MGH Institute Web Style Guide

Version 1.2
Revised October 18, 2013

Note: If you have updates for the Style Guide, please send them to me as a Help Desk Ticket, using website as the help issue. Thanks. Susan Reynolds, Web Editor

- Includes specifics about using asterisks, bullets/numbered lists and ALL CAPS: 10/16/13
- Updated guidelines for logo usage. 9/25/13
- Added spelling for “nonprofit” is one word (rather than hyphenated). Also nonprofit is preferable to not-for-profit. 9/24/13
- Added Physician Assistant Studies Program to Graduate Degrees section, p. 16, and Alice Coakley as a TeamSite CMS user, p. 5 update 9/19/13.
- General review and update 6/13/13
- Revision in spelling of on-site. We will use the hyphenated form for adjectives and adverbs, unless in a highly markety piece that uses online and onsite juxtaposed. Effective 4/25/13
- Revision to the spelling of website. We will switch to “website” from “Web site” effective 2/21/13.
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Overview: Using the Web Style Guide

The MGH Institute of Health Professions website (www.mghihp.edu) is primarily used for recruiting new students and serving as a resource for current students, faculty, staff, and supporters of the Institute.

There are a very limited number of people who can update and/or publish content on our website. Please, coordinate with the Web Editor, to update content relating to your department. There are a greater number of people who blog on the Institute’s blog. If you have questions about the blog site, please contact Selena Craig at scraig@mghihp.edu.

The Web Style Guide provides a standard set of guidelines for content that appears on the MGH Institute website. Anyone who authors, edits or updates content for the website should use these guidelines to ensure content remains consistent in voice, tone, and usage.

We will revise this document on an ongoing basis. Your suggestions for additions or improvements are always welcome. Please, contact the Web Editor Susan Reynolds through the Help Desk Ticket System, selecting Website as the Help Topic, with your questions or suggestions.

Note, the Web Style Guide is also available on the Intranet on the Logos and Style Guides page under the Office of Communication and Marketing.

Copyright

All materials posted or published on the MGH Institute website are both protected by and subject to the provisions of Federal Copyright Law Title 17. See Terms of Use on the website.

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Approach to Creating Content

Content impacts consumers’ decision making. To help provide the best online experience for the Institute’s audience and differentiate the graduate school’s services and programs in the marketplace, content must always answer the question, "why the MGH Institute?"

Content should also reflect the Institute’s vision that “the MGH Institute of Health Professions will be the global leader in health professions education and the graduate school of choice for an academically talented, diverse student population – educating its students as future leaders in their disciplines and in the health care community.”

Target Audience

Prospective students are the primary audience for the Institute. Other primary audiences are health professionals – prospective and current faculty and preceptors – current students, staff, alumni, and other supporters of the Institute.

Content Strategy

Web authors should keep the following content strategy in mind when creating content:

- Maintain a consistent online experience by presenting information on similar topics in the same way throughout the site. The goal is to keep a consistent style, tone and voice throughout the website.
- Keep it short and sweet. Web content should be as brief as possible but have punch and convey key marketing messages and benefit statements without sounding like sales copy. A reader is less likely to respond well to long pages full of descriptive information than to a concise page with clear benefit statements and calls to action. See Less is More below.
- Treat Web pages like a publication. Consider the content needs of a department, center, or entity as well as what value is being created before producing new content. The same rules apply for editing or updating existing content. Create predefined goals for what a web page or a series of web pages is supposed to accomplish.
- Be specific when defining what the Institute does, how it does it and how it differs from what other similar institutions do. Use concrete examples to illustrate key points.
- Write fresh, interesting, relevant, up-to-date content that engages our audience. Connecting with the reader is the reason the website exists.
- Write for the external audience with prospective students primarily in mind – not for an internal Institute audience.
- Know your reader. Provide easily understandable and accessible information that site visitors are seeking.
Publication Schedule and Procedures

Updates to website content are important for site usability and search engine optimization, and for providing users with a consistent experience. The website is updated regularly, and in coordination with regularly scheduled Institute print publications.

Since September 1, 2009, MGH Institute uses the Partners HealthCare content management system (CMS) Interwoven TeamSite and the Partners servers for its public website. As of the spring of 2010 we use Black Baud Net Community’s content management system for our subdomain, giving.mghihp.edu. Our system is configured so that changes/updates to the website can be made and pushed live at any time.

The website is updated regularly, at least weekly, for news and events. Regular site upkeep includes updating contact information and removing outdated information.

All content producers with access to the CMS refresh the staging server whenever updating the production server. They also use the staging server as a place to review new/revised content with others, before sending that content to the production server.

Content Producers

Currently the following people are authorized to update website content through the TeamSite CMS:

Office of Communications and Marketing (OCM)
- John Shaw, Associate Director of Communications
- Susan Reynolds, Web Editor
- Andrew Criscione, Marketing and Communications Coordinator

Office of Student Affairs (OSA)
- Jim Vitagliano, Registrar, Office of Student Affairs
- Rika Judd, Director of Admissions

Office of Information Technology
- Jorge Sanchez de Lozada, Assistant Director of Information Technology
- John McDonough, User Support Specialist
- Evan Trivits, User Support Specialist
- Mike Zarella, Application Support Specialist

Office of the Provost
- Tony Sindelar, Instructional Designer, Office of the Provost
- Alice Coakley, GA, Office of the Provost

Partners Web Development
- Jill Chen is our prime contact as of December 2012.

Team from iFactory, the design firm that redesigned the Institute’s website in 2009, and that does ongoing updating and maintenance projects
- Caitlin Rogers, Art/Artisom Abramchuk (past developers whose names you may see in TeamSite)
  Cheng Liu, Ryan Pollack, Joel Gwyn

The following people are authorized to update the giving sub-domain content through the BBNC CMS:
- Jean-Marie Bonofilio (Office of Development)
- Susan Reynolds (OCM)
- Scott Lenzi and Sam from Partners Development

Personnel Data
Publication Schedule and Procedures

Any changes to personnel-related data must be approved through Human Resources and/or the Office of the Provost. The website content for personnel should reflect the data in Datatel.

