# TABLE OF CONTENTS

Navigating the brand................................................................. 3

Our Mission ................................................................................. 4

Our Brand Vision ................................................................. 5

Our Current Tagline .............................................................. 6

Brand Messaging .................................................................... 7

  Living the Brand.................................................................... 8-9

  Target Audiences.................................................................. 10-11

Brand Personas......................................................................... 12-19

Brand Voice & Tone .................................................................. 20

  Cultural Sensitivity ............................................................ 21

  This NOT That Tips ............................................................ 22-23

  Use of Keywords.................................................................. 23

Communication Guidelines..................................................... 24

  Acronyms, degrees, and area of study................................. 25

  Program names ..................................................................... 25

  Degree subject area ............................................................ 26

  Academic degrees .............................................................. 26

  Capitalization and grammar................................................. 27-28

  Policies.................................................................................. 29
Visual Identity........................................................................................................ 30
  College Logo .................................................................................................. 31
  Center Logos ................................................................................................. 33
  Stationary templates ....................................................................................... 33
  Brand colors ................................................................................................... 35-36
  Typography .................................................................................................... 37-43

Photo + Graphic Elements.................................................................................... 44-46

Resources & Contacts.......................................................................................... 47
The Brand Guide is intended to foster a strategic connection between the Prescott College mission and its internal and external marketing, creating a holistic approach that takes into account all audiences and strengths of the institution.

**Brand Portal:** [https://brand.prescott.edu](https://brand.prescott.edu)

The purpose of the brand portal is to provide an online self-service resource. Users can access the Prescott College brand guide, tip sheets, and the template library. The library includes logos, letterhead, business cards, name tags, presentations, and more! To place an official business card or name tag request, contact the Office of Human Resources at hr@prescott.edu.
It is the mission of Prescott College to educate students of diverse ages and backgrounds, to understand, thrive in, and enhance our world community and the environment. We regard learning as a continuing process and strive to provide an education that will enable students to live productive lives of self-fulfillment and service to others. Students are encouraged to think critically and act ethically with sensitivity to both the human community and the biosphere. Our philosophy stresses experiential learning and self-direction within an interdisciplinary curriculum.
BRAND VISION

SMALL COLLEGE. BIG IMPACT. GLOBAL CITIZENSHIP.

Prescott College is a close-knit community of diverse learners and educators who are committed to social justice and environmental sustainability. While its campus is small, its impact is far-reaching, with global partnerships and alumni around the world who are helping shape communities.

Tip!
The Brand Vision can be used in its entirety or as a guide for writing more extensive copy to be used in printed publications and on the website.
OUR PROMISE
Prescott College provides students from diverse backgrounds and experiences with an engaging and rigorous educational environment that prepares them for rewarding careers as changemakers and community leaders, and global citizens.

Tip!
The promise is a statement that reflects our values and mission. The promise can be used in its entirety or as a guide for writing more extensive copy to be used in printed publications and on the website.

Employers of the 21st century seek graduates with skills in

- self-confidence
- critical thinking
- ability to work in and
- ability to lead teams
- adaptability to change
- entrepreneurial spirit
- global citizenry

For the liberal arts, the environment and social justice

People are fond of many phrases, often borrowed, that help express who and what Prescott College is. Aside from the College Tagline, no other phrases have been vetted for use in representing the College collectively or individually.

- No other phrases or words, including “education is a journey, not a destination,” should appear in print materials or the salutations of official College communications. This includes the use of phrases or quotes in email signatures, testimonials, phrases, quotes, or embedded videos.
- The approved tagline should not appear underneath the Prescott College logo. Instead, use the tagline for apparel like backs of t-shirts, coffee mugs etc. Also the tagline can be used on the website and in printed publications or used as a heading for written content.
Brand Messaging

Brand messaging is made up of the Primary Messages and Brand Values, and Brand Voice, Tone, and Style that refers to the underlying value proposition conveyed to the target audience through specific language used. Consistent brand messaging helps the target audience relate to the brand by inspiring, persuading, and motivating them; it creates a clear and accurate portrayal of the brand and promotes the overall marketing strategy of Prescott College. Each section should be used as a reference point for the development of content and marketing initiatives large and small.
LIVING THE BRAND

Through our history and real-world actions

Our students, faculty, staff, and alumni generate the real-world experiences of our brand through their engagement with the environment and social communities across the globe. This gives life to our brand. Thereby, through the stories of the real people behind the brand we are able to ensure our words are authentic.

We Believe that Real Learning Requires Inquiry and Engagement

When we communicate our brand to our target audiences we must ensure authenticity and consistency in how we “speak about our brand.” Our brand story is informed by our contemporary body of evidence of social responsibility, cultural sensitivity, local and global entrepreneurship.

We Recognize Resiliency and Honor the Journey

The following examples demonstrate how we live our brand. Therefore, let us remember that our brand is an organic concept, one that is transformed through our daily actions, words, policies, and practices.
We're Approachable, Accessible, and Aspirational

Through our institutional documentation (our annual reports, Transitions magazine) and digital communication forums (web site, online newsroom, and social media channels), we communicate our brand to our target audiences in real time with a consistent message.
TARGET AUDIENCES

Effective, consistent messaging relies on identifying the key target audiences the Prescott College mission, primary messages, and brand values resonate with. These audiences are the cornerstone of the Prescott College community; by speaking to them directly and authentically, and using inclusive, culturally sensitive language and terms that are easily understood and accessible, the College can attract and retain diverse learners and strengthen its institutional brand.

