

# Editorial and Visual Style

## QUICK REFERENCE

**This quick reference is just that: a reference tool.**

There is no requirement to memorize it (you would not memorize the dictionary!). It is here when you need it. For complete editorial and visual style guides, go to Dropbox:

**Team-Comms-Rippel>Brand Vault>Style Guides**



The Rippel Foundation brand should stand for something, so people know what values, culture, and caliber of work to expect when interacting with us. Our best tool to achieve that goal is consistency.

Rippel's Style Guides (and this Quick Reference) codify how we present our brands to the world. They are reference tools that help maintain consistency by illustrating what our brands look and feel like. Using guides also helps ensure cross-team alignment around protecting our intellectual property (and honoring others'), even as Rippel's multiple teams communicate with a wide range of people and organizations through many different channels.

Think about our brand as conveying Rippel's personality in everything Rippel produces and contributes to the world. When people know what to expect, they recognize us and come to trust us. If your favorite discount store suddenly started to look like a fancy department store, you would no longer know what to expect from that brand. It might be difficult for you to trust that the store will consistently have what you're looking for, or that it will always deliver what you expect. You might even express your concern that the store is not going to be able to sustain what makes it great. The same logic applies to Rippel's brands: inconsistency can confuse, concern, and potentially even alienate those we work with and want to reach.

For complete editorial and visual style guides, please visit:

**[Team-Comms-Rippel>Brand Vault>Style Guides](#)**



# Seeding Innovations in Health



## Mission

**The Foundation was established in 1953** to invest in initiatives addressing cancer, heart disease, the health of women and the elderly, and the maintenance of our nation's hospitals.

## Vision

**We envision** a cohesive system of health that focuses on health and well-being, not just health care; one that is thriving, equitable, and sustainable.

## Strategy

**We work** with national and regional stewards to design and execute the strategies they need to guide transformative change and produce better health and well-being for all.

## Values

**We work** in pursuit of the same ideal expressed by the World Health Organization since 1948: "The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being."

**We honor** the diversity of people, places, ideas, and solutions.

**We respect** our partners, who do the hard work of systems change.

**We challenge** ourselves to excel, take risks, and push boundaries.

**We're passionate** about health, so we uncover the truth and let it drive the solutions.

**We care** about our colleagues and create a mutually supportive workplace culture.



# Theory of Change



## Strategy

We work with national and regional stewards to design and execute the strategies they need to guide transformative change and produce better health and well-being for all.

## We employ these competencies and roles



Serve as an incubator for ideas at the frontiers of health innovation.



Team with pioneering stewards to generate and model new norms and practices.



Bring stewards together to provoke new thinking and action.



Share our ideas to build critical momentum for lasting change.



## to help stewards create these system impacts

- A compelling, shared vision of a cohesive system of health to drive institutional decision-making.
- New mindsets to enact new policies, practices, programs, and investment priorities.
- Effective work across boundaries to produce health and well-being together.
- Shared responsibility for ensuring needed resources are available to transition to a cohesive system of health and well-being.



## and achieve these outcomes.

- Health and well-being are attainable for all.
- Health is produced by a cohesive system that is not limited to health care alone.
- The cohesive system is thriving, equitable, and sustainable.

# Guidelines for Copyrighting Rippel's Works



## USING A COPYRIGHT NOTICE FOR WORK OF THE RIPPEL FOUNDATION

While a copyright symbol—"©"—is not required by law (copyright attaches automatically), it is important to use it so that others know who to contact for permission to use the protected work. A copyright notice is simple and easy to use. It includes:

- The copyright symbol;
- The year the work was first published or a range of years if it's ongoing, such as a blog ("published" means when a work is made available to the public); and
- The copyright owner (note, the original author may be the current copyright owner or it may be a person or business to whom the author transferred the copyright rights).

Typically a "rights" statement is also included (such as "All rights reserved." or "Some rights reserved.").

