



EMORY

OXFORD COLLEGE MESSAGING STRATEGIES AND DESIGN CONCEPTS

SEC. 01 > **Process**

- 1.1 DISCOVERY
- 1.3 WHAT WE HEARD
- 1.5 VALUES
- 1.6 PURPOSE STATEMENT

SEC. 02 > **Language**

- 2.1 POSITIONING
- 2.5 COMMUNICATING OUR ESSENCE

SEC. 03 > **Concepts**

SEC. 04 > **Resources**



Welcome

This guide helps Oxford College communicators understand how to use language and design to communicate the Oxford College essence with consistency and strength.

SECTION 01

PROCESS

1.1 DISCOVERY

1.3 WHAT WE HEARD

1.5 VALUES

1.6 PURPOSE STATEMENT

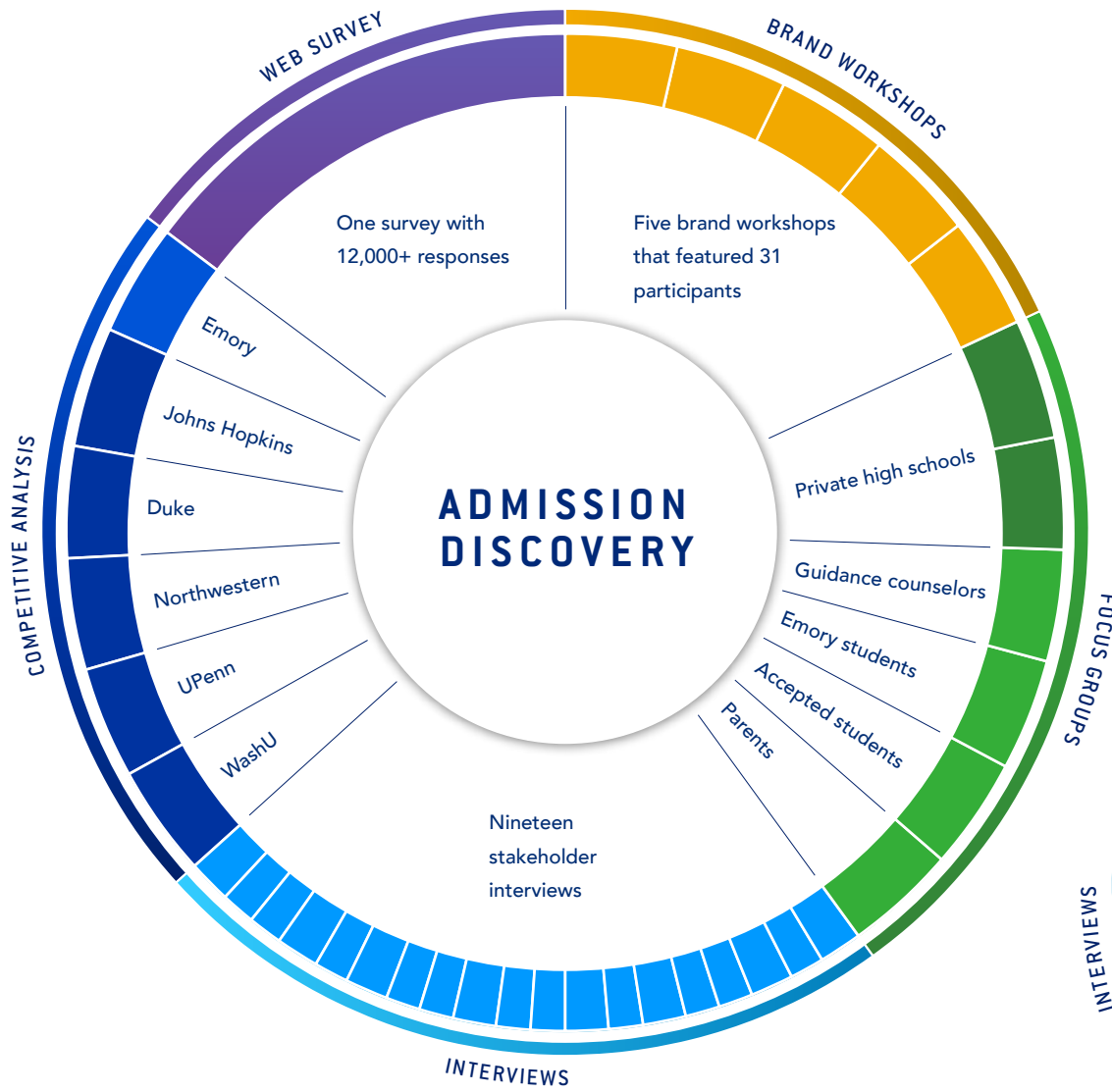
HOW OUR STRATEGY EVOLVED

Our charge was to enhance and refine the Oxford College brand content strategy while being in concert with the messaging of Emory University. Grounded in the Emory University communication strategy guidelines, this strategy reflects Oxford College in both its current and future communication goals.