Primary and secondary target audiences include:

- Faculty/Staff
- Current students
- Prospective students
- Traditional & Post-traditional
- Online & On Campus
- Undergraduate
- Graduate
- Alumni
- Donors
- Local & Global Community members

Tip!

Traditional vs. Post-Traditional

Traditional students begin college immediately following high school and are typically enrolled full-time and are seeking an on-campus college experience. By contrast, post-traditional students often take time off between high school graduation and enrollment in college. They’re often enrolled part-time, and are looking for flexible options, including online or evening classes. They may be financially independent, working full time, and have dependents. They are often older adults; however, that is not always the case. They may be the same age as traditional students, but have different life circumstances that necessitate a different college experience.
Prescott College seeks to attract students with diversity in age, gender, and ethnicity, coming from a wide range of backgrounds and experiences.

**Our students:** are resilient, empathetic, growth-oriented, and not afraid to be challenged personally and academically. They are engaged, accepting, open-minded, and creative. They are changemakers, and problem-solvers seeking hands-on, real-world experience and the opportunity to make a difference in their local and global community before and after graduation. They are self-directed and independent, motivated from within, entrepreneurial, and rebellious. While they do not come from a specific age group or locale, they may be adult learners, graduate level students, veterans, historically underserved students, first generation college attendees, or students from low-income backgrounds. They may be intrigued by our mission, values, and unique academic program offerings and variety of delivery methods (on-campus or online), attracted to southwest living, the small-town feel Prescott offers, or excited about the opportunity to study abroad.

**Our parents:** may invest in their student’s college education and may have concerns about the affordability of Prescott College. They will often have questions about our scholarship and financial aid opportunities; may have concerns about their student fitting into the campus culture and community; may be seeking a college that offers an academically, emotionally, and socially supportive environment for their student; want to ensure their student is getting a high-quality education that leads to a viable career path or will serve as a solid foundation for graduate studies or designing their own entrepreneurial idea; and may be skeptical of their student’s ability and question whether the college is a place they can succeed.

**Our faculty/staff:** may come from diverse backgrounds and experiences and are seeking the same in their work environment; are leaders who value the freedom to design their own curriculums around their area of expertise or current events, and the opportunity to participate in the governance of the College; are determined to make an impact by nurturing individual student interests, and care about standards of professionalism and the presentation of the College in the global community.

**Our local and global community members:** are consistent with the student and faculty of Prescott College in goals and values; be interested in forming a partnership or building a positive relationship with the College to meet a mutual goal; be prospective students or staff; or alumni or donors of the College; be interested in the various local and global impacts of the College, its students, and its alumni, and the way these impacts are facilitated. Some local community members may have outdated or untrue perceptions of Prescott College and may not be familiar with its mission and values or its contributions to the local and global community.

**Our donors and alumni:** are consistent with the student and faculty of Prescott College in goals and values, and are interested in forming a partnership or building a positive relationship with the College to meet a mutual goal.
Brand Personas

Brand Personas, though fictional, exemplify Prescott College’s current and desired target audience and provide a practical reference point for marketing objectives and communication. The Key Messages and Brand Tone and Voice resonate deeply with each of these characters and are why they are a good fit for the Prescott College community. Brand Personas should be kept in mind when developing marketing objectives, communications, and collateral. One might find it useful to ask questions like, “Would the copy in this brochure appeal to Kai and Shanice?,” or “Does this visual attract people like Sean?”
Kai grew up on the Navajo Indian Nation in Tuba City, Arizona. She loves making art, and enjoys the leadership experience she gained as the Captain of her high school’s soccer team. Even though she says school was never really her “thing,” Kai has always felt connected to her culture’s rich appreciation for the environment and passionate about someday honoring her ancestry by learning how to preserve and protect natural environments. She knew Prescott College would be the perfect place to pursue a degree in Environmental Studies and was particularly drawn to the opportunity to participate in the Indigenous Community Partnership Program at Kino Bay. Another determining factor in her choice to study at Prescott College was the extensive scholarship and financial aid opportunities offered by the school. She is happy she could continue to play soccer with the Prescott College Soccer Club, and is proud to be the first one in her family to attend college.
Post-Traditional
Undergraduate Student