So if the information on the website for someone is no longer correct, that person needs to talk with IHP HR/Office of the Provost to have updates made.

Faculty/Staff Directory

Verification of names, appointments, credentials for faculty are provided to the web editor from reports generated from Datatel.

HR or Heather Easter in the Office of the Provost are to inform the web editor for changes made to the database. Currently there is no automatic electronic alert created when personnel's Datatel information is updated/created. The web editor uses comparing software to compare weekly reports to find changes made to Datatel. However Datatel is not always up to date, which is why we need a back-up system of reminding from HT/Heather.

Mike Monteiro in IT has set up an automatically generated report for faculty data and for staff data in Datatel that is emailed to the web editor each Friday. The faculty data is in a format that can be uploaded to TeamSite. The web editor periodically uploads this report to TeamSite. You can pull the Datatel information for name, appointments and degrees held into individual faculty web profiles to compare it to what is on the website.

The rest of the data appearing in personal profiles for faculty on the website are updated manually by the web editor. All information for staff and administrators is updated manually.

Note:
- HR sends out periodic spreadsheets for new employees/promotions with names, titles, departments, office and start dates. The names/titles/degrees on these reports are not official.
- HR also sends out an email to announce each individual employee as they are officially signed on. This goes to a group within the IHP that includes: Andrew Criscione, Heather Easter, Valerie Grande, IHP Operations, Natalie Lewis, John McDonough, and Susan Reynolds (and sometimes John Shaw).

The “official” source for office location, telephone numbers, email addresses is the Partners Outlook Express Address Book. However, individual employees are required to update the Partners system for changes to telephone numbers/location, which doesn’t always happen.

Data for bios, education, presentations, and copies of CVs come from faculty and staff. Profiles are updated manually by the Web Editor.

Program-Related Content

The Website content for course-related/program-related information, policies, etc. must conform to what is published in our Catalog. Therefore any and all major changes will be made over the summer, in conjunction with the changes made to the Catalog.

The Registrar updates the Catalog annually. He receives program updates from departments. Changes must be approved by school/department heads to affect the Catalog copy.

OCM coordinates with the Registrar’s and the Admission office for updates. Any changes must be vetted through the Registrar's Office. Any proposed changes for Web content during the year will be sent for review to the Registrar and Admission Offices for approval, to ensure that no changes are made that substantially differ from what is in the Catalog for any given academic year.
Publication Schedule and Procedures

Curriculum

AS of AY 2013-2014 curriculum pages in the academic degree option sections are actually pages of the electronic catalog: http://mghihp.smartcatalogiq.com/ Jim Vitagliano is responsible for linking the individual curriculum to the respective degree option sections.

Naming Files for Web pages

- For all names of files, folders, images, anything that is sent to TeamSite:
  - Use lower-case letters only
  - Use-a-hyphen-between-words, not_underscores
  - Do not name a file or folder with spaces between any words.
  - Make names as short as possible, but for degree options, spell out the degree name, e.g. master-of-science-direct-entry

Image Dimensions

- Spotlight/Ask a Student: 209 x 106
- Events (fancy event page): 205 x 233
- News Thumbnail: 109 x 109
- News Feature: 109 x 145
- News Article: 300 x 200
- Home Page Inside the MGH Institute: 108 x 108 (post it)
- Faculty & Staff Directory Thumbnail: 87 x 87
- Featured Faculty, Staff, Alumni, etc.: 265 x 346
- Multimedia module – home page: 763 x 338
- Multimedia module – other landing pages: 533 x 338

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Writing for the Institute General Website

Different visitors to the Institute website have different needs and expectations. Some are interested in robust content (information about a specific degree program, process for applying). Others are looking for quick, easily scanned information such as a faculty member’s contact information.

When writing or editing content, remember that all readers want information that is clearly organized, concise, direct and free from jargon. Create, edit or update content as appropriate to achieve the goals readers are likely to have.

Reading from a computer screen takes longer than reading a printed page; and most people scan web pages instead of reading every word.

Editorial Voice and Tone

The voice of the Institute’s website should reflect its vision as a leader in health professions education and the graduate school of choice for an academically talented, diverse student population – educating its students as future leaders in their disciplines and in the health care community.

The tone of the website should be sincere, straightforward and honest, and should adhere to the voice without sounding pedantic. Content should show, through concrete examples, that the Institute provides the best graduate education for health sciences – that the combination of scholarship and hands-on clinical training leads to developing leaders in health care.

How would www.mgihp.edu behave if it were a person? It would:
- Anticipate consumer information needs
- Speak in “plain English,” lucid/clear prose, no jargon
- Build credibility, trust and confidence
- Desire to help
- Be approachable and accessible

The Institute website content should behave this way as well.

The voice should speak to prospective students who may be changing their careers and not have a health professions background/knowledge, while addressing them as potential professional colleagues.

Although the Institute website has several primary audiences, the overarching website voice and tone should be consistent, adhering to most of the rules in this style guide regardless of the audience.
Online Branding Strategy

A brand represents all of the information and ideas associated with a product or service to create a distinct experience or relationship. Online, a user’s interaction with a website supports the brand.

To be successful, our website must be useful and usable while delivering a distinctive branded experience.

Because online branding is about the whole user experience, consistency is critical in information architecture, content and visual design in order to build and maintain users’ trust, loyalty and confidence.

Following is a list of the Institute’s brand attributes:

Develop list of brand attributes

**Audience**

The Institute website has five primary audiences:

1. Prospective students
2. Health care professionals (potential and current faculty, staff, and preceptors)
3. Current students
4. Alumni
5. Supporters of the Institute

The content should provide easily understandable and accessible information that general site visitors are seeking, such as information on the Institute’s programs, degrees and services, and general Institute information.

**Writing for Our Audiences**

Directness and clarity are always the goal. Avoid jargon. In the health care fields, it's inevitable that medical terminology will be used – but jargon is different from terminology. Avoid buzzwords, and insider terminology. Avoid cutesy at all costs.