We have two copyright notices for Rippel-created work (i.e., created by staff and contractors/consultants). One of them should be selected and used for all written materials published, regardless of whether they are branded with The Rippel Foundation logo or a logo for a Rippel initiative:

1. When you are open to photocopying and sharing, use the following. This version of the copyright allows for distribution so long as the user does not use it to make money and does not change it in any way. This is designed so people interested in using our work to galvanize action can do so without making money from or modifying our work, but it will provoke a conversation if their intended use is for anything more than that.

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2. When you are not open to photocopying and sharing, use this version. This version is especially helpful when a product is not ready for distribution and is really just intended for personal use only.

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For documents with limited space use:

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*To learn more, see the Rippel Editorial Style Guide in Dropbox.*

# Guidelines for Image Use



## LEGALLY SECURING IMAGES

Please follow all guidelines for image use as outlined in the Visual Style Guide. Rippel's policies around images are written to ensure you make choices that abide by the law and to respect artists and authors who rely on these laws to earn money for their work.

### Keep in mind when securing photography or other assets.

Rippel has an image asset library that is made up of photos from our events as well as stock images we have already purchased. Our image asset library is a good and budget friendly place to start.

If you are unable to find what you need, you have three options:

1. Ask the Comms Team to help you procure new stock imagery.
2. Ask the Comms Team to produce it for you. If they are unable, they will secure an outside vendor to create the needed asset in ways that conform to Rippel's brand (i.e. image, graphic, chart, illustration, etc).
3. Secure permission to use an image or graphic asset made by someone outside of Rippel. If you know who made the image or graphic you want to use (for example, another nonprofit, a government agency, or an illustrator), you can contact them directly and ask for permission to use the asset. Often this information is available on their website or in a product's copyright.

Visit [Team-Comms-Rippel > Forms](#) in Dropbox for a pre-written request form. Sometimes artists or organizations may require a fee for use. Any permissions secured should be sent to Rippel Counsel to keep on file.

## CHOOSING IMAGES

1. Images are more likely to be remembered than words. Your choices have power. Use that power wisely.
2. Consider every image's potential future utility, as each image—no matter how small —does incur a cost. Once we own it, we can potentially use it many times. Select something that has broad utility.
3. We want to illustrate the diversity of the communities that our work is affecting by including a variety of demographics in our imagery.
4. Please do whatever possible to use our own project photos, as stock images can look posed.

## GET THE BEST OUT OF YOUR IMAGES

**Images should always have a focal point and have a reason for being in the document.**

1. Make sure the image is sharp and has a focal point and a purpose for its use.
2. Do not use blurry or pixelated images that are low in quality and resolution.
3. Do not stretch or distort the aspect ratio of the image in order to make it fit.
4. Crop images to create better focus on what is happening within the image.
5. Do not flip images with text within the image as it will appear backwards.
6. Do not lay any text or graphics over the image unless it is easily readable.



# Editorial Style Tips



## GRAMMAR AND PUNCTUATION

### Commas in a list

(Oxford/serial comma)

Always use the serial comma in a list of three or more items.

**YES** *We will discuss stewardship, sustainable financing, and strategy.*

**NO** *This book is dedicated to my parents, Tom Hanks and God.*

### Dashes

Know the different types of dashes:

#### Hyphen (-)

Only use hyphens to create compound words or to break a word across lines.

#### En dash (-)

Use an en dash to indicate ranges (of numbers, dates, etc.).

#### Em dash (—)

Use an em dash to set off an amplifying or explanatory element in a sentence.

Don't leave spacing on either side of dashes of any kind. If you need guidance on how to type the different dashes in Microsoft Word, refer to the *The Rippel Foundation's Guide to Editorial Style*.

### Quotations (punctuation)

Always put periods and commas within the quotation marks, regardless of whether they are technically part of the quote.

**YES** *My mother always said, "Don't talk to strangers."*

However, semicolons, colons, and em dashes go outside the quotation marks.

**YES** *As Nike urges, "just do it"—even if you're tired.*

### Fewer vs. less

Use "fewer" to refer to numbers or individual items that can be counted.

**YES** *She has fewer quarters after going to the arcade.*

Use "less" to refer to matters of degree, value, or amount.