Sean is a 34-year-old Marine Vet who served terms in both Iraq and Afghanistan, where he moved up quickly in the ranks, leaving as a Sergeant. He is coming to Prescott College as a first-time college goer, having heard about the school from a fellow Native Arizonan who had received a degree in Adventure Education from Prescott College. With the eventual goal of becoming a high school history teacher, Sean plans to pursue his undergraduate degree in Education with a focus on multicultural teaching pedagogy, and intends to go on to obtain his master’s degree in teaching after that. In addition to developing resiliency and honing Sean’s leadership skills, his experience in the Marines helped him realize his belief that education and fostering shared understanding is the key to solving global issues. He even developed the personal motto, “More education means more peace.” He feels passionately about giving back to his community by working in Arizona schools, and is excited about gaining experience with them before he even graduates.
Liz is originally from Orange County, but attended the last three years of high school at a high-end boarding school just outside San Francisco, where they and their parents decided was a better option after discovering a reading disability was keeping them from thriving in public school. At Liz’s boarding school, they benefited from smaller class sizes, individual tutoring, and an environment that was more accepting both of their learning disability, and their non-binary gender identity. Liz is studying gender & sexuality with a student directed competence in art, where they are exploring the historical role of art in the development of gender & sexuality politics. At first, their parents were skeptical of the degree, which they said isn’t “practical,” but they’ve been pleased with the rigor of the program (Liz reports spending a lot of time in the library and one-on-one with professors), and the amount of real world experience Liz has been given. Both Liz and their parents feel positive about job opportunities after college. Now in their second year living on campus, Liz loves the inclusive environment and felt confident and engaged enough to join the Student Union Board.
Shanice is a mother of five-year-old twins who lives in Chicago. Having grown up in the city and witnessed racial tension and wealth disparity first-hand in her own neighborhood, and now as a mom, she feels the call to help change the paradigm. She followed in her own mother's footsteps, obtaining an undergraduate degree in Education from Loyola University on scholarship and worked as a public school teacher for two years before taking time off to raise her children. Now that her kids are in school full-time, Shanice is ready for the next step and has chosen Prescott College as the place she will get her M.S. in Clinical Mental Health Counseling. She was drawn to the program because of the opportunity to collaborate on campus but complete the majority of her work remotely online, as well as its emphasis on social justice and cultural sensitivity.
Sam was raised on a small livestock farm just outside of Las Cruces, New Mexico. Though he’d always rather be exploring the beautiful landscape that surrounded him or finding innovative ways to improve things on the farm, he did well at his public high school and thus, his parents encouraged him to go to college and “make something more of himself.” When a counselor at his high school suggested he check out Prescott College, he was amazed at how much of a perfect fit it felt: there he could study Earth Science – he’s always been curious about the impact of farming on the environment! – and spend time learning outdoors, all while remaining in a town that’s not too big or too far from home. Sam isn’t quite sure where the future will lead career-wise, but he is confident in his decision to attend Prescott College because he knows he will have strong mentors and a supportive community.
Parker is a proud Prescott College alum and recently became a donor, giving back $25,000 to help the College develop a partnership with her very successful non-profit MounTeens. MounTeens, now in its third year, leads adventure-based educational wilderness excursions for troubled teens throughout the Midwest. Originally from St. Peters, Missouri, Parker grew up in a loving family who spent most of their time outdoors. She graduated with a Bachelor of Arts in Ecopsychology, and then pursued an online Master of Arts degree in Adventure Education, focusing on administration. Her goal with the new partnership is to give undergraduate adventure education students the option to lead a “MounTeens” summer excursion for college credit.
Charles joined the faculty at Prescott College after teaching in the University of Washington’s Law, Society, and Justice Department for twenty years, with ten of them spent as department chair. He has written three books all related to Human Rights, Political Science, and Social Justice and their various intersections – and is thrilled he is able to use them as texts in two new curriculums he is leading the charge on. Charles was eager to join the Prescott College community because it mirrored UW in its progressive values, diversity, and rigor, but in the smaller, more intimate environment he was looking for.
Brand Voice & Tone

The tone and voice of the Prescott College Brand should be infused throughout all college communications. It provides a reference point for the “personality” of the Prescott College Brand. While the tone and voice may vary slightly across channels depending on the specific audience reached and the goal of the communication, it maintains consistency by employing established language and considering the brand mission, messaging, and values.
CULTURAL SENSITIVITY

The language and terms we use reflect our values of inclusivity, diversity, and sensitivity.

• **Alumni:** Alumni is the plural, alum is the gender-inclusive singular. Alumnus, alumna, and alumnae should not be used to describe alumni.

• **First-time student:** Students in their first year of college should be referred to as first-time students, not freshman.

**Gender-inclusive language:** Avoid the use of phrases that include she or he. Instead, use their or they when appropriate. For example: If a student employee is absent, they must notify their supervisor. Not: If a student employee is absent, he or she must notify their supervisor.

• **Alumni:** Alumni is the plural, alum is the gender-inclusive singular. Alumnus, alumna, and alumnae should not be used to describe alumni.

• **First-time student:** Students in their first year of college should be referred to as first-time students, not freshman.

**Locations, communities, and individuals:** Always consider the historical context of the terms you use to describe locations, communities, and individuals.

• **Gulf of California:** When referring to the site of the Kino Bay Center for Cultural and Ecological Studies, use the term Gulf of California, not Sea of Cortez.

• **Global South:** When referencing developing countries, which are located primarily in the Southern Hemisphere, use the term Global South (capitalized), not third world.
There’s no such thing as a typical Prescott College student, each individual is unique. Quirky? Maybe. Brilliant? Definitely. What unites us is our independent spirit and a desire to improve our communities and our lives.

Up for a challenge? If you’re the right fit for Prescott College, you can join a community of peers, mentors, and colleagues, who, just like you, aren’t afraid to do whatever it takes to make a difference in the world!

Through hands-on-learning, real-world experience, narrative evaluations, and self-directed Senior Projects, students at Prescott College are invited to take an active role in their education. We know this type of engagement is vital to creating passionate changemakers because we’ve seen the impact our students make outside the classroom and in their communities.

Do you want to change the world? You can do it at Prescott College. We have lots of programs focused on making a difference. Which one is right for you? Find out by coming for a campus tour or talking to one of our advisors.

Prescott.edu | 22
When Courtney Osterfelt’s Senior Project turned into a flourishing nonprofit in the Prescott community, it not only launched her own career, but, through its mission to mentor local teens, inspired countless others to put their own passions into action.