Remember that a term you use every day might be unfamiliar to many readers from outside the Institute community. If there is a chance that a word is unfamiliar, choose a better word. If that's not possible, explain the word in the context of the copy without sounding pedantic.

Our website is designed to present information in a way that makes the most sense to our main audiences.

**Writing Tips and Guidelines**

**Use Plain English**

Plain English helps to communicate with a broad range of people. Plain English is easy to read, engaging, relevant, succinct and believable.

**Avoid Inflated Language**

Avoid hyped-up language that uses clichés and hyperbole. Readers want clear, straightforward, helpful information, not copy that sounds like sales material. Also, be careful of making unsubstantiated marketing claims

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Be Concise
Online Branding Strategy

When people can’t find the information they want with a quick scan, they tend to look elsewhere to find what they need. By avoiding wordiness, unnecessary adjectives and longwinded copy, our writing becomes sharper and more focused on key concepts. Plainspoken, short words and sentences are more engaging to the reader and more readable.

Beware of Aggressive Copy
Avoid exclamation points, phrases in all capital letters (that are not acronyms) and language that sounds too much like sales copy. In the Web universe, words written in ALL CAPS is equivalent to shouting.

Be Consistent without Creating Boredom
Consistency without boredom is a key concept in the design of the Institute website. There are also content implications in adhering to this concept.

Content that constantly repeats itself will make readers bored and frustrated. Using plain English and keeping text concise will help reduce repetition. Repetition for optimizing search results for natural search (like Google or Yahoo searches), however, can be implemented carefully, with strategic repetition of key words and phrases within reason – see Keywords PDFs.

Above all, keep content interesting and also keep to sound facts and figures as much as possible. Use simple, direct sentences, in an active voice, but vary sentence structure for variety.

Copy Formatting
Writing for the Web is different from writing for print or other media. On the Web, readers tend to scan – rather than read – web pages. If readers do not find what they are looking for in a few seconds, they tend to look somewhere else.

When formatting copy, the goal is to limit sentences to 15 words and paragraphs to 40 words.

To make your copy readable:
- Break up copy into small, easy-to-read chunks. The “best practice” most-readable amount of text in any one paragraph is 2 ½ lines of text. No single block of text should be more than four lines.
- Use line breaks between paragraphs (rather than indent the first line).
- Use bullet points and subheadings to create visual space and clarity. Do not use asterisks as bullet points.
- Heading style usage is:
  o H1 for page title
  o H2 for primary subheadings
  o H3 for secondary subheadings
- Format lists with bullets or numbers. Avoid lists in running text.
- Use Heading 3 under format, not bold style, for secondary subheadings. Copy should be organized so that there are no more than three levels of headings.
- Goal for page length is no more than two screens long.
- For pages that have been defined as being longer – e.g. application process and requirement pages for the individual degree or certificate options – put a linking Table of Contents (TOC) at the top of the page, with the individual items in the TOC linking to respective subheadings in the body of the content, using anchors and links, see below for inserting anchors.

Readers need to be guided to a task through content. If the goal of a web page is to convert readers into applicants, don’t drown readers in content. Complement a brief overview with clear benefit statements that answer where, when, what and why, and encourage the reader to apply.

Web readers typically have specific goals in mind when coming to a website, and, if they find what they are looking for quickly, readers will spend more time looking at information on a page. Keep text brief and concise.

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Online Branding Strategy

Page Links
Links to other pages within the Institute website should open in the same window ("none" option in the target box).

Links to external websites should open in a separate window (New Window option).

Use Descriptive Link Text
Avoid generic text such as "click here." Instead use descriptive text that describes the link destination. You can use "see" or "review" as in , "See the Student Handbook for policies about xx," with the link on Student Handbook.

Writing to Optimize Search Engine Results
There are a number of ways to optimize for search engine results:

1. Keep web pages frequently updated. This helps to get web page ranks high on search engines like Google and Yahoo.
2. Pages that are as focused as possible on one topic can help to improve the ranking of the Institute website within search engine results. Repetition (without overdoing it) of the main keywords of the page also will raise the results of page rankings within search engines.
3. Cross link pages within the MGH Institute website, with descriptions added in the Title field of the link dialog box of what you are linking to.
4. Search engines penalize websites with lots of pages with nothing but links. Avoid doing that. If you have many links on a page, make sure you have intro copy at the top of the page, and to descriptive copy for the links.
5. When creating new pages, include a Page title: Page Title – MGH Institute of Health Professions – Boston, MA

Website copy should include common terms, or keywords, in the first few paragraphs of the page. The name of the department, program or service should also be included in the first several paragraphs within the page, along with the name of the institution or entity within the institution.

In 2009-2010 OCM worked with an SEO consultant, Barrett Wolf from MedTouch to improve our SEO. We have been working to build out Page Titles, Meta Descriptions, Meta Key Words throughout our website, and to include keywords in body content of pages for SEO. See Keywords PDFs. We have engaged another SEO consultant in 2013 to review and refresh our pages to continue to improve our SEO.
Institute Style Sheet

The Institute Style Sheet

To ensure consistency on all pages and to produce a professional website, it is important to adhere to the following rules. Refer to the online AP Stylebook through the Partners HealthCare subscription for items not covered here. (The Institute login is partners4 for username and password.)

General

Abbreviations
In general, avoid abbreviated forms like hrs. and yrs. If you must use an abbreviation because of space constraints, be consistent on that page. Abbreviate titles before names such as Dr. or Gov. Abbreviate “junior” or “senior” as “Jr.” and “Sr.” after a person’s full name – do not set off with a comma. Abbreviate the words “company,” “corporation,” “incorporated” and “limited” after a corporate entity.

Do not abbreviate street and avenue: 36 1st Avenue

Academic and Professional Degrees
Spell out the full degree name in the body text for the first reference. No periods or spaces are used when academic degree abbreviations appear, but use commas around the abbreviation.

Master of Science
DNP, PhD, RN
John Smith, DPT, PhD, spoke at the conference.

