



# Guidelines for Center-Funded Communication Projects

These guidelines are designed to help you complete your project efficiently and in concert with similar Northeastern IPM Center–funded projects. They were developed with input from numerous IPM and communication specialists throughout the Northeast. In Part A, you will find a checklist of requirements for developing products funded by the Center. Subsequent sections provide helpful recommendations for use in these and other communications projects. If you have questions, contact Liz Myers, Northeastern IPM Center, [ebm24@cornell.edu](mailto:ebm24@cornell.edu).

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### ***Mission of the Center***

*The Northeastern Integrated Pest Management Center fosters the development and adoption of IPM, a science-based approach to managing pests in ways that generate economic, environmental, and human health benefits. The Center works in partnership with stakeholders from agricultural, urban, and rural settings to identify and address regional priorities for research, education, and outreach.*

## A. Required steps: A checklist

Use this checklist to ensure that your final product contains the information required by the Northeastern IPM Center. Place the information in your printed publication on the inside front cover, title page, or first left-hand page; for websites, put it on the home page. If you wish to omit or deviate from any of the required steps listed below, please contact the Center staff for permission to do so.

### **Contact Information**

- Name and host institution of primary authors and major contributors;
- For printed matter, the distributor's name and contact information and how to get more copies; for websites, contact information for the webmaster;
- An ISBN number if you're creating a book and want to distribute it through libraries or bookstores (see D 2).

### **Acknowledgments**

- The Northeastern IPM Center logo and the USDA National Institute of Food and Agriculture (NIFA) logo, both of which can be accessed from [http://NortheastIPM.org/pubs\\_guide.cfm](http://NortheastIPM.org/pubs_guide.cfm) (include links to the NE IPM Center and other appropriate entities);
- These words: "This [site/publication] is supported, in part, with funding from the Northeastern IPM Center (NortheastIPM.org) and the USDA National Institute of Food and Agriculture";
- Mission statement of the Northeastern IPM Center, as shown at the top of these guidelines;
- Names of contributing editors, designers, illustrators, and other individuals.

### Copyright, Permissions, and Other Fine Print

- Type "Copyright ©" followed by the name of the primary author's institution;
- List permissions in accordance with the person or institution granting permission. For example, "Cover photograph by C. Bernard, University of Connecticut; used with permission" or "The sampling map on page 2 reprinted with permission from...."
- For printed material: name of the printer (may be abbreviated); number of copies printed (represent thousands as "M," such as 3M for 3,000); and date of printing (e.g., 8/04).
- For websites, all pages must include an indication of the date created or the most recent update (whichever is more recent), and the name of a person responsible for maintaining the page.

### Product Recommendations

- Pesticide disclaimer. You should use a disclaimer if you recommend *any* product for pest control. Unless your institution mandates a particular disclaimer, please use this version: "The recommendations in this publication are not a substitute for pesticide labeling. The label is the law; read it and follow the instructions before applying any pesticide."
- Product disclaimer, if you name a product: "No product discrimination is intended by the authors and their institutions. No endorsement of any products mentioned or criticism of unnamed products is implied."
- We discourage authors from recommending specific pesticides, pesticide rates, etc., in these publications. If you feel it is appropriate to include such information, verify that all pesticide recommendations are in accordance with the *Guidelines* or *Recommendations* of the states for which the document is intended. If you need assistance, check with the pesticide office of the appropriate state(s). Your publication should indicate the date on which this information was verified.

### Review

- Authors must arrange to have a draft of their publication reviewed by at least two peers and one stakeholder. Please provide the names and affiliations of these reviewers to Center staff with this checklist.

### Distribution and Final Details

- If your project is a printed publication or CD, mail two copies (along with a completed copy of this checklist) to Carrie Koplinka-Loehr, Co-director, Northeastern IPM Center, The Insectary, Cornell University, Ithaca, NY 14853.
- If your project is a website, email the URL (along with a completed copy of this checklist) to Carrie Koplinka-Loehr (ckk3@cornell.edu) and link to the Northeastern IPM Center (<http://NortheastIPM.org>).
- Submit a final report as directed by the Center.
- Create electronic and paper archives of your project, including final files; images; logos; credit, copyright, and permissions information; printing specifications; budget; and anything else that would help you revise or reprint the publication. (Some people store archives on two different media, such as zip disks and CDs, and keep one copy off-site.)