We undertook a Discovery process that began with research for Emory Undergraduate Education and concluded with research specifically for Oxford College. Our process included brand workshops, focus groups, stakeholder interviews, and a survey.

Following Discovery, we analyzed what we heard by categorizing responses, looking for common themes and ideas, and incorporating the strategic goals and vision of Oxford College. From there, we formulated the brand essence and communication strategies for Oxford College.
















DISCOVERY CONSISTED OF THE FOLLOWING



WHAT WE HEARD MOST: UNDERGRADUATE EDUCATION

 <p>POSITIVE FACULTY WHO CARE</p>	 <p>NEGATIVE LACK OF AWARENESS/ UNKNOWN</p>	 <p>OPPORTUNITY EMORY NEEDS TO BE BRAVER</p>	 <p>POSITIVE DISCOVERY+ INQUIRY+ CREATIVITY</p>	 <p>NEGATIVE FOR RICH KIDS</p>
 <p>NEGATIVE NO D1 SPORTS</p>	 <p>OPPORTUNITY CONNECTION, OPPORTUNITIES, PATHWAYS OF EXCELLENCE</p>	 <p>POSITIVE A PLACE THAT ESSENTIALLY WANTS TO DO RIGHT</p>	 <p>NEGATIVE CAN'T YIELD HIGH-QUALITY STUDENTS</p>	 <p>POSITIVE FRIENDLY</p>
 <p>OPPORTUNITY DIFFERENT BECAUSE OF OXFORD</p>	 <p>POSITIVE HERE TO TRANSFORM THE WORLD</p>	 <p>NEGATIVE SOCIOECONOMIC DIVIDE AMONG STUDENTS</p>	 <p>NEGATIVE STRUCTURALLY SILOED</p>	 <p>OPPORTUNITY DOESN'T SEEM CONNECTED TO ATLANTA</p>

WHAT WE HEARD MOST: OXFORD COLLEGE

 POSITIVE LEADERSHIP	 NEGATIVE BACK DOOR TO EMORY COLLEGE	 OPPORTUNITY WE HAVE MORE RESOURCES BECAUSE WE ARE PART OF EMORY UNIVERSITY	 POSITIVE COMMUNITY	 NEGATIVE PRIVATE COMMUNITY COLLEGE
 OPPORTUNITY FORWARD LOOKING	 POSITIVE INTENTIONAL	 NEGATIVE PUTTING IN TIME BEFORE ATLANTA	 OPPORTUNITY NO ONE LIKE US	 POSITIVE DIVERSE
 NEGATIVE STUDENTS ARE UNPREPARED	 OPPORTUNITY DEVOTION TO THE LIBERAL ARTS	 POSITIVE RELATIONSHIP DRIVEN	 NEGATIVE CLOISTERED	 OPPORTUNITY GROWING

VALUES

Your values describe your organization's culture. Knowing your most important values makes decisions easier, clarifies your message, and sets you apart from your competitors.

COMMUNITY

A cooperative spirit infuses Oxford College, where faculty, students, and staff work in concert to create and thrive in a vibrant, inclusive, and exciting campus environment.

- » We teach how to put theory into practice.
- » We value service.
- » We lead with integrity.
- » We specialize in limitless possibilities.

STUDENT-CENTERED

We are intentional in our efforts to build a stellar learning and living environment solely for first- and second-year students. We consider our students and their growth in all that we do.

- » We create and use innovative instruction.
- » We devote ourselves to the liberal arts.
- » We commit to asking important questions.
- » We give our students the tools to discover, explore, and reflect on what they've learned.
- » We strive always to improve what we do.

INNOVATION

We are nimble and forward thinking in our approach to education. We forge new paths in learning as we prepare students to think critically about how they will impact the world.

- » We challenge established practices.
- » We are deliberate in our efforts for change.
- » We are not afraid to do things differently.
- » We value new perspectives.
- » We understand that new ideas will shape the future.

PURPOSE STATEMENT

Your purpose statement expresses the essence of Oxford College. The purpose statement guides communication strategy development and sets a tone for the articulation of this strategy. This statement is not to be used as copy; instead, it should inform your communications.