The title “Dr.” can be used in news headlines or second references. Never use the title “Dr.” along with a person’s degrees.

If an Institute person holds licensure or certification, please make sure that is indicated. Use the following format and order:

- Highest degree, licensure/certification, honorifics
- Include any Institute appointment

Example:
Janis P. Bellack, PhD, RN, FAAN
President and John Hilton Knowles Professor

Note: The source for accurate titles is Datatel in HR. If someone’s title, credentials, etc. are not accurate in Datatel, that person must speak with IHP HR Jen Burke to get the matter resolved.

The current procedure for informing us that someone’s personnel data has changed is that IHP HR will inform SMR, who will make the changes on the website.

Generic reference: When referring to a degree but not stating the specific degree – e.g. master’s program – use apostrophe “s” and use lowercase “m” master’s :p program.

Academic Departments
Use a lowercase for the word “department” when it is not being used as a proper noun or the as the official or formal name of a department.

The department is located on the fourth floor of the Catherine Filene Shouse Building.

The Department of Communication Sciences and Disorders has its offices on the third floor.
Acronyms
On first use, spell out the full name and enclose the acronym in parentheses. You can then refer to the acronym alone in subsequent uses on the page. If you never use the acronym, do not include the acronym in parentheses. Do not use periods in the acronym unless there is an overweening reason to do so.

First use: American Physical Therapy Association (APTA)
Subsequent uses: APTA

Ampersands
Using an ampersand (&) is acceptable in section titles, tab navigation, local navigation, quick links, graphics and headers and where space and character count is at a premium.

The ampersand is not acceptable in stand-alone and embedded links or within body copy, except when referring to section titles that include ampersands. Within running text, spell out "&" as "and" unless the ampersand is part of a trademarked term, company name or is a reference to a section title.

Anchors
If you are using anchors, do not highlight copy to be anchored. Put the anchor in front of the first word in the sub-heading or text you want to link to. Note: As of January 26, 2010, the WYSIWYG editor in TeamSite does not create anchors properly. It will only create anchors on highlighted content. We do not want that on the website.

So, to create anchors you must go into the source code and create this HTML: example with a sub-heading:
<h3 id="anyname"> Place this HTML in the subheading format tag,<h3> in front of the copy you want to anchor.

To create a link to the anchored copy, make sure you use the same name as you used in your anchor. The HTML for the link is:

<a href="#anyname">Topic to jump to</a>

This continues to be the best way to create anchors (10/18/13).

Bulleted Lists/Numbered Lists
Bulleted lists are an effective way to present information on screen. Ideally, items should be brief, a list, and the list no longer than 10 or so items, particularly on high-profile pages such as section landing pages. If you have a longer list, rewrite it so that there is plain text separating sections of lists.

When bulleted lists contain items that are more than a very brief sentence, it is usually better to present the information in paragraph form. Other points to consider:

- In general, do not use end punctuation
- If any item is more than one sentence, use a period after each item [don’t make an item with more than one sentence]
- Do not use semicolons or commas at the end of bulleted items. It makes the information look overly complicated

Do not use other icons/images as bullet points in copy. Do not use asterisks. Bulleted lists have bullet points. Numerical lists have numbers: 1, 2, 3. Use the bulleted/numerical listing functionality in the WYSIWYG tool bar in the TeamSite. Do not insert numbers manually, the copy will not format properly, i.e. lines of text will not indent properly.

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Institute Style Sheet

Capitalization
Capitalize proper nouns:

The city of Boston.

For all page titles, headers and standalone links, capitalize the first letter of every word except short prepositions (defined as four letters or fewer; e.g., for, in, to), and short conjunctions (and, or, but). Do not capitalize articles (the, a, an) unless they appear as the first or last work in a title.

Faculty at the MGH Institute

The Office of Student Affairs

Speech, Language and Literacy Center

Capitalize references to the Board of Trustees. Capitalize “Trustee” when referring to individual members of the Board of Trustees. Lowercase “trustees” when referring to a general category of trustees. Lowercase “board” when it appears alone.

Board of Trustees

George E. Thibault, MD, is an Institute Trustee.

The trustees will be meeting next week.

Capitalize the full name of a department, school or other entity, but not general references to a specialty, etc.

Linda C. Andrist, PhD, RNC, WHNP-BC, is Assistant Dean, Graduate Programs in Nursing, and Professor in the School of Nursing. She completed a women’s health nursing specialty.

The question was brought before the Board of Trustees.

We need to have these materials ready for the trustees meeting.

The proposal received the approval of the board (lowercase if not full name).

A group of MGH Institute faculty . . .

Do not use ALL CAPS in any content. Words in all caps in web usage is shouting. Use bolding, italics, quote marks to emphasize points.

Clock Time
Use a colon to separate hours from minutes, with “a.m.” and “p.m.” lowercase. When a range is all in a.m. or p.m. use only on the last time. If there are no minutes, you may use the hour with the a.m/p.m., e.g. 10 a.m.

10 a.m.
1:30 p.m.
1:30–2:00 p.m.
10:15 a.m.–Noon
10 a.m.–3 p.m.
Institute Style Sheet

Always use numerals except for noon and midnight. Do not use 12:00 p.m. or 12:00 a.m., as these can be confused easily. Use an en-dash in all ranges, including times.

Colons and Semicolons
Colons and semicolons are often difficult to see on screen, so use them sparingly. If possible, rewrite a sentence to avoid the use of colons and semicolons. An en dash (–) can often replace a colon without much effort.

Contractions
Avoid contractions whenever possible. An exception is when quoting a person in a testimonial. Rewrite a sentence if it sounds awkward not using a contraction.

Courtesy Titles
Capitalize all courtesy titles.

Professor Charles Haynes
Trustee Judith A. Fong

Currency
Dollar amounts are written as follows:

$10.00
$20.5 million (not $20.5 million dollars)

Dates
Spell out days and months in body text.

Friday, January 29, 2010

Use a comma on both sides of the year in running text.