Many organizations have a great impact on society and had their roots in a student club or organization. Prescott College encourages students to form clubs and to join clubs as part of their academic and personal journey at the College.

Whether it’s organizing youth praxis conferences, offering empowerment programming for adolescent women, facilitating educational camps for LGBTQ teens, or hosting initiatives of intercultural solidarity (to name just a few), our students lead the way with their visionary, innovative work.

Prescott College, tucked into a corner of the central Arizona town whose name it bears, is an evolving experiment in rejecting hierarchical thinking for collaboration and teamwork as the cornerstone of learning, no summa or magna or “best in show” ribbons. Just a peripatetic community of lively intellects and fearless explorers whose connecting threads are a passion for social justice and the environment – and a keen sense of adventure.

The following keywords can be incorporated into language and communications to create consistency across channels and support the primary messages of the Prescott College Brand:

- Diversity
- Unique
- Accessibility
- Self-Fulfillment
- Inclusive
- Thrive/Thriving
- Social Justice
- Engage/Engaging
- Interdisciplinary
- Adventurous
- Sustainability
- Change/Changemaker(s)
- Environment
- Authentic
- Liberal Arts
- Transformative/Transformational
- Global/Global community
- Leader/Leadership
- Local/Local community
- Curious/Curiosity
- Innovative
- Impact
- Hands-on
- Creative
- Real-World
- Discover
- Inquiry
- Resiliency/Resilient
- Experiential
- Challenge/Challenging
- Rigor/Rigorous
- Passion/Passionate

It is purposeful, clear and specific, avoiding inflated or flowery language.
An institution’s “style” is usually a blend of standard grammar, Associated Press (AP) or other style guide, and specific preferences articulated from within the organization. External communications are not academic works, but public materials. College style is malleable, and will undoubtedly evolve as the institution evolves. Always refer to this guide first.
ACRONYMS, DEGREES & AREAS OF STUDY

In order for Prescott College to attract students to its programs, we must ensure that prospective students understand the options available to them. When conveying study areas and degree options, acronyms should never be used. For example, Adventure Education should not be referred to as AE. The same applies for program names, such as On-Campus Undergraduate. The acronym OCU should not be used in any internal or external communications. This will help avoid confusion. Additionally, while the terms limited-residency, and residency (and all related terms) have been historically used to describe Prescott College programs, these terms will no longer used. Instead, the following titles will be used to convey degree options and areas of study.

PROGRAM NAMES

The following terms should be used in their entirety as indicated below (including capitalization) when referring to official Prescott College programs:

• On-Campus Bachelor’s Programs
• On-Campus Bachelor of Arts Degree
• On-Campus Bachelor of Fine Arts Degree
• On-Campus Bachelor of Science Degree
• On-Campus Master’s Programs
• On-Campus Master of Arts Degree
• Online Bachelor’s Programs
• Online Bachelor of Arts Degree
• Online Bachelor of Fine Arts Degree
• Online Bachelor of Science Degree
• Online Master’s Programs
• Online Master of Arts Degree
• Online Master’s Programs
• Online Master of Education Degree
• Online Master of Science Degree
• Online Ph.D. Programs
• Online Ph.D. in Education Degree

Acronyms should be avoided in general. For example, course names, departments, and affiliated programs or departments should be spelled out in their entirety. For example, CC1 should be referred to by its complete name: Core Curriculum 1.
Additionally, the following terms and phrases can be used to describe Prescott College programs:

- Online programs
- On-campus programs
- On-campus and online options

DEGREE SUBJECT AREA

Capitalize when referring to a student/alum’s program of study at Prescott College or in reference to a degree/anticipated degree. Do not capitalize unless referring to official competence area/degree. Sarah earned a bachelor’s degree in Arts & Letters at Prescott College; Sarah studied agroecology at Prescott College.

* For a list of degrees Prescott College is accredited by the Higher Learning Commission to award, see the current college catalog

ACADEMIC DEGREES (OVERVIEW)

- Master of Arts/Bachelor of Science/etc. – These terms are always capitalized whether you are referring to a Prescott College program or not. These terms never use plurals or possessives, since they are formal/standard degree titles.

- The only way you would use possessive forms would be for informal references to master’s and bachelor’s – always lowercase, always use apostrophe, always used in conjunction with a noun. She earned a bachelor’s degree, NOT She earned her bachelor’s.

- Doctorate is a noun itself describing the degree and is lowercase. Doctoral is an adjective that should be lowercase and used with a noun. He earned a doctorate in psychology; He defended his doctoral dissertation.
a.m. and p.m. Lowercase with periods.

**Area of study/program** Capitalize as part of full program name. The Environmental Studies Program covers a range of topics.

**Block** – Capitalize

**Block Course** – Capitalize

**Book, Journal, Magazine, Newspaper, and Online Magazine titles** – Capitalize; italics; no quotation marks.

**breadth** - lowercase

**competence** - lowercase

**Conference, symposium, and panel, and colloquia titles** – Capitalize; non-italic; no quotation marks.

**Core Curriculum** Capitalize

**Course names** Capitalize, non-italic, no quotation marks.

**Coursework** one word

**Dates** All dates are numerals without letters following to indicate sequence. Include year, set off by commas whenever possible and appropriate. The program will run June 3–10, 2009, at the campus of Prescott College; Sarah’s first day of work was July 8. (NOT 8th).

