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Using this Guide
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It’s all about the mission.
The mission of the Yale School of Management is to educate leaders for business and society. Communications by staff and other representatives of the school can help advance this mission by clearly conveying the school’s key messages, engaging stakeholders, and maintaining brand standards. This document outlines guidelines and standards for Yale SOM communications across all media. It also provides resources to help you accomplish your goals, whether that means getting the word out about an event, explaining our comparative advantage to prospective students, or keeping alumni up to date about life at the school.

Visit portal.som.yale.edu/comms for more information about resources we offer to help you with your projects.
We’re all communicators and we all need a little help sometimes.
Each of us at the school—staff, faculty members, students, and alumni—represents Yale SOM in numerous interactions every day. We should each feel empowered to talk about the school, its mission, its programs, and what it stands for. To accomplish this, we should each familiarize ourselves with the mission, objectives, and key messaging points. Take a look at the “Substance of our message” section for more on this.

Really, review that section. If you get nothing else from this document, having a clear understanding of the mission and objectives will help you in every communication.

**When should I call the Office of Communications?**

You’re already communicating about the school all the time—in conversation, on social media, in talks and presentations. When do you need to call someone in the Office of Communications for their advice or assistance?

First and foremost, you can always ask us for input. We welcome any opportunity to talk with you about your goals and the challenges you face.

As a general rule, we want to be more involved in communications that a) reach a larger and more external audience, and b) convey broad ideas about the school, as opposed to focused or functional information. Here is the idea in a chart:
Some hypothetical examples

You're creating a handout about student club procedures to be given out at a meeting of club leaders. We'd call that a functional message for a relatively narrow, internal audience. Using a branded Word document, available on the Yale SOM Portal, might be appropriate.

You're creating an informational sheet about the Global Studies Requirement to be distributed to prospective students at an admissions event. In this case, the message is closely related to one of the school’s objectives, which makes it more than a tactical piece. The audience is also external. We’d like to strategize with you about the best way to accomplish your goals.

You want to set up a Twitter account for an academic center. We can help you get up and running and provide resources and guidance to help you on your way.

You want to paint a heroic-scale mural of Handsome Dan across the façade of Evans Hall. Please don’t do this.

Visit portal.som.yale.edu/comms for more information about resources we offer to help you with your projects.
2 Substance, Style, and Audience

How we talk/write/tweet about Yale SOM
We’d like to talk to you about three aspects of how we communicate about the school, whether in text, spoken word, or whatever it is they do on Snapchat: think of them as substance, style, and audience.

This section will help you convey the right information about the school (substance) in the right manner (style) with an understanding of the expectations and goals of your audience (um, audience).

The substance of our message

By substance, we mean the concepts, facts, and images that we use to describe the school.

At Yale SOM, our communications start with the mission— that’s the most important fact about the school. You’ll find it spelled out in almost every publication or on every website we produce. In determining what to talk about—what events to cover, what examples to highlight—we regularly look for content that shows the mission in action.

Our goal in producing mission-focused communications goes beyond merely informing readers of what our mission is. Every communication has a purpose—to invite people to an event, to provide instructions on how to apply for a program, or to explain what “integrated curriculum” means. Invoking the mission should further a communications goal—to inspire current students, alumni, and faculty, or to connect with the right prospective students and frame their view of the school, for instance. The mission should never feel like a tagline or an unsubstantiated claim that can be easily dismissed by readers.
The mission goes deep—it is a primary motivator for students, faculty, alumni, and staff—and communications should demonstrate that deep commitment.

In any communication you work on, we ask you to first think about how the mission informs and is expressed by the program or activity you are describing. Sometimes the most effective way to convey the mission is through a story that shows the mission in action—for example, a piece about a case study that asks students to evaluate a product’s environmental impact as well as its profitability. The more fluent you are in mission-speak, the better you will be able to find and tell such stories. The following section in this document will help you understand in depth what the mission and supporting objectives mean and how they are manifest in programs and activities at the school.

When describing any program or other characteristic of the school, we also suggest that you ask yourself, what is distinctive about this Yale SOM program? Why can it only be done here or why is it different here than anywhere else? This can help you convey to your reader not only the who, what, where, and when, but also the why.