**YES** *They are serving less yogurt at this conference than last year.*

### That vs. which

Use "that" to introduce a clause that is necessary for the reader to understand what you're talking about. Use "which" to introduce a clause that contains only additional information that isn't critical. Always put a comma before "which," but never put a comma before "that."

**YES** *Out of those cups, I need the one that is full of water.*

**YES** *I drove the car, which was red.*

## CAPITALIZATION

### Titles and headers

The following rules apply to capitalizing titles and headers in general, but note there are exceptions not mentioned here (see *Chicago Manual of Style*).

Capitalize:

- First and last words
- Nouns, pronouns, adjectives, verbs, adverbs, and subordinate conjunctions (words that transition between clauses while making it clear one clause is less important than the other, such as "after," "if," and "where").
- The first letter in the second word of hyphenated words.

Lowercase:

- Articles "the," "a," and "an"
- Common coordinating conjunctions and, but, for, or, and nor
- Prepositions (words expressing a noun or pronoun's relation to another element in the sentence like "on" and "after"). Notice how the same word changes case depending on how it's used.

When in doubt, consider the word's function and importance in the title.

## ACTIVE VOICE

Use the active voice, rather than passive voice, in your writing. It allows you to make your points more clearly, be more engaging, and potentially use fewer words. If it doesn't seem to work with your sentence, try rewriting the sentence.

**NO** *Our survey was designed to measure three key variables*

**YES** *Our survey measured three key variables.*

**YES** *We designed our survey to measure three key variables.*

It is good practice to review every document you write for use of active vs. passive voice. This process helps you recognize when you're being ambiguous, so you can help the reader by being clear about who is the agent of action.

To learn more, log in to *The Chicago Manual of Style* by opening your LastPass Vault and scrolling down to the "Shared Information—Technology Broadly Shared" section.

# Editorial Style Guide



## MORE GRAMMAR AND PUNCTUATION

### Abbreviations

Don't use periods in them (e.g., CEO).

### e.g. and i.e.

"e.g." and "i.e." are not interchangeable.

"e.g." means "for example."

"i.e." means "in other words" or "also known as."

Always follow them with a comma (with no preceding space).

### Degrees and Titles

In general, avoid including titles and degrees with names in regular writing; readers will always notice their inclusion as a variation from the norm (after all, how often do you introduce one friend to another friend as "Ana Young, PhD" in everyday life?).

If it would serve the reader to include a person's academic degrees with their name, don't use periods. It should be: *Julie Smith, MD, PhD (not M.D., Ph.D.).*

Also note that degrees should only be possessive if immediately followed by the word "degree." Both of the below examples are correct:

*Master's degree*

*Master of science*

When a professional or honorary title appears before a person's name, capitalize it and write it as part of the person's name (with no commas). When a title follows a person's name, use commas to set it apart, and don't capitalize it. Always capitalize accepted acronyms in titles, like CEO or CFO.

Examples:

*- The Rippel Foundation President and CEO Laura Landy*

*- Laura Landy, president and CEO of The Rippel Foundation*

*- former president Bush*

### Slashes

Avoid using slashes to connect two

or more words. It comes across to many readers as stodgy and overly formal, and there is always a clearer way to get your point across, often more accurately.

**NO** *Revise/proofread your work before submitting it.*

**YES** *Revise then proofread your work before submitting it.*

### etc.

Always precede "etc." with a comma.

Never use "etc." with "e.g.," because it's redundant.

Favor "e.g." unless you want to emphasize that the list goes on.

### Possessive

For singular nouns that end in s, use apostrophe s.

**YES** *James's medicine is working.*

## MAKING LISTS

Don't use punctuation at the end of items on a bulleted list. Precede bulleted lists with a complete sentence ending in a colon, and capitalize each item.

*Look at this example list:*

- *Item 1*
- *Item 2*

If the list is a continuous sentence, then the introductory text doesn't end with a colon and you should end list items with a comma (or semi-colons if any items have internal commas). End the second-to-last item with a comma followed by a conjunction, and end the final item with a period (end of sentence) or a comma (sentence continues).