## B. Project planning

Sections B, C, and D will help you to plan and complete your project if you have just begun. In brief, we recommend that you follow these steps: work through the planning table that follows; assign writing, editorial, and production roles (see section E); complete the review process (as detailed in C 3); design and produce the publication or web page (see tips provided in C 4 and 5); and market and distribute your finished piece (C 6 and 7).

For projects in the planning and development stage, asking—and answering—the questions below can save you time and money in the long run. Consider distributing these questions to co-authors and contributors as a way of understanding their expectations.

Hold a meeting to work through these questions, take notes, and ensure that everyone understands the decisions. The table below can be adapted for simple or complex projects in various media.

Project Planning Questions	Your Response
1. Who are the two most important audiences? How do we match the tone, vocabulary, reading level, and style to their needs? (See Section C 1.) Which media appeal to them?	
2. What is the purpose of our project? <i>To raise awareness? Point to other resources? Change behavior? Call to action?</i>	
3. What are our three most important messages?	
4. How it will be used? ( <i>Online vs. print, reference vs. quick tip sheet; indoors vs. outside in the sun or rain.</i> )	
5. Are there similar publications? If so, how will ours differ? ( <i>Try to share examples with the team.</i> )	
6. Are there controversial issues that require special care?	
7. What level of perfection are we striving for and how will we gauge it? <i>Assigning letter grades can help you discuss what matters most. For example, a simple, clean design might suit the needs of a fact sheet, so the targets might be "B" for design and "A+" for technical writing.</i>	
8. What should run in our "fine print"? ( <i>Specific credits, disclaimers, and acknowledgement of funders beyond what the Northeastern IPM Center specifies.</i> )	
9. When is the final project due? Should we set other deadlines, such as for the first text draft and initial design? <i>Creating a timetable or plan of work can help everyone on your team meet deadlines.</i>	
10. What roles will people fulfill? (See Section E.) Who has final approval?	
11. What is the shelf life of this publication? That is, for how long will the information be useful, and is it intended for one-time use, or do we want to revise and reprint? <i>Consider setting a date (e.g., two years from today) to revisit it.</i>	
12. Which resources, such as photographs or databases, might help us during all phases of the project?	
13. What is our budget? <i>Typical line items include writing; editing; illustration and photography; scanning and printing; graphic design; marketing; distribution. For details: <a href="http://www.nps.gov/chal/infodesign/idt2p3.pdf">http://www.nps.gov/chal/infodesign/idt2p3.pdf</a>, pp 81-83.</i>	
14. How will our product be marketed and distributed?	

## C. Building blocks: Who, what, where?

As your project is being launched, ensure that it meets the needs of your audiences by focusing on (1) appropriate reading level; (2) solid editing; (3) useful review; (4) effective design; (5) clear and easy access; (6) marketing (including media outreach); and (7) distribution. The following building blocks should help you to construct your project.

### 1. Appropriate reading level

Match the reading level to your audience. Helpful information can be found at <http://www.plainlanguage.gov>.

### 2. Solid editing

- For scientific style and format, consult *The CBE Manual for Authors, Editors, and Publishers*, 6th ed. To order: <http://www.councilscienceeditors.org>.
- *The Chicago Manual of Style*, 15th ed.: <http://www.chicagomanualofstyle.org> is one of the most authoritative style guides in print. Once you've registered, you can access the online

version of the manual. Other titles published by the University of Chicago Press, such as *The Chicago Guide to Communicating Science*, may also be of interest.