What about information that just can’t be distinctive, like lists or statistics? Presenting such information in a straightforward, professional, and easy-to-understand manner will demonstrate the school’s high standards and show respect for readers. In some cases, such information can be contextualized and connected to the mission and objectives. For instance, tuition includes the Global Studies Account, which supports each student’s global professional development (i.e., objective 2).

It probably goes without saying, but all communications from the school should be rigorously accurate and honestly describe activities, programs, and statistics.
The mission of the Yale School of Management is to educate leaders for business and society.

Three ongoing objectives shape how we put the mission into practice today:

1. Be the business school that is most integrated with its home university.
2. Be the most distinctively global U.S. business school.
3. Be recognized as the best source of elevated leaders for all sectors and regions.

Here’s our argument in one paragraph:

Our mission is to educate leaders for business and society. Through a close connection with our parent university, engagement with other top business schools in the Global Network for Advanced Management, and an integrated approach to business education, we develop in students the capabilities to lead in a complex global economy by activating connections, developing extended lines of sight, and utilizing multiple perspectives to see the big picture. Yale SOM graduates are able to work across boundaries of function, industry, and region, in order to address the major challenges facing organizations and communities.

On the following pages are suggestions for language and examples to help you communicate about each objective with external audiences.
OBJECTIVE 1

Be the business school that is most integrated with its home university.

External Message

Connect with a great university. Expand your range of knowledge and team up with experts across disciplines.

At Yale SOM, we engage closely with our home university, leveraging the expertise of the world’s best scientists and thinkers. That sort of engagement is how you build powerful organizations and accomplish more than any individual can alone.

Proofpoints For This Objective

- Significantly more joint-degree students than peers
- No cap on non-SOM Yale courses taken by SOM students
- Build-out of entrepreneurship curriculum open to students from across Yale
- Foundational courses developed exclusively for non-SOM Yale students
- Initiatives in asset management, sustainability, and healthcare that engage the strengths of other Yale academic units
- Convening Yale speaker series featuring Yale luminaries
- Major conferences on healthcare, energy, education, and philanthropy, involving students, faculty, and alumni from across Yale
OBJECTIVE 2

Be the most distinctively global U.S. business school.

External Message

**Extend your global reach.** Connect with emerging regions and industries to stay at the forefront of business trends.

Through our leadership in the Global Network for Advanced Management, we are connecting more meaningfully with more regions and preparing students for a truly global future.

Proofpoints For This Objective

- Activation of the Global Network for Advanced Management, a network of 29 top business schools around the world, collaborating on programs such as:
  - Global Network Week
  - Online Global Network Courses
  - Global Network case studies
  - Global Network Faculty Week
  - Global Network events
  - Inquiry into pressing global issues through the annual Global Network survey and the Global Network Fifth Anniversary Symposium

- Master of Advanced Management program launched in 2012

- Global Virtual Teams course leverages the Global Network to give every MBA student experience working on a cross-border team

- New Master of Management Studies in Systemic Risk and Master of Management Studies in Global Business and Society

- All master’s students have Global Studies Accounts, fully included in tuition, to support their professional development

- Student-led global case competitions

- Non-degree executive education programing for top leaders from more than 50 countries
OBJECTIVE 3

Be recognized as the best source of elevated leaders for all sectors and regions.

External Message

Learn to lead. Look at issues from every angle to see the big picture. Find and act on the best ideas wherever they appear.

Societies face major problems whose solutions require work across sectors and regions. Yale’s integrated approach to management education draws on multiple academic disciplines and combines rigorous analysis with an emphasis on understanding the broader context for organizational decisions. This approach produces leaders who can connect the issues in front of them with overarching trends and move organizations forward.

Proofpoints For This Objective

- The integrated curriculum prioritizes taking multiple perspectives on a problem and seeing the big picture
- The Yale SOM community is purposeful and mission-oriented, with a commitment to finding ways business skills can improve the world
- A rigorous teams curriculum pushes students to work effectively with diverse teams in a global context
- Yale SOM graduates pursue meaningful careers across sectors and regions. Our students pursue diverse interests and roles immediately after graduation and frequently have a broader impact on their communities
Community, teams, innovation, and other key ideas

A number of characteristics of the school can be tied back to the mission and objectives, and presented as differentiators. A select list:

Community
The Yale SOM community is purposeful, challenging, and mission-oriented. It is a supportive and inclusive environment that pushes students to accelerate their professional development.