*The exceptions are*

- *when the list is part of a longer sentence, or*
- *every item on the list is itself one or more complete sentences.*

## EQUITY LANGUAGE

Check Rippel's Guide to Editorial Style for an in-depth guide on preferred terminology.

### Person-First Language

It's important to be respectful and consistent across the organization when talking about people. Use people-first language (PFL), which means putting a person before a trait,

describing what a person "has" rather than what a person "is." The intention is that they are seen foremost as a person and only secondly as a person with some trait.

**YES** *A person with diabetes*

### Pronouns

Do not use the phrase "he or she" or its permutations. Over the past few years, it's become pretty standard to use "they" when referring to a single person, especially in place of the phrase "he or she." Using "they" makes the sentence easier to read without generally sacrificing clarity—and, importantly is inclusive.

### Race and Ethnicity

Rippel uses the language used by NIH, OMB, and the Institute of Medicine.

### Gender Identity and Sexual Orientation

Rippel uses the terminology used by GLAAD.



# Editorial Style Norms



## CITATIONS

Rippel uses the author-date system because it is most common in the sciences and social sciences (as opposed to the notes and bibliography system preferred by many working in the humanities—including literature, history, and the arts.) In the author-date system, sources are briefly cited in the text, usually in parentheses, by author's last name and year of publication. Each in-text citation matches up with an entry in a reference list, where full bibliographic information is provided. The following examples illustrate the author-date system. Each example of a reference list entry is accompanied by an example of a corresponding in-text citation. For more details and many more examples, see *Chicago Manual of Style* Chapter 15.

### BOOK

**Reference list entries** (in alphabetical order)

Grazer, Brian, and Charles Fishman. 2015. *A Curious Mind: The Secret to a Bigger Life*. New York: Simon & Schuster.

Smith, Zadie. 2016. *Swing Time*. New York: Penguin Press.

### In-text citations

(Grazer and Fishman 2015, 12)

(Smith 2016, 315–16)

### CHAPTER OR OTHER PART OF AN EDITED BOOK

In the reference list, include the page range for the chapter or part. In the text, cite specific pages.

### Reference list entry

Thoreau, Henry David. 2016. "Walking." In *The Making of the American Essay*, edited by John D'Agata, 167–95. Minneapolis: Graywolf Press.

### In-text citation

(Thoreau 2016, 177–78)

In some cases, you may want to cite the collection as a whole instead.

### Reference list entry

D'Agata, John, ed. 2016. *The Making of the American Essay*. Minneapolis: Graywolf Press.

### In-text citation

(D'Agata 2016, 177–78)

### JOURNAL ARTICLE

In the reference list, include the page range for the whole article. In the text, cite specific page numbers. For articles consulted online, include a URL or the name of the database in the reference list entry. Many journal articles list a DOI (Digital Object Identifier). A DOI forms a permanent URL that begins <https://doi.org/>. This URL is preferable to the URL that appears in your browser's address bar.

### Reference list entries

 (in alphabetical order)

Keng, Shao-Hsun, Chun-Hung Lin, and Peter F. Orazem. 2017. "Expanding College Access in Taiwan, 1978–2014: Effects on Graduate Quality and Income Inequality." *Journal of Human Capital* 11, no. 1 (Spring): 1–34. <https://doi.org/10.1086/690235>.

LaSalle, Peter. 2017. "Conundrum: A Story about Reading." *New England Review* 38 (1): 95–109. Project MUSE.

Satterfield, Susan. 2016. "Livy and the Pax Deum." *Classical Philology* 111, no. 2 (April): 165–76.

### In-text citations

(Keng, Lin, and Orazem 2017, 9–10)

(LaSalle 2017, 95)

(Satterfield 2016, 170)

Journal articles often list many authors, especially in the sciences. If there are four or more authors, list up to 10 in the reference list; in the text, list only the first, followed by et al. ("and others"). For more than 10 authors (not shown here), list the first seven in the reference list, followed by et al.

