sabon, since this diminishes the uniqueness of the
logo itself.

Sabon LT Pro Roman

*Sabon LT Pro Italic*

**Sabon LT Pro Bold**

***Sabon LT Pro Bold Italic***

Myriad Pro Light

*Myriad Pro Light Italic*

Myriad Pro Roman

*Myriad Pro Italic*

**Myriad Pro Bold**

***Myriad Pro Bold Italic***

**Myriad Pro Black**

***Myriad Pro Black Italic***

**PRINT FONT REPLACEMENT FOR SABON**
Times Roman

**PRINT FONT REPLACEMENT FOR MYRIAD**
Helvetica

Additional typefaces are sometimes introduced in marketing materials
to create a more unique look, rather than simply using logo fonts. Two
additional typefaces that can be used for such materials are News Gothic
and Brown.

*Please note that these should not be used for purposes such
as signage, etc.*

News Gothic

**Brown Pro**

There are two script fonts chosen for use on high-end pieces in
order to provide a more elegant look. Please use Champignon
or Roundhand TL (Regular, Bold, and Black).

*Champignon*

*Roundhand Regular*
*Roundhand Bold*
*Roundhand Black*

## DIGITAL FONTS

**WEB FONT REPLACEMENT FOR SABON**

Georgia Regular

*Georgia Italic*

**Georgia Bold**

***Georgia Bold Italic***

**WEB FONT REPLACEMENT FOR MYRIAD**

Verdana Regular

*Verdana Italic*

**Verdana Bold**

***Verdana Bold Italic***

**WEB FONTS FOR SOCIAL MEDIA**

Open Sans

Source Serif Pro

Sacramento

The fonts listed above are approved for use when creating assets and grapics for social media.

# Design Guidelines
## University Colors

**PRIMARY COLOR PALETTE**

Three color palettes are specified for use in communications items: the primary palette, a secondary palette, and a neutral palette. The colors of the primary palette, especially the St. John's Red, are to be used prominently.
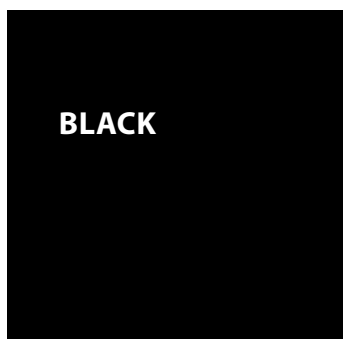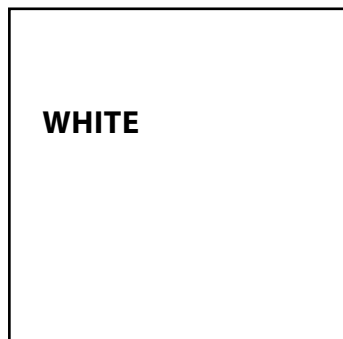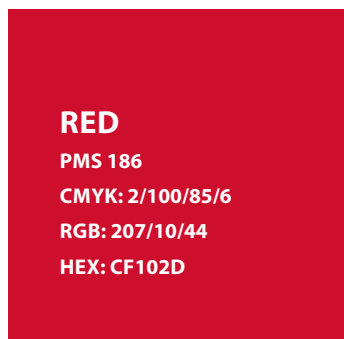
Neutrals may be used freely, although the St. John's Red should be present.

The secondary palette should be used sparingly. If used, St. John's Red should be dominant over any secondary color. Secondary colors may be used more fully in interiors of printed materials.

Gold and Silver are recommended for use on high-end or celebratory pieces.

Colors are listed as both spot and process-equivalent for four-color printing. The process colors are specified using the following industry-standard abbreviations:

C = cyan     M = magenta     Y = yellow     K = black

**RED**
PMS 186
CMYK: 2/100/85/6
RGB: 207/10/44
HEX: CF102D

**WHITE**

**BLUE**
PMS 296
CMYK: 100/73/28/68
RGB: 7/27/44
HEX: 051C2C

**GRAY**
PMS COOL GRAY 8
CMYK: 48/40/38/4
RGB: 138/138/141
HEX: 898B8E

**BLACK**

## SECONDARY COLOR PALETTE

**Light**

| | | | | | |
|---|---|---|---|---|---|
| **PMS 1355** CMYK: 0/25/65/0 RGB: 252/206/135 | **PMS 7404** CMYK: 4/10/87/0 RGB: 240/217/26 | **PMS 366** CMYK: 31/0/68/0 RGB: 196/229/142 | **PMS 283** CMYK: 40/14/0/0 RGB: 155/196/226 | **PMS 324** CMYK: 37/0/16/0 RGB: 170/221/214 | **PMS 7444** CMYK: 27/24/0/0 RGB: 182/184/220 |

**Bright**

| | | | | | |
|---|---|---|---|---|---|
| **PMS 144** CMYK: 2/54/100/0 RGB: 226/140/5 | **PMS 7406** CMYK: 5/22/100/0 RGB: 227/186/18 | **PMS 368** CMYK: 58/2/100/0 RGB: 91/191/33 | **PMS 285** CMYK: 91/53/0/0 RGB: 58/117/196 | **PMS 326** CMYK: 86/2/41/0 RGB: 0/178/170 | **PMS 7446** CMYK: 47/48/0/0 RGB: 137/134/202 |

**Dark**

| | | | | | |
|---|---|---|---|---|---|
| **PMS 1395** CMYK: 30/63/100/19 RGB: 153/96/23 | **PMS 110** CMYK: 16/31/100/0 RGB: 216/181/17 | **PMS 371** CMYK: 64/42/100/31 RGB: 86/107/33 | **PMS 287** CMYK: 100/87/20/10 RGB: 0/56/147 | **PMS 329** CMYK: 100/36/65/23 RGB: 0/109/102 | **PMS 7447** CMYK:70/80/28/12 RGB: 93/71/119 |