Inclusion
The school’s commitment to inclusion goes beyond assembling a diverse group of students, faculty, and staff. In the classroom and beyond, we aim to ensure that all voices are heard. Through active engagement and ongoing dialogue, we help our students develop the capability to seek diverse perspectives and cultivate inclusive teams and organizational cultures.

Teams
At Yale SOM, students learn to build great teams by going through the process again and again, in increasingly challenging settings. The Yale SOM approach to teams pushes students to connect with people with different backgrounds, both in person and virtually, across the Yale campus and throughout the Global Network for Advanced Management. This is innately more challenging than working with a small cohort of students with a similar background, but it better positions our students to successfully manage diverse, often distributed teams in the real world.

Faculty excellence
Advancing understanding of business and management disciplines and conveying that knowledge to students and others is a critical pillar of the school’s mission. Faculty at Yale SOM frequently work across boundaries of academic discipline and consider big questions with meaningful implications for society.

Innovation
Innovation is a part of the school’s DNA. Founded to be a different kind of business school—one that trained leaders to have a broader understanding of the connections between the sectors—Yale SOM has continued to innovate (e.g., integrated curriculum, Global Network) in ways that further our mission. Indeed, one of our MBA core courses focuses on innovation.

Entrepreneurship
Entrepreneurship has become a key point of connection between SOM and the rest of Yale. Students from throughout Yale take our entrepreneurship courses, and SOM students frequently form teams with others at Yale to create startups.
The tone of communications about Yale SOM will vary considerably—writing for social media will be more colloquial than that for a report to the Board of Advisors, for instance. But there are some general ideas that help us most effectively communicate key messages and ensure that, in any register, tone emphasizes the brand. We also provide style guidelines to help ensure clarity and consistency and answer common questions.

**Does an institution have a voice?**

One key, though hard-to-describe, aspect of style is voice. Think of this as the authorial personality that a reader will impute to the school based on word choice, sentence structure, and other formal choices. The core Yale SOM voice is an informed and intelligent guide, eager to introduce outsiders to the school and to make connections between the immediate subject and the big picture. The voice is sophisticated, witty, and approachable. This persona speaks knowledgably and accessibly about the challenges, opportunities, and possibilities that global leaders face.

Take this passage as an example:

As the challenge of working across borders has risen in recent years, the need to connect globally has only become greater. At the Yale School of Management, we are changing the model for global engagement by business schools, replacing one-to-one partnerships with a network approach and giving students a deeper understanding of what it means to think globally. The Global Network for Advanced Management enables us to actively connect with top business schools in more than 20 countries, including both developed nations and emerging economies. Since 2012, the network has created a platform for academic programs that engage multiple schools, enabling students to connect deeply and meaningfully with peers and experts in an unmatched range of markets and industries.

This description of our global efforts starts with a real-world challenge and then demonstrates how we strive to address it. It also backs up claims with evidence and connects programs to the outcome for students.

This description of voice is not an imperative, but hopefully it can provide some inspiration to you when you sit down before the keyboard and a blank document. Think of what a difference it can make to the recipient of even the most perfunctory communication when it feels like the words they read originate from something with personality, rather than an administrative monolith.
Other principles of style

Another rubric we keep in mind is “show, don’t tell.” When possible, let the people at the school and the ideas they produce speak for themselves.

Consider how this first-person account conveys important ideas about the Yale SOM curriculum:

During my internship, I learned the importance of being a quick learner who can adapt to different situations. SOM’s integrated approach gave me a head start by introducing me to companies and industries that I might not have been so comfortable with at first. In the core curriculum, we’re exposed to diverse viewpoints and scenarios in business. We have to absorb it all quickly, get up to speed, and learn to ask the right questions. I’ve learned to be fearless when I step outside of my comfort zone.