### 3. Useful review

It is expected that your manuscript or website will be reviewed by at least two peers and one stakeholder. Some considerations to help you create a review process that is thoughtful and useful:

- Decide early on who will have reviewer status. Anyone who asks? A select group?
- Determine who will evaluate the reviewers' comments and let the reviewers know beforehand.
- Consider the type of feedback you'd like from each individual or group: just a technical review, or do you welcome reactions on technical content *and* style? Do you want substantive comments or a copy edit? Will reviewers receive a section or the entire piece?
- If you ask many people to review a document, you might use a method that makes it easier for you to manage comments, but realize that doing so may reduce the number of responses.
- Create a "next edition" file with comments that can't be incorporated into the current version.

### 4. Effective design

Whether you are hiring a designer or plunging into design on your own, consider:

- Websites (Section D) that can help you design web pages that work.
- Books by Robin Williams, such as *The Non-Designer's Design Book: Design and Typographical Principles for the Visual Novice*.
- These suggestions:
  - Keep the main message clear and out in the open. While you're reviewing your work, ask yourself, who cares? If you can't answer, revise.
  - Establish a style for text and each subhead level; use these throughout the piece.
  - Allow enough "white space" (margins) around text and images, so the eye has a place to rest. Don't trap large blank spaces, however; leave them near the edges.
  - Start a design file of samples that will serve as inspiration.

### 5. Clear and easy access

Accessibility for your website or publication means enabling—through your design—as many people as possible to use your information effectively.

- The World Wide Web Consortium, through its Accessibility Initiative, provides a clear introduction to this topic and offers tips (<http://www.w3.org/WAI/gettingstarted>); Find Web Content Accessibility Guidelines at <http://www.w3.org/TR/WCAG10/#Guidelines>.
- You can test your web pages for compliance with Section 508 of the Rehabilitation Act of 1973 by going to <http://wave.webaim.org/>. For a helpful pass/fail chart: <http://www.webaim.org/standards/508/checklist>
- Tips for readable type: [http://www.will-harris.com/webtype/readable\\_type.html](http://www.will-harris.com/webtype/readable_type.html)

### 6. Marketing (including media outreach)

As you plan your project, set aside funds and time—*before it is printed*—to market it. Many great products gather dust because principal investigators either forget this step or neglect to follow up on marketing details. Gather a team together and pull out marketing ideas and distribution lists from former projects. Brainstorm avenues such as news releases, newsletters, trade shows, complimentary copies, and web links. Sketch a good marketing plan, complete with budget, which will inform your product design, print run, and distribution.

### 7. Distribution

Partway through your project, look at your marketing plan with an eye toward distribution. Develop or borrow mailing lists (electronic and paper label) that include other states' IPM programs, growers, industry representatives, environmentalists, and your university's deans, directors, and Extension contacts.

The Northeastern IPM Center will not distribute your printed publications, but it may be able to mention your publication in its electronic newsletter, if you provide the information. If you are producing a website, the Northeastern IPM Center will likely link to your site and

mention it in the Center newsletter, but you will be responsible for advertising and maintaining the site.

## D. Answering your questions

### 1. Who holds the copyright to my Center-funded project?

Your institution holds the copyright on the Center-funded publication or website. Nonetheless, by accepting the terms of funding, you grant the Northeastern IPM Center a broad, perpetual, royalty-free license to use, copy, display, sublicense, perform, and create derivative work from your project. For helpful clarification about copyright issues: Copyright Office of the Library of Congress, <http://www.copyright.gov>; and the University of Texas at Austin <http://www.utsystem.edu/ogc/intellectualproperty/copymgmt.htm>

### 2. What's an ISBN number?

International Standard Book Numbers are unique, machine-readable identification numbers, used to ensure proper bibliographic listing. See <http://www.isbn.org/standards/home/isbn/us/index.asp>

### 3. May I charge for my publication?

Yes, if this is the arrangement stated in your original project proposal. You may charge a reasonable price to allow you to recoup marketing, distribution, and future reprinting costs. Be mindful that if your publication is too expensive, readers for whom it was designed may not be able to afford it. One way to minimize cost is to design the product so that the expensive portion to print (e.g., full-color photographs) is separate from information that changes regularly. The latter can be photocopied or printed inexpensively and *inserted* into the more permanent publication.