OXFORD COLLEGE PURPOSE STATEMENT

Oxford College’s liberal arts–intensive education, guided by exceptional faculty and marked by an innovative curriculum, is enriched by opportunities for leadership and experiential learning in a diverse and close-knit community. Through exploration and discovery, our students begin their journey toward lives of significance and impact locally and globally.

SECTION 02

LANGUAGE

2.1 POSITIONING

2.5 COMMUNICATING OUR ESSENCE

Positioning

WHY OUR STRATEGY MATTERS

A communications strategy is more than a logo and set of colors. A strong strategy shapes the way people think and feel about Oxford College. By establishing and maintaining quality standards, the look and feel remain consistent, and you project a strong, unified voice.

Good communications celebrate our strengths, embrace our aspirations, and distinguish us from the crowd.

THE EMORY UNDERGRADUATE EDUCATION POSITIONING PLATFORM

Using the strategic framework and other Discovery findings, we developed a positioning platform, one that is influenced and supported by three communication pillars.

EMORY UNDERGRADUATE EDUCATION POSITIONING PLATFORM



Elevating Education



“Elevating Education” is not a tagline, and it should not appear in copy. Rather, it encapsulates the essence of Emory Undergraduate Education including Oxford College and serves as an internal reference to guide messaging.

There’s a play on words here. Because ultimately, our goal at Emory University and Oxford College is to be at the vanguard—a place that other institutions and influencers consider a leader in advancing higher education and its role in creating a better world. But an Oxford College education is also one that lifts our students to greater heights intellectually and socially—an elevating education.

OXFORD COLLEGE COMMUNICATION PILLARS

Your positioning platform, “Elevating Education,” is influenced and informed by your communication pillars, each in turn aligned to Emory University’s communication pillars.

SHARED PURPOSE

Emory is foremost a community of students, faculty, and staff that comes together around common ideals: a belief in the power of the transformative nature of higher education, a need to do good in and for the world, and a desire to ask and answer humanity’s most pressing questions.

CULTIVATING PARTNERSHIPS

As an academic community of choice, we share the values of compassion, integrity, and optimism. We foster a spirit of connection and inclusion. We practice open inquiry across academic disciplines—all in service to humanity.

BROAD ENGAGEMENT

Emory has a curricular structure across all schools grounded in interdisciplinary thought and research that makes connections where others see none.

DRIVING DISCOVERY

Emory is dedicated to advancing discoveries in science and the humanities for the public good and to providing opportunities for research in all disciplines and self-discovery among our students.

IMPACTFUL EXPERIENCES

On Emory’s original campus, Oxford students learn, live, and serve in a community that embraces academic exploration and excellence, leadership education and development, and a diversity of backgrounds and thought under the guidance of expert teacher-scholars who specialize in the first two years of undergraduate education.

EMPOWERING COMMUNITY

Emory’s incomparable students and faculty solve the most pressing issues of our time in an intellectual community that embraces diversity, dialogue, and debate.

ADVANCING HUMANITY

Our faculty and students pursue open inquiry across disciplines—guided by evidence, committed to critical inquiry, fueled by the creative spirit, and dedicated not only to discovery in its own right but to solving problems and serving society.

STRATEGIC ALIGNMENT

The Emory University communication pillars are aligned with the Emory University strategic framework pillars, and Oxford College communication pillars are informed by the Emory University strategic framework and communication pillars.

BROAD ENGAGEMENT

DRIVING DISCOVERY

With \$734 million in external research funding and a thriving community of faculty thought leaders, Emory is a top-25, AAU Tier 1 powerhouse. We are dedicated to advancing discoveries in science and the humanities for the public good and to providing opportunities for research in all disciplines and self-discovery among our students.

- » We are research-driven.
- » We are factual and bold.
- » We claim our eminence.
- » We are driven to find answers to the world's questions.

FACULTY EXCELLENCE

Our powerhouse culture of excellence will attract eminent faculty thought leaders to further innovation and creative discovery.

IMPACTFUL EXPERIENCES

EMPOWERING COMMUNITY

Atlanta—a renowned cultural, logistics, technology, and business hub—is a gateway to the world and our strategic partner. By building on these global connections, Emory's incomparable students and faculty solve the most pressing issues of our time in an intellectual community that embraces diversity, dialogue, and debate.

- » We work across disciplines.
- » We are diverse and also deeply integrated.
- » We have a vibrant community that propels us forward.
- » We draw strength from Atlanta and add to its richness.