Coming directly from the source, the student himself, this section tells a story rather than simply asserting the advantages of the curriculum. In addition, by acknowledging the challenge of the curriculum, the ultimate benefits of our approach come through more strongly.

Avoid excessive use of adjectives and adverbs intended to inflate the importance of what you’re describing. One way to think of this is that we have a great product, and so we don’t have to overhype it.

A related aspect of Yale SOM style is that we seek to communicate with clarity and concision. Attention to these qualities reflects respect for our readers’ attention. Avoid tangled sentences and overly complex language when simpler words will suit your purpose.

Strive to be direct and transparent in all communications. Make it clear where information comes from, and don’t exclude information because it is unflattering to the school.

Look through the style guide for further resources and to ground yourself in the mechanics of writing about Yale SOM. (Pop quiz: How do you show the class years of a graduate who completed a joint degree? Answer: Check the style guide.)
Yale School of Management style and usage: an introduction

Below are a few notes about our in-house style. Some of these rules may seem arbitrary or may conflict with rules you learned elsewhere. We ask you to follow our in-house style rules on Yale SOM websites and in publications for the sake of consistency in our communications. You can find a more complete guide on the Yale SOM Portal.

The school

The name of the school is “Yale School of Management” (not “Yale University School of Management” or “Yale Business School”).

The abbreviation “Yale SOM” may be used in a second reference. “SOM” should be used as an abbreviation only in the context of other Yale organizations.

I take classes at Yale Law School and the Yale School of Drama as well as at SOM.

In running text, “Yale School of Management” should be preceded by “the.”

I attend the Yale School of Management.

The Yale School of Management has six degree programs:

The MBA program. The word “program” should be lowercased in running text

The MBA for Executives program. This program name is a proper name and should be capitalized (but “program” should be lowercased in running text). It is also acceptable to refer generically to Yale SOM’s executive MBA program or EMBA program, or to EMBA students.

The Master of Advanced Management program. This program name is a proper name and should be capitalized (but “program” should be lowercased in running text). Do not use variations such as Master’s of Advanced Management, Masters of Advanced Management, or Master’s in Advanced Management. On second reference, it is acceptable to refer to this program as the MAM program.

The Doctoral Program in Management. This program name is a proper name and should be capitalized. However, it is also acceptable to refer to it generically as the doctoral program or the PhD program.

The Master of Management Studies in Systemic Risk program. This program name is a proper name and should be capitalized (but “program” should be lowercased). It may also be called the Master’s Degree in System Risk or Master’s in Systemic Risk program.

The Master of Management Studies in Global Business and Society program. This program name is a proper name and should be capitalized (but “program” should be lowercased). It may also be called the Master’s Degree in Global Business and Society or Master’s in Global Business and Society program. On second reference, it is acceptable to refer to this program as the Yale GBS program.
WRITING ABOUT MEMBERS OF OUR COMMUNITY

When enumerating the demographic makeup of groups of students or alumni, use the following vocabulary:

Refer to **non-white Americans**, including Asian American, black/African American, Latino/Hispanic American, Native American/Native Hawaiian, and Pacific Islander students or alumni, as “**U.S. students (or alumni) of color**.” Using “students of color” in running text is acceptable if the U.S. context is clear.

The MBA Class of 2018 is 28% U.S. students of color.

Refer to **non-white American students or alumni in groups underrepresented in management education**, including black/African American, Latino/Hispanic American, and Native American/Native Hawaiian/Pacific Islander students or alumni, as “**underrepresented U.S students (or alumni) of color**.”

The MBA Class of 2018 is 13% U.S. underrepresented students of color.

(Note that these frequently cited categories do not include international students.

**Use “woman” or “women,” as a noun or an adjective, rather than “female.”**

I went to a panel discussion with three women faculty members.

**Avoid treating gender as a binary category:** don’t assume that everyone is either male or female.

The MBA Class of 2018 is 43% women (not “43% women and 57% men”).

The Women in Management club welcomes students of all genders (not “welcomes both men and women”).

As a shorthand for **students or alumni who identify as lesbian, gay, transgender, queer, questioning**, or otherwise not straight and cisgender, use the abbreviation “LGBTQ”

CLASS YEARS AND DEGREES

In web or printed communications, the first reference to the name of a graduate of the school should be followed by his or her class year, abbreviated to two digits. The apostrophe should point to the left, and there should no comma between the name and the class year.