The date May, 8, 2010, has been selected for this year's Commencement Ceremony.

Use abbreviations of months with a period, and the numeral for the date as a cardinal rather than an ordinal number in headings, subheadings, teases, captions, etc.

Annual Interdisciplinary Rounds Feb. 2 [not Feb. 2nd]

En-Dashes
En-dashes are used to set specific content apart for emphasis.

- En-dashes should be used sparingly.
- Use proper en-dashes, not two hyphens.
- Include a space before and after an en-dash – like this except for ranges
- Use en-dashes rather than em-dash or hyphen, no space, for setting copy off.
- For ranges, e.g. 2011–2012, 8–9 p.m, etc. use an en-dash (not a hyphen) with no spaces around it.

With our current CMS configuration, this special symbol can periodically corrupt after content is saved in the content management system (Interwoven TeamSite) and then submitted to the server. See notes under Symbols for correcting this.

Note: En-dashes are written in HTML as &ndash;

Embedded Links and Hyperlinks
Institute Style Sheet

Use embedded links strategically. Too many are a distraction; but careful use on a page allows for better search engine optimization.

Make the actual subject linkable, rather than using “click here”

To see the full list of faculty and staff, visit the faculty/staff directory.

I have used underlining in this example to emphasize what words should have an embedded link. On the website linked content is not underlined. It is designated by teal-colored font, which is created by the cascading style sheets (CSS) when you embed a link. When you mouse over linked copy underlining appears, again created by the CSS.

Include the URL within the link. Do not spell out the URL in the copy, even when it points to outside the Institute.

Emphasizing Text

- Let the writing speak for itself. As much as possible, avoid using capital letters, boldface, italics, quotation marks or exclamation point to indicate emphasis. On screen these styles are less readable than standard type.
- Use the two font styles available sparingly: bolding and italicizing (see more below under Italics)
- Underlining is not an option (do not insert any through HTML).
- Linked copy displays in teal. This is done automatically by our cascading style sheets (CSS)
- All text is to be the “automatic” color. The current WYSIWYG does not allow font color changes. Do not create colored fonts in HTML in the source code.
- Do not use other fonts. Stick with the fonts defined for paragraphs (regular copy) and headings. We have carefully chosen fonts that most every browser recognizes.

If there is an over-weaning need to display a different font – e.g. font selected for the Scholarship Gala – the copy must be part of a JPG, so that the text is an image.

- Subheadings:
  o Use H2 for your 1st-level subheading. Use H3 rather than bolding regular text for subheadings.
  o Use H2 for call-outs in articles.
  o Use H3 for 2nd-level subheadings
  o Use H4 for photo captions

Ethnic Groups

With some exceptions, ethnic groups written as compound words usually are hyphenated. When in doubt, refer to Merriam-Webster’s Collegiate Dictionary, 11th edition.

- African-American
- Asian-American
- Native American

Graduate Degrees & Years

- Year is two-digit with a forward-facing single quote before it ‘07 not ‘07. Do not put a comma between a person’s last name and the graduation year.

- Degrees:
  o BSN, Bachelor of Science in Nursing
  o MS, Master of Science, Nursing
  o DNP, Doctor of Nursing Practice
  o DPT, Doctor of Physical Therapy
  o MS HPEd, Master of Science in Health Professions Education
  o MPAS, Master of Physician Assistant Studies (developing)
Institute Style Sheet

- MS, Master of Science in Physical Therapy
- MS-SLP, Master of Science in Speech-Language Pathology
- OTD, Doctor of Occupational Therapy
- PhD, Doctor of Philosophy

Hyperlinks
See Embedded links

Italics
Italicized words are difficult to read on screen. Use italics only for publications or newsletter titles, or for specific medical terms or non-English words. Do not use italics for emphasis – this usually creates the opposite of what you intend.

On the old MGH Institute (pre-2009 redesign) italics (and boldface, underlining, exclamation marks, all caps) were used a lot. Some of this styling was carried over to the new site. The Web Editor systematically removed such emphasis as she reviewed the site. As of 6/13/13 this formatting has been corrected throughout the site.

Institution Names
First Reference
Refer to the organization by its full name upon first reference.
MGH Institute of Health Professions
Massachusetts General Hospital
Partners HealthCare

Second Reference
An abbreviated use of an institution’s name is acceptable upon second reference.
MGH Institute
The MGH Institute
The Institute
Mass General Hospital
Mass General
Partners

Incorrect References
MGHIHP
IHP [OK in internal communication. Not used on the website, unless it is part of a name, like IHP Career Services, IHP Musicians.
Partners HealthCare System: If you are referring to the group of affiliates, you may use a lowercase “s” for system. Partners would prefer that we just refer to them as Partners HealthCare. Also do not use the phrase, “the nation’s second largest health care system.”
Partners HealthCare, Inc.

Referring to MGH Institute sub-entities
School of Nursing
Never refer to it as the MGH School of Nursing.
On our website it can be referred to as the School of Nursing (SON), the Institute’s School of Nursing, MGH Institute School of Nursing, MGH Institute of Health Professions School of Nursing. {The MGH School of Nursing refers to the hospital’s former diploma school, and to its alumnae.}

The head of the School of Nursing is the Dean of Nursing. Laurie Lauzon-Clabo, Dean of Nursing

School of Health and Rehabilitation Sciences (SHRS)
The SHRS currently has three departments.
The head of SHRS is the Dean: Leslie Portney, Dean of the SHRS (as of February 2010).

The following are Departments with Chairs as their heads
- Department of Communication Sciences and Disorders (CSD), Gregory Lof, Chair.
- Department of Physical Therapy (PT), Leslie Portney, Chair.
- Department of Occupational Therapy: Regina Doherty, Program Director (The IHP is in process of a search for the inaugural Chair at 6/13/13.)

As of 9/19/13 there is a new program that we refer to as a program, but not yet as a department:
- Physician Assistant Studies program, which has a program director, Lisa K. Walker, PA-C, MPAS. We also refer to the program as the developing Physician Assistant Studies program, and to Lisa as founding Program Director.