**Decades** Use “s” without apostrophe. 80s, 90s, 2000s.

**Degree Plan** Capitalize in reference to program-required document.

**Degree Subject Area (general)** Capitalize when a person’s degrees are listed fully and formally behind their name. Terril Shorb, M.A., Interdisciplinary Arts, Sonoma State University, 1992; Terril Shorb holds a master’s degree in interdisciplinary arts.

**Departments** – Always capitalize when referencing a Prescott College department or office, whether “Department” or “Office” are included or not. Do not capitalize “the.” Return all forms to the Admissions Office by July 15, 2009; The Facilities crew came by toward the end of the day.

**Expressive Art Therapy** no hyphen

**Faculty** Lowercase unless general reference to entire body of instructors “the Faculty.” This term is not used on its own to describe an individual but only with the term “member” to denote the singular form, or within a descriptive phrase. Doug Hulmes is a faculty member at Prescott college; Doug Hulmes of the Environmental Studies Faculty.
HYPHENATED WORDS Often used terms (some may be exceptions to the rules):

NO HYPHEN
- ecotherapy
- ecosystem
- ecopsychology
- ecovillage
- noncredit
- nonfiction
- nonprofit

HYPHENS
- adventure-based
- campus-wide
- co-author
- co-instructor
- college-wide
- equine-assisted
- full-time
- hands-on
- multi-year
- non-degree
- self-direction
- self-directed
- well-being
- student-directed

Orientation Capitalize official orientation titles, such as Wilderness Orientation. Do not capitalize the generic term orientation.

Phone numbers Telephone numbers should always appear with the area code in parentheses followed by a space, the first three numbers, a hyphen, and the last four numbers. If an extension is indicated, include “ext.” before the extension numbers. (928) 350-2100 ext. 4506.

Professor At Prescott College, each course has an instructor. That instructor may be an adjunct instructor, or a faculty member. They are not referred to as professors. See faculty.

Senior Project Capitalize.

The Village Capitalize.
POLICIES & ACCREDITATION

Financial Aid Clause – This language should be included when referencing the availability of financial aid. Prescott College welcomes all students regardless of their citizenship status. We respect the contributions undocumented immigrant students make to our community and are committed to education equity for all, as social justice is a key value of our university. At Prescott College, the application process and financial aid are open to all students, including both undocumented and DACA-status students. Undocumented students can receive merit-based and need-based aid as well as apply for endowed scholarships. The Freedom Education Fund is available specifically for undocumented students.

Prescott College Title IX – Title IX is a federal law born of the Education Amendments Act of 1972. Title IX policies apply to behaviors that prevent students from receiving equal access to education. These behaviors include sex/gender-based harassment, discrimination and sexual misconduct.

Non-Discrimination Policy – This non-discrimination policy should be included with all scholarship and loan information. Prescott College does not discriminate on the basis of race, color, gender, age, religion, condition of handicap, sexual orientation, or national or ethnic origin in the administration of its educational policies, scholarship and loan programs, or any other College administered program.

Policies and Procedures for the American with Disabilities Act (ADA) – Prescott College is committed to providing for the needs of enrolled or admitted students who have disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). Prescott College prohibits and actively discourages discrimination against individuals with disabilities. The College is committed to make services available for any student who can document a disability under Section 504 or the ADA. College policy calls for reasonable accommodations to be made for students with disabilities on an individualized and flexible basis. It is the responsibility of students with disabilities to request available assistance.

Accreditation – Whenever a Prescott College document makes reference to the College’s regional accreditation with the Higher Learning Commission (HLC), federal regulations require that the accrediting agency’s contact information be included. This can be done in one of two ways:

• By including the website address and phone number for the Higher Learning Commission as follows: The Higher Learning Commission can be contacted through their website www.ncahlc.org or by phone at (312) 263-0456.

• By adding the Higher Learning Commission Institutional Mark to the document. This electronic logo can be inserted in documents for both print and electronic distribution. It is available through the Prescott College Marketing Department.
Visual Identity

Prescott College’s visual identity is made up of official logos, colors, typography, and photography and graphic design elements. Paired with unified messaging, the College’s visual identity speaks volumes – it creates clear and effective communications that enhance the brand story by conveying the mission, messaging, and values to its target audience through a visual medium, helping to promote the overall marketing strategy of Prescott College. A uniform “look” is not only more appealing to the consumers eye, it establishes professionalism and ensures that, even without reading a word, the audience understands who Prescott College is and what we are about. Each section should be used as a reference point for the development of content and marketing initiatives large and small.
Branding Assets

All Prescott College programs, organizations, offices, and related programs or organizations will feature the Prescott College logo alongside the program, organization, office, related program or organization name. Student art and creative interpretations of the logo may be appropriate for student posters, t-shirts or other materials that clearly identify them as just that - creative interpretations and student work, should not go on official Prescott College marketing materials or collateral.

Current College Logo

Only use the most current, approved Prescott College logo. It is essential that we maintain consistent branding in the use of our logo in all that we do. The Logo should never be modified.

Prescott College

Full color horizontal lockup of logo

Prescott College

Full color horizontal logo, without the icon

Prescott College

Full color stacked logo

Prescott College

Full color stacked logo
Without the icon

Clear Space

Allow at least .25” clear space around the logo at all times so that graphic elements and text do not conflict with the logo.