Mary Jones ’82

The degree or program should not be placed adjacent to the class year; rather, make it clear in nearby text.

George Marin ’08, a graduate of the MBA for Executives program, visited campus today.

When referring to graduates of other Yale schools or to joint-degree graduates of Yale SOM and another school, express those affiliations plainly in text whenever possible, rather than using abbreviations that will not be clear to outside audiences.

Kevin Ryan, a 1985 graduate of Yale College, was the keynote speaker.
When such an explanation isn’t possible (for example, in a list), use the following abbreviations:

**Graduates of Yale College:**
John Smith YC ’67

**Joint-degree students and other SOM alumni with degrees from Yale College or other schools:** Stephanie Rose YC ’82, ’87; Lucas Brown ’93, LAW ’93.

**THE GLOBAL NETWORK FOR ADVANCED MANAGEMENT**

Yale SOM is a founding member of the Global Network for Advanced Management, a network of 29 top business schools around the world. In a second reference, refer to the network as “the Global Network” or “the network” (lowercased); do not refer to it as “GNAM.”

Refer to schools in the Global Network as member schools, not as partners or partner schools.

The program is a collaboration with ESMT Berlin, a member school in the Global Network for Advanced Management.

**General style, usage, and grammar**

In general, the style for publications and websites of the Yale School of Management is based on the *Chicago Manual of Style.* For spelling questions, consult *Merriam-Webster’s Collegiate Dictionary.* Below are some reminders about issues that arise frequently

**Use the serial comma** (also known as the Oxford comma) before the “and” in a series.

The faculty includes experts in finance, strategy, and marketing.

Spell “MBA,” “PhD,” and other academic abbreviations without periods.

**There should be one space** between a period and the beginning of the next sentence.

**Capitalize titles** only when they are used as part of a name, and not when they are used generically. Titles that include a proper name, such as a named chair, should always be capitalized in their entirety.

The mayor delivered a keynote address.

The class is taught by Professor Sharon Oster.

Heather Tookes is a professor of finance at the Yale School of Management.

Peter Schott is Juan Trippe Professor of International Economics.

**Lowercase “school”** when it is used generically, including when it refers to the Yale School of Management.

The school benefits greatly from the support of its alumni.

In the **names of publications,** set the word “the” in roman type and lowercase, regardless of the publication’s style.

I subscribe to the *Wall Street Journal.*

Use **a.m. and p.m.**, not AM and PM.
Throughout our communications, we seek to be user-centered. This is more than an online buzzword. It reflects a customer-service orientation at the school—a desire to understand customer (defined broadly) needs and meet them effectively.

Another way to say this is, know your audience. Think through what tasks your audience wants to accomplish, as well as what questions they are most likely to ask. Make it as easy as possible for them to find what they’re looking for. This means, in some cases, structuring writing with the most relevant information at the beginning (often the who, what, when, and where) and providing straightforward directions and navigational cues (like links) through any document. Also consider what format the final product will take and how that is likely to affect your audience’s attention span.

These basic principles can apply to emails, websites, print brochures, Facebook posts, etc. In the rest of this section, we provide some further pointers on writing for the web, but the approach should help with any communications effort.

**Writing for the web**

Attention is a precious commodity on the web. Many people report that reading on a screen is slower or more effortful than reading on paper. Users are often in a task-oriented mode when visiting our sites. In addition, as we all know, if you’re reading email or a website, the infinite temptations of the web are only a click away.

This has significant implications for how we compose text to be read on any sort of screen.

**Web writing best practices**

Effectively written website content:

- Meets users’ core needs — enables them to accomplish key tasks and get the information that is most important to them.

- Anticipates users’ needs — directs users to clearly defined paths that lead them to take actions.

- Is modular — offers information to users in readily digestible “chunks.”
To achieve the above qualities, we follow these rules of thumb:

**Be concise.** Keep our content direct and communicate only one idea per paragraph.

**Stay active.** Use present tense and avoid passive constructions. (“You can choose from three options.” Not: “Three choices are available.”) Each page should contain either a call to action to guide users to the next step or link(s) to related engaging content.