### 4. Where can I find out about the “nuts and bolts” of publications?

*Information Design, Tools and Techniques for Park-Produced Publications*, by the National Park Service, provides an overview of publication production from the planning stage through printing. It includes how to work with printers, copyright basics, choosing file formats for images, and tips from designers: <http://www.nps.gov/cha/infodesign/idt2p3.pdf>

### 5. Have other universities created helpful communication sites?

Yes. See those below:

- Virginia Commonwealth University: <http://www.webstandards.vcu.edu/>  
Style guide offers advice about site maintenance and structure/design of websites.
- Oregon State University: <http://extension.oregonstate.edu/eesc/>  
See “Getting from idea to publication, a step-by-step process” (Communications Help page) for details on planning a publication; see also copyright questions posed by Extension staff.
- University of California: <http://groups.ucanr.org/CS/index.cfm>  
Includes their style guide, public relations resources, suggestions about managing peer review of slide sets and videos, and basic tips about preparing an electronic file for professional output.
- Iowa State University: <http://www.ag.iastate.edu/aginfo/>  
Features scientific writing tips, news releases, and ways to improve communication skills.
- Penn State University: <http://agsci.psu.edu/it>  
Includes examples of the scripts used in their radio stories.
- Kennesaw State University: [http://www.kennesaw.edu/webguide/WWW\\_Policies.shtml](http://www.kennesaw.edu/webguide/WWW_Policies.shtml)  
“World Wide Web Policies and Publishing Guidelines” addresses issues that are overlooked (designing pages compatible with different browsers, compliance with federal/state laws).
- University of Maryland: <http://www.photos.umd.edu/>  
The College of Agriculture and Natural Resources has an online photo archive with links to agricultural images (follow the site’s guidelines for inquiring about permission).

- Ohio State: <http://commtech.ag.ohio-state.edu/>  
Helpful resources include a photo library and tips on preparing media.
- Instructions on how to comply with Section 508 of the Rehabilitation Act Amendments to the Workforce Investment Act of 1998 can be found at <http://www.webaim.org/standards/508/checklist>

## E. Roles in a communication project

Below are some of the roles that your team members or other professionals will need to fill. Please note that a single person can fulfill several roles in the publication process.

- **Production manager:** Oversees the project, keeping it on track and within budget. May develop the project schedule. Works with subcontractors (such as designers and printers) and authors. Oversees the copy edit, design, proofing, and printing stages.
- **Developmental editor** (sometimes called a senior editor, line editor, or substantive editor): Focuses on the “big picture.” Works with project leaders and content advisors to define the overall structure, organization, and contents of the publication. This editor may help the authors develop the idea from an outline or very rough draft, or substantially revise a piece. Although it’s typical for developmental editors to edit line-by-line, they may not be scrupulous about the finest details, leaving that for the copyeditor.
- **Content advisors:** How deeply will they be involved in the project? Should they be available to answer questions as they arise, or will they be asked to review multiple versions of the publication?
- **Writer:** You should clarify whether this person will also be responsible for research, checking facts, and securing permissions for the use of copyrighted information included in the piece.
- **Reviewers** (see description in C 3 above).
- **Designer (print and web):** Creates the layout in accordance with accessibility standards. May handle some aspects of production, such as working with a printer.
- **Illustrator, photographer:** Describe the service you’re requesting, including the amount of revision included in the estimate, the schedule, which rights you’ve bought (legal use of the image now and in the future), and how the final product will be delivered to you (color slides, TIFF file).
- **Copyeditor:** Checks for errors in grammar and punctuation; inconsistencies in capitalization, spelling, hyphenation, abbreviations and bibliographic style; and deviations from house style. The role of the copyeditor is to make the publication easier for the reader to understand while tinkering as minimally as possible with the author’s style.
- **Proofreader:** Checks only for typographical errors and actual mistakes in the designed copy.