Center for Interprofessional Studies and Innovation (CIPSI)
CIPSI currently has two programs and Prerequisites for the Health Care Professions. The heads of the programs/sections have distinct titles:
- PhD in Rehabilitation Sciences: Robert E. Hillman, Director of Research Programs
- MS in Health Professions Education: Deborah Navedo, Interim Director of the Health Professions Education program, which includes MSHPEd and certificates in HPEd.
- Prerequisites for the Health Care Professions: Lynn Foord, Director

The head of CIPSI is Peter Cahn, Interim Director and Professor (He is also Associate Provost for Academic Affairs).

Within the School of Nursing, the Departments of CSD, OT, and PT in SHRS, and the programs/sections of CIPSI, the academic offerings may be referred to as programs, whether referring to degrees or certificates.

John Hilton Knowles Fellowship
First reference is the John Hilton Knowles Fellowship. Subsequent references, the Knowles Fellowship.

Links
Try to include a verb as a call to action when you include a standalone link.

View All News & Events
When you have a page with many different links and calls to action, use a precise description of what you are linking to rather than a verb as a call to action.

Maps and directions

Lists
In most cases, lists should contain no more than 7 to 10 items, unless the main function of the page is to present the list. For lists of names, list names alphabetically to avoid emphasizing one name over another.
Institute Style Sheet

**Number Ranges**
When writing out a range of numbers, use the style of the highest number and use a hyphen with no space on either side.

7-10 (not seven-10)

**Numerals**
Here are the general rules for writing numerals.

Numerals one to nine are spelled out.

Use numerals from 10 to 999,999. For 1 million and up, use a combination.

Use a comma to separate thousands.

2,000,000

Spell out numerals that appear at the beginning of a sentence unless the numeral identifies a calendar year.

*One hundred forty people attended the recent CSD event.*

*1991 is the year that the Institute’s graduate program in Communication Sciences and Disorders was founded.*


**Percentages**
Spell out the word “percent” except in headlines and where space is a premium. In those cases, use the percent symbol (%). Repeat “percent” with each individual figure.

*Data indicate that 10 percent to 15 percent of new students....*

**Phone Numbers**
Write phone numbers as follows.

(617) 643-6523 including (800) numbers, with the area code in parentheses, a space after the close parenthesis, and a hyphen between the prefix and the body number. Do Not Use Dots (even though they are cooler and widely used in Europe).

**Possessives**
The standard rules outlined in the *AP Stylebook* apply. For nouns that end in s,x or z, add the apostrophe s unless the word that follows begins with an s. For names that end in s, only add the apostrophe.

*Dr. Davis’ research interests include HIV/AIDS, Tuberculosis...*

**Quotation Marks**
Double quotation marks should be used when quoting what someone said or wrote.

“We are fully committed to assisting the relief effort in any way that we can,” said Provost and Academic Vice President Dr. Alex Johnson.
Referring to Readers
In content directed to particular audiences – prospective students, alumni – generally use the second person (This program prepares you for leadership roles in the increasingly complex management of health care delivery.)

Referring to Faculty and Staff
Avoid referring to specific faculty or staff members in marketing copy or text about services. You may refer to specific people in news articles, biographical pages and contact information.

Run-in Lists
Try to avoid using lists in running text. Make these items bulleted lists instead.

Sentences and Paragraphs
Keep sentences and paragraphs short, so that readers can move through information quickly. Start with the most important points, followed by supporting information.

Use only one space between sentences. Using two spaces will look strange on screen and take up valuable space.

Symbols
The what-you-see-is-what-you-get (WYSIWYG) editor in TeamSite has a special symbols button to insert things like en-dashes, ® , ©, etc. Symbols use to corrupt when the page is submitted to a server. This has been fixed for the most part through upgrades to TeamSite.

However, if that does happen, reopen the data form, open the source code, then hit update, then regenerate the page. It is the one way to force special symbols to appear correctly on pages should they go wonky.

Do not use quotation marks in a Page Title (box at the top of a TeamSite form). This causes compilation errors, and your will get an error message rather than the page when you try to go to it.

Time
See Clock Time.

Titles
Titles are capitalized only when used directly before an individual’s name.
Janice P. Bellack, PhD, president of MGH Institute, spoke at the convocation.
The conference was opened by President Janice P. Bellack.

Professional Titles
Capitalize all professional titles when they are a part of the list of a person’s degrees, credentials and appointments.
President Janice P. Bellack
Richard Santeusanio, EdD, Coordinator, MGH Reading Program

In running text, do not use an article before a professional title.
Correct: Jane Baldwin, DPT, is Associate Director of Clinical Education
Incorrect: Jane Baldwin, DPT, is an Associate Director of Clinical Education

Articles should be included preceding titles if the title is not used as a proper noun, and the title should not be capitalized.
Douglas Gross, MPT, is an assistant professor.
Trademarks and Registrations
Trademarked™ and registered® items should be marked the first time or the most prominent time they appear on a page. Use the copyright symbol by itself – it’s redundant to include both the work “Copyright” and the symbol. In HTML, marks are written as follows.
- © &copy;
- ® &reg;
- ™ &trade;

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Institute Style Sheet

Colors

Color Palette
This is the final color palette used on the redesigned website. Swatches for PANTONE solid coated are given, where applicable.

All CMYK values based on the web palette are suggestions only, and should be press-checked by the print designer.

Note, we are adding a red to the palette. I will update the style guide when it's official. SMR
Logos

The MGH Institute logo was redesigned during 2009. Below are the logos to use as of September 25, 2013. Downloadable image files are available on the Intranet under the Office of Communication and Marketing (OCM). There is a template for stationery there as well.

The Institute Logo

This is the official Institute logo: in color and with tagline

![Institute Logo](image)

There is a black and white version, and a version with no tagline, both in color and in black and white. There is also a squarer version.

Except in rare occasions, each of which must be approved by the Associate Director of Communications, the color version with the tagline is to be used.

It is the one to be used on web pages.