**Be consistent.** From capitalization style to spelling, follow one set of rules (see the style and usage guidance in the rest of this guide).

**Don’t bury important information.** Don’t assume users will scroll through multiple screens or read everything word for word. And keep in mind that search engines can drop users anywhere in the site, so each page should be self-contained; don’t assume users have seen any other pages.

**Guide users through text content.** Use bullets, subheads, and other visual cues, and use meaningful (rather than simply clever) headlines, subheads, and link text.

**Avoid jargon, acronyms, and other “insider” language,** except when it is meaningful to a specialized audience. Do not use industry or internal buzzwords with no explanation.

**Surface content.** “Tease” underlying content to entice users to explore our site. Give users enough information to decide whether to click through and make sure user expectations are met when they do click.

**Develop a content schedule.** If you’re hosting a blog or a news feed, it’s important to organize and develop a schedule that includes type of content, frequency, and timing.

### Creating content

The words and phrases used in headers, teasers, and body copy should be consistent with the words and phrases found in related text and multimedia content. This consistency enhances searchability, or SEO; improves accessibility for web users with disabilities; and facilitates content management internally.

Write metadata for pages and non-text content as carefully as the rest of our copy. Metadata is information about a page or image that doesn’t show up in a browser. However, it is meaningful, since search engines display this content in their results listings and use it for indexing purposes. Write meaningful page titles and page descriptions that make sense to humans. Also write meaningful titles and alternate tags for images, video, and other non-text content. Search engines and browser readers (for accessibility) read those titles and tags.
Consider your page titles carefully. Often the more descriptive you are, the better for SEO and thus the more easily a potential visitor can discover your content.

It is important to use a unique and descriptive title. For example, on a page describing the student experience in a particular degree program, use the title to differentiate the page from similar pages about other programs.

**Good:** The Student Experience

**Better:** The MAM Student Experience

**Best:** The Master of Advanced Management Student Experience

When inserting an image, make it clear to readers why the image is there, using a caption as necessary.

Be sure to use the correct image and video insertion tools on your given content management system. They are designed to insert web elements so they are mobile-responsive.

Internal links are helpful to keep visitors exploring our site and improve the user experience by easing the exploration of related content.

External links support SEO, and provide proper attribution.

Do not cut and paste copy from other sites without a clear attribution. When in doubt, hyperlink your sources or references. Do not use copyrighted material without permission.
What Our Brand Looks Like

The special blend that makes something look like Yale SOM.
Our approach to graphic design encompasses a number of consistent elements, most importantly the logo, and an interrelated series of guidelines for the use of fonts, colors, photography, and other graphics. These guidelines are loose enough to allow each program or initiative at the school to express its unique qualities while also reinforcing the school’s overall identity.

The information in this chapter will be useful for community members creating their own materials and for outside graphic designers engaged to work on projects for the school.

About the logo

The Yale School of Management logo consists of a shield, designed in the early history of the school, and a wordmark, created according to Yale University’s identity standards. There are two versions of the logo: the one-line logo and the exdent logo.

You may also wish to use the logo on internal documents – for example, to signal to colleagues or students that a document represents an important statement of policy (use our pre-made “branded sheets” for this kind of document). But the logo isn’t necessary on most everyday internal communications.
Of course, the logo shouldn’t be used in personal or commercial communications.

The significance of the Yale SOM shield

In the Yale SOM heraldic shield, developed in the early history of the school, a square surrounded by eight circles represents a conference table surrounded by chairs; the table and chairs are in two different colors, symbolizing the meeting of the public and private sectors and Yale SOM’s founding multisectoral focus. The open book, seen on the Yale University coat-of-arms, is identified through the Hebrew characters as the Bible.

Guidelines for using the logo correctly

The Yale SOM logo was hand-designed and exists only in graphic files available for download on the Portal or by contacting Communications. Please do not copy a logo from a web site or attempt to reproduce the logo in type. The logo should not be distorted in shape, modified in color, or combined with any other logo or text.

The logo should always be surrounded by ample space—a good guideline to follow is that space around the logo should be larger than the space between the shield and the wordmark.