# Visual Style Norms



## USING TEMPLATES

### Word Template Norms

- Use templates for anything self produced. If Comms is producing your document, you do not need to use a template.
- Templates are a starting point. Feel free to add elements to your document within our brand guidelines (colors, logos, image permissions, etc.). Need help? Ask the Comms Team.
- Start with a fresh template. Do not format a new document beginning with an old document.
- Arial is the approved brand font. Please do not use any other fonts.
- Use only approved brand colors. Color palettes are located in the color pickers in each template.
- Make sure your document has the proper copyright. Each template has the “May Use” or “May Not Use” copyright notice.
- Need a cobranded document? Contact Comms first.
- Follow any instructions in the template.
- When sharing externally, save as a PDF. We want to avoid manipulation of documents with our brand.

### PowerPoint Template Norms

- Always start with a new PowerPoint template.
- There are multiple page layout options available to help you easily organize and present your content.
- When pulling content from a previous presentation, be sure it aligns with our basic brand guidelines.
- Use only Arial as your font (16pt min. size for content).
- Consider legibility and what is appropriate content for a presentation slide (e.g., too much content/ small font).
- Less is more: use bullets and pictures as talking points.
- Please use the templates that include the Twitter tag for all appropriate external facing presentations, but not for internal presentations.
- Include a signature slide and a “May Use” or “May Not Use” copyright slide at the end of each presentation.

# Visual Style Norms

If you are using colors in your document or image, stick with these brand-approved hues.



## THE RIPPEL FOUNDATION'S PRIMARY COLORS

PRIMARY	<b>0R</b>	<b>168G</b>	<b>168M</b>	RGB		RGB	<b>127R</b>	<b>201G</b>	<b>202B</b>
		<b>00a8a8</b>		HEX		HEX	<b>7fc9ca</b>		

## RETHINK HEALTH'S PRIMARY COLORS

PRIMARY	<b>232R</b>	<b>105G</b>	<b>23M</b>	RGB		RGB	<b>0R</b>	<b>168G</b>	<b>168B</b>
		<b>e86917</b>		HEX		HEX	<b>00a8a8</b>		

## THE RIPPEL FOUNDATION AND RETHINK HEALTH'S SECONDARY COLORS

<b>46R</b>	<b>122G</b>	<b>174M</b>	RGB		RGB	<b>186R</b>	<b>211G</b>	<b>235B</b>
	<b>2e7aae</b>		HEX		HEX	<b>bad3eb</b>		

<b>244R</b>	<b>161G</b>	<b>16M</b>	RGB		RGB	<b>254R</b>	<b>221G</b>	<b>167B</b>
	<b>f4a110</b>		HEX		HEX	<b>fedda7</b>		

<b>153R</b>	<b>125G</b>	<b>171M</b>	RGB		RGB	<b>224R</b>	<b>214G</b>	<b>233B</b>
	<b>997dab</b>		HEX		HEX	<b>e0d6e9</b>		

<b>239R</b>	<b>60G</b>	<b>118M</b>	RGB		RGB	<b>251R</b>	<b>211G</b>	<b>210B</b>
	<b>ef3c76</b>		HEX		HEX	<b>fbfd3d2</b>		

<b>122R</b>	<b>183G</b>	<b>50M</b>	RGB		RGB	<b>216R</b>	<b>233G</b>	<b>190B</b>
	<b>7ab732</b>		HEX		HEX	<b>d8e9be</b>		

<b>161R</b>	<b>73G</b>	<b>156M</b>	RGB		RGB	<b>223R</b>	<b>195G</b>	<b>221B</b>
	<b>a1499c</b>		HEX		HEX	<b>dfc3dd</b>		

## FORESIGHT'S COLORS

PRIMARY	<b>105R</b>	<b>190G</b>	<b>89M</b>	RGB		RGB	<b>208R</b>	<b>232G</b>	<b>200B</b>
		<b>69be59</b>		HEX		HEX	<b>d0e8c8</b>		

<b>25R</b>	<b>173G</b>	<b>23M</b>	RGB		RGB	<b>255R</b>	<b>227G</b>	<b>183B</b>
	<b>fbad17</b>		HEX		HEX	<b>ffe3b7</b>		