In 2011 we created an alternate Institute logo for situations where you need a more compact/squarer version. Speak with the Associate Director of Communications if you think you might need to use this one.

School Logos

We had logos designed for the two schools at the time that we redesigned the logo. Subsequently we had one created for the Center for Interprofessional Studies and Innovation. They are to be used infrequently. At September 24, 2013 they are used on the website only for the Program Manual page in Faculty Compass. There are color and black and white versions of each.

School of Nursing

![School of Nursing Logo](image)

School of Health and Rehabilitation Sciences
Department Logos for Departments within the SHRS

One for OT is in the works.

Other Logos

There are very few other logos allowed. At present the only one is for Alumni Relations.

The Office of Marketing and Communications will work with you to design icons to differentiate initiatives, e.g.
The Institute Official Seal

The Institute’s official seal remains the same as it has been since the Institute’s inception. The official seal incorporates elements that reflect the Institute’s founding by Massachusetts General Hospital by featuring the MGH shield and the famous Bulfinch Building dome, while the laurel leaves come from the nursing pins awarded by the Institute’s predecessor, the MGH School of Nursing.

Usage

The seal appears on all diplomas, transcripts and official Institute documents.

We have incorporated elements of the seal into the website, most noticeably in the headers.

It is used both in black and white and teal. Currently, as far as I know, the Catalog and the Student Commencement Booklet are the only places on the website that sport the seal.
Use of the Institute's official seal is governed by the Registrar. Other limited uses may be approved by the Office of Communications and Marketing.

**Buttons**

We use buttons sparingly on the website. Here are examples of the buttons that we use:

- ApplyOnline
- Register as Sponsor

If you need a button, please talk with Susan Reynolds, Web Editor.

**Fonts**

Sabon/Avenir are the fonts the Institute uses in print documents. They are not, however, web friendly – they are not fonts that are installed on most computers. We use some Sabon/Avenir in text that is rendered as image (such as the text over the images on landing pages.)

For text rendered as text on the website we use web-friendly fonts. Below are a few of the lists from the style sheets and some of the text to which they apply.

Note that each of these is a list: the browser starts from the beginning and checks whether the computer has the first font. If it doesn’t, the browser falls back to the second, etc. The last fallbacks are “serif” and “sans-serif” which are covered on all computers.

**San-Serif Fonts for the Website**
Institute Style Sheet

Lucida Grande, Lucida Sans Unicode, Lucida Sans, Tahoma, Arial, sans-serif (body content)

Serif Fonts for the Website

Times New Roman, Times, serif (third-level nav, headers, other serif stuff)

Do not use fonts other than what is the "paragraph" font in the WYSIWYG menu for the website.

Back to Top
Grammar

Punctuation

Apostrophes
When referring to a generic degree, use apostrophe “s”: master’s degree, bachelor’s program. Note these generic references have all lowercase letters.

When used for the year of graduation for an alumnus, do not use an apostrophe, use a single closing quote mark, with the tail curling left: DPT ’99.

You insert the closing quote by adding a closing quote to the end of the preceding word, adding a space between the word and the closing quote, then putting the year directly after the separated closing quote.

Asterisks
Use asterisks only to denote foot-noted material. You may use single, double, triple, etc., if you have more than one footnote. Do not use asterisks as a means of emphasizing blocks of text or as bullet points, etc.

Comma

Serial (or Oxford) Commas
In a list of three or more items, use commas to separate elements, including one before the conjunction.

Introductory Clauses and Phrases
Use a comma to separate the introductory clause or phrase from the main clause.

While waiting for the Partners shuttle to arrive at the Institute, the students talked among themselves.

The comma can be deleted after short introductory clauses or phrases when ambiguity will not result.

Feeling antsy Susan decided to walk rather than wait for the shuttle.

Essential and Nonessential Clauses
Essential phrases and clauses are necessary for the reader’s understanding. Nonessential phrases and clauses provide additional information that can be deleted from the sentence without changing its meaning. Use commas only with nonessential phrases and clauses.

Essential (essential clause bolded):
Applications will be accepted only from prospective students who meet the minimum requirements.

Nonessential (nonessential clause bolded):
Applications, which were mailed yesterday, will be accepted only from prospective students who meet the minimum requirement.

Massachusetts General Hospital, my hospital of choice, is the third oldest hospital in the United States.

With Conjunctions
Grammar

Use a comma before conjunctions (and, but, for) that link two clauses that could stand alone.

**Correct:** Dr. Portney received her PhD from Boston University, and her research interests include risk factors for falls in the elderly.

**Introducing Direct Quotes**

Use a comma to introduce a complete one-sentence quote within a paragraph.

Dr. Nicholas said, “When the client arrived at the Aphasia Center…”

Use a colon to introduce quotes longer than one sentence. Do not use a comma with indirect or partial quotes:

Dr. Nicholas said the client suffered a stroke “due to carotid artery disease.”

**Placement in Direct Quotes**

Commas always go inside quotation marks.

**Hyphen**

**Compound Modifier**

Compound modifiers are two or more words that express a single concept and precede a noun. Use hyphens to link all words in the compound except the word “very” and all adverbs that end in “-ly.”

Note that there are a few words ending in “-ly” that function as adjectives such as “early.” When in doubt, check the dictionary.

Examples: full-time job (but note there would be no hyphen in “She works full time”), well-known physician, better-qualified surgeon, matter-of-fact approach; but easily remembered directions.

To reiterate do not use hyphens when an adverb ending in “-ly” is used as a compound modifier:

Faculty are highly regarded experts in a variety of research and clinical practice areas (highly is an adverb).

Do use hyphens with adverbs not ending in “-ly”: well-known.

**Prefixes**

See separate listings in the *AP Stylebook* for commonly used prefixes (e.g., “multi-“, “sub-“, and “poly-“). In general do not hyphenate words when using a prefix with a word that begins with a consonant. See the punctuation guide in the *AP* stylebook for additional guidance.
Grammar

Usage

Parallel Structure
All elements in parallel constructions should have the same grammatical forms. Some guidelines:

- Initial articles, prepositions, auxiliary verbs or modifiers apply to all elements in a series unless repeated after each item. Whether the item is repeated or not, be sure to maintain consistency.
  