**Subtle**

| | | | | | |
|---|---|---|---|---|---|
| **PMS 728** CMYK: 19/37/58/0 RGB: 211/168/124 | **PMS 7751** CMYK: 22/24/85/0 RGB: 202/182/75 | **PMS 5777** CMYK: 39/26/72/2 RGB: 162/165/105 | **PMS 5425** CMYK: 55/32/24/0 RGB: 122/153/172 | **PMS 5565** CMYK: 54/27/44/2 RGB: 127/156/144 | **PMS 5285** CMYK: 48/45/22/1 RGB: 141/137/165 |

## NEUTRAL COLOR PALETTE

## METALLIC COLORS

| | | | | |
|---|---|---|---|---|
| **COOL GRAY 3** CMYK: 21/17/17/0 RGB: 200/201/199 | **COOL GRAY 6** CMYK: 35/29/28/0 RGB: 167/168/170 | **COOL GRAY 11** CMYK: 65/57/52/29 RGB: 83/86/90 | **PMS 7500** CMYK: 11/15/38/0 RGB: 223/209/167 | **PMS 871 (GOLD)** CMYK: 44/45/75/17 RGB: 133/112/64 |
| **WARM GRAY 3** CMYK: 25/24/28/0 RGB: 191/184/175 | **WARM GRAY 6** CMYK: 36/35/38/1 RGB: 165/156/148 | **WARM GRAY 11** CMYK: 52/53/59/24 RGB: 110/98/89 | **PMS 5655** CMYK: 32/18/31/0 RGB: 176/189/176 | **PMS 877 (SILVER)** CMYK: 48/39/39/3 RGB: 143/143/140 |

**ST. JOHN'S**
**UNIVERSITY**

8000 Utopia Parkway, Queens, NY 11439

www.stjohns.edu

**ST. JOHN'S**
UNIVERSITY

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For mailing panels (including on brochures and postcards), the address should be centered beneath the logo in Sabon Small Caps, red, 8.6 pt. Always include the University's address.

# University Vision and Mission Statements
## Use of the Vision and Mission Statements

These statements appear only on formal materials, such as Commencement and convocation programs, student handbooks, etc. Should you wish to include the statements in your publication, please use these official versions, which have been approved by the Board of Trustees. As a general rule, they should not be shortened in any way.

### VISION STATEMENT

St. John's University will empower diverse learners with quality education for life. Through innovative teaching, research, and service we will foster rational, spirited inquiry and intelligent reflection. Our student-centered approach will be shaped by a caring,energized, and nimble culture. Enlivened by our distinctive mission, our graduates will excel in the competencies and values required for leadership and service in a rapidly evolving global community. As a Catholic and Vincentian university, we will be known worldwide for addressing issues of poverty and social justice.

# St. John's University is Catholic, Vincentian, Metropolitan, and Global.

**As a university,** we commit ourselves to academic excellence and the pursuit of wisdom which flows from free inquiry, religious values, and human experience. We strive to preserve and enhance an atmosphere in which scholarly research, imaginative methodology, global awareness, and an enthusiastic quest for truth serve as the basis of a vital teaching-learning process and the development of lifelong learning. Our core curriculum in the liberal arts and sciences aims to enrich lives as well as professions and serves to unify the undergraduate experience. Graduate and professional schools express our commitment to research, rigorous standards, and innovative application of knowledge. We aim not only to be excellent professionals with an ability to analyze and articulate clearly what is, but also to develop the ethical and aesthetic values to imagine and help realize what might be.

**St. John's is a Catholic university,** founded in 1870 in response to an invitation of the first Bishop of Brooklyn, John Loughlin, to provide the youth of the city with an intellectual and moral education. We embrace the Judeo-Christian ideals of respect for the rights and dignity of every person and each individual's responsibility for the world in which we live. We commit ourselves to create a climate patterned on the life and teaching of Jesus Christ as embodied in the traditions and practices of the Roman Catholic Church. Our community, which comprises members of many faiths, strives for an openness which is "wholly directed to all that is true, all that deserves respect, all that is honest, pure, admirable, decent, virtuous, or worthy of praise" (Philippians 4:8). Thus, the university is a place where the Church reflects upon itself and the world as it engages in dialogue with other religious traditions.

**St. John's is a Vincentian university,** inspired by St. Vincent de Paul's compassion and zeal for service. We strive to provide excellent education for all people, especially those lacking economic, physical, or social advantages. Community service programs combine with reflective learning to enlarge the classroom experience. Wherever possible, we devote our intellectual and physical resources to search out the causes of poverty and social injustice and to encourage solutions which are adaptable, effective, and concrete. In the Vincentian tradition, we seek to foster a world view and to further efforts toward global harmony and development by creating an atmosphere in which all may imbibe and embody the spirit of compassionate concern for others so characteristic of Vincent.

**St. John's is a metropolitan and global university.** As a metropolitan university, we benefit from New York City's cultural diversity, its intellectual and artistic resources, and its unique professional educational opportunities. With this richness comes responsibility. We encourage the metropolitan community to use our resources to serve its needs. As a global university, we are one of our nation's most diverse institutions of higher education, enriched by a mixture of cultures, which complements an internationalized curriculum. Through collaboration with other institutions around the world, study abroad opportunities, and online courses and degrees, our outreach spans the globe. In educating students we pledge to foster those qualities needed for our alumni to become effective leaders and responsible citizens in a vibrant city and dynamic world.

*Mission Statement of St. John's University, New York.*
*Approved by the Board of Trustees, December 1991*
*Modified and reapproved March 1999, March 2008,*
*and October 2015*

**ST. JOHN'S**
UNIVERSITY