<b>0R</b>	<b>183G</b>	<b>241M</b>	RGB		RGB	<b>185R</b>	<b>229G</b>	<b>251B</b>
	<b>00b7f1</b>		HEX		HEX	<b>b9e5fb</b>		

<b>0R</b>	<b>168G</b>	<b>168M</b>	RGB		RGB	<b>193R</b>	<b>229G</b>	<b>228B</b>
	<b>00a8a8</b>		HEX		HEX	<b>c1e5e4</b>		

## THE RIPPEL FOUNDATION'S GREYS

<b>85R</b>	<b>85G</b>	<b>85M</b>	RGB		RGB	<b>155R</b>	<b>155G</b>	<b>155B</b>
	<b>555555</b>		HEX		HEX	<b>9b9b9b</b>		

<b>212R</b>	<b>212G</b>	<b>212M</b>	RGB		RGB	<b>235R</b>	<b>235G</b>	<b>235B</b>
	<b>d4d4d4</b>		HEX		HEX	<b>ebebeb</b>		

# Tips



## COMMON MISSPELLINGS

<b>a lot</b> (never alot)	<b>indexes</b> (not indices)
<b>all right</b> (never alright)	<b>percent</b> (not %)
<b>a.m. and p.m.</b> (lowercase with periods)	<b>symposiums</b> (not symposia)
<b>appendixes</b> (not appendices)	<b>toward</b> (no s)
<b>curricula</b> (not curriculums)	<b>up-to-date</b> (adj.)
<b>HHS</b> (not DHHS, for U.S. Department of Health and Human Services)	<b>URL</b> (capitalized)
	<b>US</b> (adj., spell out United States when used as a noun)

## INCLUSIVE AND FIRST PERSON LANGUAGE

Rippel writers make language choices that are inclusive and sensitive to groups and individuals.

Frame the people affected rather than the condition. For example, instead of using the term autistic, use a person with autism.

Don't frame people as if they have a deficit compared to a norm. For example, say a person who uses a wheelchair rather than a person confined to a wheelchair.

When referring to older adults, be aware that this demographic prefers elders, older adults, mature adults, and seniors, rather than the aged, the elderly, or senior citizens.

Don't frame roles in association with gender. Use spokesperson and chair rather than spokeswoman, chairman.

More examples of person-first language are below. If you do not see an example here, you can research what you need online or ask the Comms Team.

*Instead of...* **Say...**

*She's learning disabled.*

**She has a learning disability.**

*He's emotionally disturbed/mentally ill.*

**He has a mental health diagnosis.**

*He's in special ed.*

**He receives special ed services.**

*She's developmentally delayed.*

**She has a developmental delay.**

## COMPOUNDS

- *Compound words are hyphenated if they are adjectives, but not hyphenated as nouns (just use a space).*
- *Do not hyphenate compound words that start with an -ly adverb.*

### Some common compounds (noun/adjective forms)

**Decision maker/decision-maker**  
**Decision making/decision-making**  
**In house/in-house**  
**Long term/long-term**  
**Problem solving/problem-solving**  
**Short term/short-term**  
**System wide/system-wide**

### Compound nouns: no hyphen or space

**childcare**  
**changemaker**  
**coworker**  
**crosscutting**  
**database**  
**email**  
**grantmaker**  
**nonessential**  
**nongovernmental**  
**nonprofit**  
**startup**  
**storytelling**  
**website**  
**workforce**

### Compounds: common exceptions

- **health care** (all cases, including noun, adjective, and modifier. Never write as one word and never hyphenate unless it's part of the proper name of an organization or similar)
- **policy maker** (always a space)
- **well-being** (always hyphenated)
- **self-publish** (and other compounds starting with "self"—both noun and adjective forms hyphenated, except where self is followed by a suffix or preceded by un) Note: When capitalizing a hyphenated word, the second word is lower case (e.g., Well-being).

To learn more, log in to *The Chicago Manual of Style* by opening your LastPass Vault and scrolling down to the "Shared Information—Technology Broadly Shared" section.