The icon element of the logo should only be used if it is being printed in a large format where the elements can clearly be seen. If the icon is too small to be meaningful, that logo version should not be used.
MANIPULATION OF THE LOGO

You may not alter the proportions, colors or font of the logo.
The icon portion of the logo should not be used in place of the complete logo.
The icon or other parts of the logo cannot be incorporated into other logos.

Do Not Alter the Proportions of the Logo
Do Not Use the Icon Alone
Do Not Alter the Colors of the Logo

LOGO USE ON PHOTOS

The logo may be placed on top of a photo, as long as all parts of the logo are legible.

Correct Usage
Incorrect Usage
Each affiliated Prescott center must utilize one of the color and font options indicated in this brand guide. No other logo, element, font, color, or modification can be used in place of this logo. This will help ensure that all Prescott College marketing materials clearly reflect the brand and can be visually identified as part of Prescott College.

**Examples of Previous Logos that Do Not Follow Current Guidelines**

- Lifelong Learning Center
- Crossroads Café
- Prescott College Art Gallery at Sam Hill Warehouse

**College Center Logos**

Independent identity systems are unique organizational entities or departments that have an interest in maintaining a somewhat separate image or identity from the academic/broader operations of Prescott College. These entities have their own special identity within the College, and their print materials must incorporate the Prescott College logo and possibly the True Mark each in a unique way. Adherence to all other visual standards and copy style guidelines will apply to the following:

- Bookstore
- Community Supported Agriculture
- Lifelong Learning Center
- Crossroads Café
- Prescott College Art Gallery at Sam Hill Warehouse

If you need an update to your independent identity logo or want to develop a template, contact design@prescott.edu.

**Past Logos**

Do not use past logos as they reflect an older branding style.

**Tips**

Periodically check the Brand Portal for updates.
Got an idea? email marketing@prescott.edu
LETTERHEAD, BUSINESS CARDS, NAMETAGS, AND EMAIL TEMPLATES

College stationery is standard for all offices, departments, units, and college centers.

**Letterhead**

For department-customized letterhead or envelope files, contact marketing@prescott.edu.

**Business Cards**

Business cards can be ordered by contacting the Department of Human Resources at hr@prescott.edu. Only official Prescott College job titles and College-sponsored certifications, websites, or online presences will be included on the front of your business card.

**Name tags**

Nametag requests are handled through the Department of Human Resources. Contact hr@prescott.edu to place an order.

**Email Signatures and Tips**

Email is one of our primary communication channels. A uniform “look” in all email communications helps establish professionalism and trust. The approved email signature is the only email signature that may be used. The email signature may be updated for special events or occasions. Visit the brand website for the most current email signature file or check with your supervisor to ensure you are using the most up-to-date file. The email signature may be customized to include gender pronouns or office hours.

**Email fonts:**

To ensure consistency, emails should utilize Sans Serif font set to normal (around 10 pt.) within Gmail.

**Email Tips:**

- Utilize hyperlinked text rather than including the entire URL
- Use bulleted lists to break up information and enhance readability
- Leverage bold and italicized text for emphasis and readability
- Avoid the use of multiple fonts or styles
- Avoid ALL CAPS
- Avoid the use of font colors other than black

Quotes, videos, or other supplemental material cannot be incorporated into the email signature.

**Prescott College**

Stephanie Krusemark, Ph.D.
Chief Enrollment Management and Marketing Officer
O: 928-350-2230 | C: 543-456-4560
stephanie.krusemark@prescott.edu
220 Grove Avenue, Prescott, AZ 86301 | www.prescott.edu
Using the official colors of Prescott College strategically and consistently helps our target audience immediately connect with the brand on a visceral level and plays a key role in establishing brand recognition.

The official colors are separated into two groups, Primary and Accent colors. Primary colors consist of the two colors used in the College’s official logo as well as Black, and White. Accent colors consist of four other colors chosen for their complementary tones and visual impact. Used together, Primary and Accent Colors create a harmonious and appealing palette, allowing for a wide variety of design options while still looking cohesive.

Each official brand color has several “color codes” that vary depending on use. To ensure consistency across all mediums, it is imperative to use the correct code.

**PMS refers to the Pantone Matching System.** PMS is the definitive international reference for selecting, specifying, matching and controlling ink colors. This spot color system ensures that inks look the same regardless of who prints them, and is used exclusively for offset printing. Be sure to specify Coated, Uncoated, or Matte paper.

**CMYK is a subtractive four-color process system used for digital and commercial printing.** CMYK stands for Cyan, Magenta, Yellow, and Black wherein the combinations of these subtract portions of white light to produce another color.

**RGB is an additive color model that refers to a system for representing the colors to be used on a computer display.** RGB stands for Red, Green, and Blue – these colors are combined in various proportions to obtain any color in the visible spectrum. RGB should be used exclusively for display on screens and devices.

**HEX refers to the hexadecimal system of color matching,** which converts RGB numbers to an alphanumeric system creating a HEX code – it is a different way of expressing the same thing. Web browsers are designed to read HEX code, therefore this system is best used for websites and coding, though because it represents an RGB color, can be used in those applications just as effectively.
Primary Colors
Primary Colors are the most recognizable and most used brand colors, can stand alone, and should always be used in the presence of an Accent Color.