ACADEMIC COMMUNITY OF CHOICE

Our vibrant and diverse community, enriched by the resources of Atlanta, empowers students and faculty to share ideas, pursue discovery, and achieve growth both in and outside the classroom.

IMPACTFUL EXPERIENCES

ADVANCING HUMANITY

As an academic community of choice, we practice the values of intellectual rigor, integrity, risk taking, and collaboration. Our faculty and students pursue open inquiry across disciplines—guided by evidence, committed to critical inquiry, fueled by the creative spirit, and dedicated not only to discovery in its own right but to solving problems and serving society.

- » We work to serve humanity in our community and beyond.
- » We make a powerful and positive impact in the world.

INNOVATION THROUGH SCHOLARSHIP AND CREATIVE EXPRESSION

The Emory community is driven by scholarship and creative expression to address global problems and make positive change locally and globally.



MORE ABOUT THE PILLARS

<https://one.emory.edu>

SHARED PURPOSE

CULTIVATING PARTNERSHIPS

The quote on the Haygood-Hopkins gate at our front entrance—"to take what is good and make it better"—declares Emory's promise to our campus, our community, and the wider world. As an academic community of choice, we share the values of compassion, integrity, and optimism. We foster a spirit of connection and inclusion. We practice open inquiry across academic disciplines—all in service to humanity.

- » We collaborate locally and globally.
- » We partner for the greater good.
- » We remain committed to our mission.
- » Our values drive our service to the world.

ATLANTA AS A GATEWAY TO THE WORLD

Emory's historic instinct for positive change originated in our home city, and today that partnership extends its reach to the world beyond.

Communicating Our Essence

We use our communication pillars and knowledge of our audience to inform our messaging when we talk about Oxford College. Though Oxford College communication strategy has one clear voice, the groups of people who interact with it are wide and varied. To help understand who they are and how to reach them, we have placed them into three categories.

AUDIENCES

STUDENTS

These are high-achieving students who take the most rigorous coursework, have high GPAs, and have high test scores. They often are involved in academic and extracurricular enrichment.

INFLUENCERS

These are people outside students' families who are influential in the college search process.

PARENTS

These are parents of high-achieving students from the US and abroad.

AUDIENCE: STUDENTS

These are high-achieving students who take the most rigorous coursework, have high GPAs, and have high test scores. They often are involved in academic and extracurricular enrichment.

PERSONAS

LOLA MOSS

The Top Humanities/Non-STEM Student



- » 17, high school junior
- » plans to major in humanities in college
- » financial aid will be important
- » primary access: in person, laptop

“I am interested in Oxford because it’s a close-knit campus focused on the liberal arts.”

Lola is a high school junior from Alpharetta, Georgia. Her parents are academics, so she understands the value of a strong learning environment and dedicated faculty. She has always thought positively about Emory University, because she knows about its strong creative writing program, but when she visited Oxford College, she could not imagine attending any other school, and she craves engaging with its diverse student body. She visits the Oxford website to see if there is a chance she will be awarded enough financial aid to attend.

Goals

- » diverse campus
- » strong creative writing program
- » sufficient financial aid package

OWEN TURNER

The STEM student



- » 18, high school senior
- » hopes to major in biomedical engineering
- » wants to stay in Georgia to attend college
- » primary access: Mac laptop, iPhone 8

“I toured the main campus first. People were asking questions about Oxford because they had no idea.”

Owen lives in a suburb of Atlanta and attends Wesleyan. He wants to stay close to his family and attend school in Georgia, chiefly because it’s home to Georgia Tech and Emory, which together have a Top 5 biomedical engineering program. He’s interested in starting at Oxford College because he likes the idea of having closer relationships with his professors and smaller class sizes. Although his family income is more than \$400,000, Owen has two older sisters already in college and financial aid is a consideration.

Goals

- » attending a prestigious university
- » securing a competitive financial aid package
- » abundant research opportunities

TALIAH BRADLEY

The Community-Oriented Student



- » 18, high school senior
- » lots of extracurriculars including debate, church and hospital volunteering
- » plans to major in biology and become a doctor
- » primary access: Naviance, family desktop

“Oxford was basically courting me, which is really special. Oxford won me over.”

Taliah has been interested in service since she was little. She wants a big-campus experience with a vibrant social scene and plenty of opportunities for volunteering. She was accepted into all five schools to which she applied including Penn, her first choice. All the schools are in the Top 25 including Emory, which offered her the best financial aid package. She talked to some very enthusiastic alumni from Emory, who convinced her to take a closer look. Her parents, an assistant DA and a social worker, make a combined income of \$140,000, so she needs a competitive financial aid package.