The shield and wordmark may each be used alone, but when used together, they may only be presented in the configurations (“lockups”) provided by Communications—their relative size and position may not be changed.

Please do not change the color of the logo. Contact Communications for modified files to be used when full color is not available or when placing the logo on a dark background.

On digital or printed documents, the logo should not be the most prominent element; rather, it should be used at a modest size to brand a document.

The minimum size for the one-line logo is 1.5 inches wide. The minimum size for the exdent logo is 1 inch wide.

Please use the logo sparingly to preserve its impact. Brand a publication once rather than on every page, for example.
Next steps and branding resources

If you are...

- Creating a document that will be professionally designed and/or professionally printed, or creating a piece of branded merchandise: Contact Ben Mattison (2-2621) in Communications. Ben can provide you with design guidance and the high-resolution files that your vendors will need. Learn more in the print publications section below.

- Creating an office document such as a letter, agenda, or PowerPoint presentation, particularly one for an outside or visiting audience: Use the branded Word and PowerPoint files available in the Template Downloads section of the Portal. Using these templates will ensure that you are using the logo correctly, and it will help all members of the community to produce more consistent and professional communications.

- Creating a website or page: See the section on the portal on creating web pages. In almost all cases, the logo will already be included in the header of the webpage.

If you do need to insert the logo into a document, download one of the JPEG files in the Logos & Templates Downloads section of the portal. Please take care when inserting an image into a document that you don’t stretch it vertically or horizontally. (In Word, use only the controls at the corners of the image to resize.) If you’re planning to distribute this document to external audiences, please run it past Ben Mattison in Communications to confirm that you are using the logo properly.
Yale SOM’s design standards are intended to represent the school’s brand visually, reflecting such core values as our innovative, forward-looking ethos and our cross-sectoral, integrated approach, as well as our deep connection to Yale University.

For example, we use two fonts: Neue Haas Unica, an updated version of modern sans serif fonts like Helvetica, and the Yale typeface, a serif typeface inspired by Renaissance printing. Consider using Neue Haas Unica for headlines and other high-impact text and the Yale typeface for body text.

The color palette includes a dark navy blue, similar to Yale Blue, complemented with a bright blue and other bright colors.

When possible, headlines run onto photos, and photos run across folds, reflecting the way Yale SOM crosses disciplinary, sectoral, and national boundaries. Photography reflects our institutional commitment to openness, emphasizing candid, imperfect (but striking) images rather than posed or static photos.

More generally, we urge the use of clean, consistent design. Design should advance the content rather than drawing attention to itself. Allow enough space for photos and headlines to have their full impact; avoid crowding elements. Use clear, simple graphics such as charts and line drawings when they support your argument.
Educating leaders for business and society

A Supportive Community

Kendall Boyd ’17

Post-MBA Position: Senior Manager, Corporate Development at Topgolf

I thought I wanted to work in state government, but I did a big pivot when I got to Yale SOM, and the core curriculum sort of opened up the doors of the business world. I went to meetings and guest speaker events. I joined every club.

I ended up discussing the whole thing with a second-year classmate. He kept questioning what I’m really passionate about. He asked what I do first thing when I wake up in the morning, and I told him I reach for my phone and look at the apps.
## Typography

### Yale

**YALE REGULAR**

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
123456789

**YALE ITALIC**

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
123456789

**YALE BOLD**

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
123456789

### Neue Haas Unica

**NEUE HAAS UNICA THIN**

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
123456789

**NEUE HAAS UNICA LIGHT**

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**NEUE HAAS UNICA REGULAR**

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**NEUE HAAS UNICA BOLD**

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**NEUE HAAS UNICA HEAVY**

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Color

The color palette includes a dark navy blue, similar to Yale Blue, complemented with a bright blue and other bright colors.
Visit portal.som.yale.edu/comms for more information about resources we offer to help you with your projects.

- Branded templates and logo downloads
- Complete style and usage guide
- Website tutorials and guides
- Social media resources
- Email signatures
- Print publications—advice on design and printing
- Video storytelling
- Evans Hall digital screens
- Event promotion
- Marketing and advertising
- Dealing with the media
- Yale SOM photo archive

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