  Correct: The cells were subjected to washing, titration and incubation.
  Incorrect: The cells were subjected to washing, titration and to incubation.

- Always use correlative conjunctions (e.g., not only…but also) in pairs.

- Maintain tense consistency in coordinate ideas and constructions.

- Enforce parallel structure on list style when points are spelled out (“first,” “second,” etc.) or number (“[1],” “[2],” etc.) in the text.

Subject–Verb Agreement

Latin and Greek Words
Plurals of Latin and Greek words always take plural verbs (e.g., data are, criteria are, media are, etc.).

Clauses with Alternative Subjects
Clauses with alternative subjects (joined by “or,” “not,” “either/or,” “neither/nor”) take the latter subject for verb agreement. For example:

The doctor, the residents or the nurse practitioner was at the appointment.

The doctor, the nurse practitioner or the residents were at the appointment.

Prepositional Phrases
Prepositional phrases such as “in addition to,” “as well as” or “along with” often appear between the subject and verb of a sentence and may or may not be set off with commas. However, they do not control the number of the verb. For example:

The doctor as well as the nurse practitioner was at the appointment.

Misplaced Modifiers
Be careful that whatever introductory modifying phrase you use correctly modifies the subject of a sentence.

Incorrect: As a graduate of the Institute, your skills will be in high demand. “Your skills” are not a graduate of the Institute. “You” are a graduate.

Correct: As a graduate of the Institute, you will find your skills are in high demand.

Collective Nouns
Treat the noun as singular when it functions as a group, and treat the noun as plural when it functions individually. For example:

The committee announces decisions every Friday.

but

The committee argue all points with care.
The Word “Number"
“A number of” takes a plural verb (e.g., “A number of students are available for a focus group.”).  “The number of” takes a singular verb (e.g., “The number of students available for a focus group is minimal.”).  This rule only works for the word “number.”

Plural noun forms
In general, nouns that are plural in form but singular in meaning usually take singular verbs (e.g., genetics, bioinformatics, physics, bioethics).  However, some nouns that end in “ics” are considered singular when referring to an organized body of knowledge and plural when referring to qualities, activities, or individual facts. For example:

Statistics is a fascinating subject.

but

Statistics show that mice are the most common animal models.

Comprise versus Compose
Comprise means “composed of” or “includes” so never use comprise followed by “of.”

Correct:  The committee comprises faculty from each academic program.

or

The committee is composed of faculty from each academic program.

Incorrect:  The committee is comprised of faculty…

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Spelling Guide
Below are words that may cause confusion because they can be spelled in different ways. To maintain consistency throughout the website, be sure to spell them as follows.

For questions about other words that have variant spellings, refer to Merriam-Webster’s Collegiate Dictionary, 11th ed. and use the more commonly used spelling, which is always the first one listed. Do not italicize foreign words or phrases if they are listed in this dictionary.

For medical terms, please refer to Stedman’s Medical Dictionary, 28th ed.

General Words
A
accommodate
acknowledgment
affect (compare with effect)
all right

B
back up (verb)
backup (noun and adjective forms)
behavior, behavioral
benefit, benefited, benefiting
board certified (open even when used as a compound adjective)
breastfeeding (one word, not hyphenated)
Brigham and Women’s Hospital

C
canceled
checkup (noun)
check-up (verb)
complementary (vs. complimentary)
cooperate (not co-operate)
coordinate (not co-ordinate)
cross section (noun)
cross-section (verb)
curriculum vitae (abbreviated as “CV”)
Spelling

D
Dana-Farber Cancer Institute

E
email (if starting a sentence, write "Email")
ext. (abbreviation of extension)

F
first-year students

G
groundbreaking (adj.)

H
health care (two words even when used as a compound adjective). Exceptions: names of outside organizations that spell it as one word:
   Partners HealthCare (see more under P)
   Institute for Healthcare Improvement.

This spelling of health care is under review at 10/18/13.

home page (always two words)

I
inpatient

K
keyword

L
Login (noun or adjective)
Log in (verb)

M
MassGeneral Hospital for Children (note italics)
Massachusetts General Hospital (see “Institution Names” in Website Style Sheet section)
master’s degree (but capitalize specific degrees such as Master of Science)
MGH Institute of Health Professions (see “Institution Names” in Website Style Sheet section)
multidisciplinary

N
Newton-Wellesley Hospital
North Shore Medical Center
Spelling

nonprofit: one word, not hyphenated. Adopted 9/23/13. This has become the preferred spelling in AP, Chicago, and Merriam-Webster.

not-for-profit
With the hyphens, but should be changed to nonprofit when possible.

numbers

O
online (one word, no hyphen, in all cases of the computer connection term)
on-site (adjective. We did an on-site visit) For most cases in print and on website. For highly market pieces when using online and onsite, may go with no hyphen in on-site.
on site (prepositional phrase. We were on site for the day.)

orthopaedic
(use as the program name, i.e., Clinical Residency in Orthopaedic Physical Therapy; for use as an adjective, use “orthopedic”; e.g., orthopedic surgery). Do not use the ligature æ here—this is difficult to read on the Web and involves HTML coding. (Note, currently we have “orthopaedic” as an adjective in many places. We’re working to clean these up.)

outpatient

P
Partners HealthCare (see “Institution Names” in Website Style Sheet section)
patient care
percent

PI (abbreviation for principal investigator)
postdiagnosis
postdoctoral
postgraduate

U
UK (abbreviation for United Kingdom)
underserved

US (acceptable as an adjective or a noun; spell out United States in first use)

W
web (capitalize as Web in titles, headers and links. When part of a compound adjective, make lowercase and use a hyphen: “web-based technology”). Note: this differs from AP style.

Website (rev. 2/21/13 write as one word, website; capitalize the “W” as “Website” in titles, headers and
Spelling

X
X-ray