Black
CMYK: 60,40,40,100
RGB: 0,0,5
HEX: #000005

White
CMYK: 0,0,0,0
RGB: 255,255,255
HEX: #FFFFFF

Tan
PMS: 139
CMYK: 25,59,100,10
RGB: 178,112,41
HEX: #B27029

Teal
PMS: 319
CMYK:60,0,22, 0
RGB: 87,197,204
HEX: #57C5CC

Accent Colors
Accent Colors should be used more sparingly, and always in combination with a Primary Color. Careful attention should be paid not to overuse these colors – simplicity is best; using too many colors at once tends to look childish. Northern Arizona University has similar colors in their brand palette; to avoid identifying as NAU, never use dark teal and yellow exclusively.

Dark Teal
PMS: 5473C
CMYK: 86,20,32,51
RGB: 0,90,101
HEX: #005A65

Navy
PMS: 540C
CMYK: 100,77,44,39
RGB: 4,52,79
HEX: #04344F

Green
PMS: 360C
CMYK: 55,3,100,0
RGB: 129,189,65
HEX: #81BD41

Orange
PMS: 158C
CMYK: 5,63,100,1
RGB: 232,12,36
HEX: #E87A24

Purple
PMS: 7679C
CMYK: 80,92,2,0
RGB: 74,49,124
HEX: #593C94
Correct, consistent, and strategic use of official typefaces reinforces the College’s identity by creating visual cohesiveness across all written communications and marketing collateral, and establishes an information hierarchy that tells the reader what is important.

A typeface refers to a set of fonts or a “font family” made up of alternate styles or treatments (italic, bold, etc.) of the same typeface. Some fonts may work better for web applications, while others are best suited for print materials.

Each of these typefaces are web-safe and open-source, chosen for their availability and readability on the internet, screens, and in print; therefore, only these specific typefaces should be used. To create a cohesive, professional aesthetic, each typeface should be used only for its intended purpose, following the guidelines stipulated below. Using two fonts of the same Typeface yields a unified look because they are designed to work together. Simplicity and contrast are key when it comes to strategic use of these typefaces: no more than three fonts (plus the logo) should ever be used on one design or communication. Occasional substitutions may be used in unofficial applications such as email, letterhead copy, documents, PowerPoint presentations, etc. when the brand typefaces are unavailable. Appropriate substitutions are noted below.

**Print Font Vs. Web Font**

Each brand typeface is open-source and can legally be used for both web and print. In addition, each brand typeface is web-safe, which means they are optimized for use on the web – but because they are carefully chosen – they work well for print when the guidelines presented here are followed.

**PRIMARY TYPEFACES**

Primary Typeface refers to the font styles intended for Display Text and Body Copy. Official documents and marketing collateral will use these fonts widely, with Accent Typefaces taking a secondary role. The “regular” font of each typeface is appropriate most of the time, with the alternate fonts styles being used purposefully when appropriate. In some cases, alternate font styles may also work well in place of an Accent Typeface.
Raleway

Raleway is a clean, modern sans serif with some distinctive additions, such as the cross “w” and is used for high-level messaging.

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
123456789 `-=[]\';,./~!@#$%^&*()_+|}{":?><

Usage for Raleway

• Can be used for body copy but do not use for text below 11 pt. or use of the thin or light for body copy.
• Can be used as Display Text like Headings, Headlines, Subheadings, Titles, and Photo Captions
• Is especially effective used in ALL CAPS (Uppercase), but may also be used Title Case and Sentence Case
• Can stand alone on collateral like social media graphics, where the singular graphic could be viewed in context with other branded elements, or signage in conjunction with the official logo
• Extra-Bold and Black Regular and Italic styles may be used in place of an Accent Font where a more simplified aesthetic is called for

For Print: Avoid using Thin and Light font styles unless it will be printed on a larger scale. Regular, Medium, and Semi-bold versions should be used for print applications to account for the light stroke and ensure the font is readable.

For Web: The Extra-Bold and Black font styles tend to get muddy on screen if displayed in smaller sizes; use them only for large text (if in doubt, plain Bold should usually suffice).

Because Raleway has a thinner stroke than Open Sans, a Medium, Semi-bold, or Bold font style should be used if being displayed at the same size as Open Sans (this would be rare because Display Text is almost always larger in size than body copy).

Raleway is available in a variety of weights:

- Thin
- Thin Italic
- Extra-Light
- Extra-Light Italic
- Light
- Light Italic
- Regular
- Regular Italic
- Medium
- Medium Italic
- Semi-Bold
- Semi-Bold Italic
- Bold
- Bold Italic
- Extra-Bold
- Extra-Bold Italic
- Black
- Black Italic

Appropriate substitutions
Arial or Arial Black, MS Sans Serif

Pair it with:

Raleway As Display Text
Open Sans as body text

Satisfy As Accent Text
Open Sans as body text

Prescott.edu | 38
Open Sans is a neutral sans serif font with a slightly narrower style that is practical for body copy on both print and web projects.

Usage for Open Sans

- Should be used for all Body Copy (anything one or more sentences long that is not a quote, list, or fragment) and official correspondence
- Is especially effective for longform web and print applications such as magazines, annual reports, brochures, class descriptions on the College website, etc.
- Should only be used Sentence Case
- Should never be used Uppercase, Lowercase, or Titlecase
- Should never stand alone
- Extra-Bold and Black styles may be used in place of an Accent Font where a more simplified aesthetic is called for

For Print and Web: This typeface and all of its font styles are extremely readable for both print and web applications; alternate font styles should be chosen based on what looks best with the other font styles chosen (for example, if you’re using Raleway Bold for a print document, you might consider also using a bolder Open Sans style).

Open Sans is available in a variety of weights:

- Light
- Light Italic
- Regular
- Regular Italic
- Semi-Bold
- Semi-Bold Italic
- Bold
- Bold Italic
- Extra-Bold
- Extra-Bold Italic

Appropriate substitutions

Trebuchet MS, Helvetica

Pair it with:

- Raleway As Display Text
- Satisfy As Accent Text
- Merriweather As Display Text

Pinyon Script
The Prescott College Logo font is a custom New Caledonia Typeface created specifically for this logo. No substitutions should ever be used as the Logo font. This typeface should not be used for any other applications.

Accent Typefaces

Accent Typefaces are more “stylized” and help to build out the brand’s identity by creating visual interest, impact, and nuance. Used more sparingly than Primary Typefaces, Accent Typefaces are used for special purposes and are a key element in graphic design. These typefaces are used for decorative and formal applications, and display copy where a more “designed” look is appropriate. They should always be paired with a Primary Typeface, and should never stand alone or with another Accent Typeface. There are no situations where a substitution would be warranted; Raleway, the Primary Typeface for headings and Display Text, or one of it’s substitutions would always suffice here.
Pinyon

Pinyon is a refined script style font with a characteristic slant and swashes on its capital letters; it is used for official, formal communications. Examples include diplomas and graduation programs.

Usage for Pinyon Script

• Is ideal for official, formal communications such as diplomas, certificates, letters of merit etc, where it can be used as both Display Text, or Body Copy however appropriate

• While it displays well, should never be used on the web or social media; these applications are not formal enough for it to be necessary

• Should always be paired with a Primary Typeface and never stand alone

• Should never be paired with another Accent Typeface

For Print and Web: If this typeface is being used at a smaller size, kerning and/or leading may be adjusted to maximize readability.

Pinyon is available in one weight:

Regular

Pair it with:

Pinyon Script


OR

Merriweather for body text. Merriweather for body text. Merriweather for body text.
Satisfy is a casual, modern brush script style typeface perfect for adding flair to designed collateral.

Usage for Satisfy

• Can be used as Display Text, as a decorative element for pull quotes, graphics, flyers and other designed collateral
• Perfect for sub-headlines and side notes/accent font. Use caution when using this for body copy longer than a few sentences. Don’t use with font smaller than 14pt.
• This font can be used Title Case and Sentence Case but should never be used Uppercase
• Should always be paired with a Primary Typeface and never stand alone (with the exception of social media graphics, where the singular graphic could be viewed in context with other branded elements)
• Should never be paired with another Accent Typeface

Satisfy is available in one weight:

Regular

Pair it with:

Satisfy As Accent Text

Use Satisfy as body text. Use Satisfy as body text
Merriweather is a classic serif font that can be used in print or web collateral as a heading or accent font. It is a versatile font with a traditional look. It also lends itself to more modern designs.

Usage for Merriweather

• Can be used as Display Text, as a decorative element for pull quotes, graphics, flyers and other designed collateral
• Is readable enough for use as Body Copy, but should not be used for anything longer than one paragraph
• Can be used Uppercase, and Sentence Case
• Should always be paired with a Primary Typeface and or alone on social media graphics, where the singular graphic could be viewed in context with other branded elements; can also be used alone if the logo is present
• Should never be paired with another Accent Typeface

For Print and Web: Merriweather works as headlines for print and web, but should be paired with a sans serif for body copy such as open sans or railway.

Merriweather is available in a variety of weights:

- Light
- Light Italic
- Regular
- Regular Italic
- Bold
- Bold Italic
- Black
- Extra-Bold Italic

Pair it with:

Raleway
Merriweather for body text. Merriweather for body text. Merriweather for body text.

Merriweather

Merriweather

Merriweather
Merriweather for body text. Merriweather for body text. Merriweather for body text.
Photography and Graphical Elements

The photos and graphic elements we use help our target audience connect with the brand visually and help bring the brand to life. Repetition and consistency with the use of photo and graphic elements build brand recognition over time. This guide itself is a visual representation of many of these elements and can act as a reference when creating marketing collateral.
Photos
Prescott College’s photography showcases the richness and diversity of the Prescott College community and the breadth of experiences at Prescott College, both on campus and in communities around the world. Compelling images grab the audience’s attention and elicit an emotional response. Images should be used to reinforce the primary messages and brand values.

So what characterizes a good Prescott College photo? It should be:

• Authentic (unstaged and unaltered)
• Dynamic (showing movement)
• Engaging (students engaged in their learning)
• Inspiring (showing our unique classroom settings)

Tips!

Use natural lighting
Create an authentic feeling through cropping and out-of-focus elements
Capture people doing their work and the results of their work
GRAPHIC ELEMENTS

Graphic Elements

Prescott College is unlike any other institution and we want the world to know it! That’s why we utilize graphic elements that embody our brand.

Key elements:

Circles. We think outside the box and we have a global impact. Circles are the physical representation of those concepts and they bring movement and visual interest to a design.

Pull quotes.

“We value student and community voices. By utilizing pull quotes we draw the audience’s attention to those voices.”

Organic shapes: Incorporate semi-circles, arches, and other organic shapes into your designs to add movement and interest.

Avoid:

Transparencies
Layered Images
Photo Fades
When in doubt?
Contact Marketing for support.
marketing@prescott.edu

Have fun, it’s a new day at Prescott College!

Do you have an event?
Please contact the Marketing team for any social media needs.