Goals

- » receiving a competitive financial aid package
- » having a diverse array of courses and opportunities for research and service
- » attending a prestigious school

AUDIENCE: STUDENTS

These are high-achieving students who take the most rigorous coursework, have high GPAs, and have high test scores. They often are involved in academic and extracurricular enrichment.

PERSONAS

YANG JINGHUA

The International Student



- » 18, China native
- » originally interested in business, now leaning toward computer science
- » unable to make college visits and relies on *US News* and YouTube videos for insight
- » primary access: iPhone X, laptop

“I really like that the most recently admitted class to Oxford College was 17% international.”

Jinghua is looking at nearly 10 schools in the US, a combination of high-ranking public, private, and Ivy League institutions. She wants to leave China to get a more diverse academic experience. The school she attends must be able to prepare her for either business or computer science. Her parents, both successful businesspeople, want her to major in business, but they are not too heavily involved in her college search. She does not understand the difference between Emory University's Emory College and Oxford College, but Emory is on her list.

Goals

- » attending a school with strong majors in multiple disciplines
- » diversity, large international student presence
- » prestige

ARJUN PATEL

The Active and Engaged Student



- » 17, high school junior
- » thinks of college as a place to explore new ideas
- » primary access: in person, laptop

“I like the focus on developing my whole person, not just nurturing one side of me.”

Arjun is from New Jersey, where he attends public high school. He's an excellent student, and he's also very involved in his extracurriculars at school. He looks at college as a place where he can explore what interests him and step outside his lane and try new things. He's interested in a business major, and he sees the two years at Oxford and two at Emory as a great way to absorb all he can in college—two campuses, two sets of faculty and peers, double the experience.

Goals

- » wants to attend a prestigious university
- » wants both intellectual and personal development
- » needs financial aid, because he has three younger siblings

AUDIENCE: PARENTS

These are parents of high-achieving students from the US and abroad.

PERSONAS

WU YING

The International Parent

- » 45, US-educated stay-at-home mom
- » wants her daughter to have a solid academic foundation and a profitable future
- » primary access: laptop and iPhone



“I want my daughter to attend a school that offers her the best return on my investment.”

Ying, her husband, and their daughter, Shan, live in Shanghai, China. She wants to find a school for her daughter that has a strong community and solid prospects for her future. Many of her friends have had children attend Emory University, and they speak highly of its quality. Oxford College is often talked about because it is a smaller, more intimate campus that is ripe for the kind of engaged, comprehensive, cutting-edge education that Ying wants for Shan.

Goals

- » high-quality education that leads to a financially secure future
- » supportive community
- » sound preparation for grad school for her daughter

CANDYCE ANDERSON

The Skeptical Parent

- » 45, high school AP English teacher
- » first child is going off to college
- » divorced mother of three
- » primary access: tech savvy but prefers snail mail and in-person interactions



“I’ve heard of Emory, but I’m am not familiar. His counselor says it’s a good school.”

Candyce has high expectations for her children and herself—college is not optional for her kids. She wants her son to feel comfortable at whatever school he chooses, but she hopes it will be a progressive institution with good postgraduate options, as he plans to become a doctor. She also hopes that he will be taught to think critically and will become a socially responsible leader. Like all parents, she wants him to be safe as well.

Goals

- » wants transparency in admission and financial aid processes
- » high academic quality
- » generous financial aid

AUDIENCE: INFLUENCERS

These are people outside students' families who are influential in the college search process.

PERSONA

SHAWN SCOTT

The Public School Counselor



- » 32, counselor at a large public high school
- » has a lot of advisees
- » primary access: desktop computer at school

“I help kids find the schools they are most comfortable attending, where they have a realistic chance of gaining acceptance and financial aid.”

Shawn is a high school counselor at a large public school in Tallahassee, Florida. He works with students as they transition to their next steps, including what educational choices will help them achieve their future goals. Most of his college-bound students need scholarships and grants. Because he has only so much time to help each student, he needs to find academic and financial aid information quickly on each school's website.

Goals

- » wants to use his time with each student efficiently, so school websites that are easy to navigate are the most helpful
- » needs quick access to the gist of the school as well as what majors it offers
- » needs clear, easy-to-find financial aid information

HILLARY PORTER

The Private School Counselor



- » 42, graduate of Yale
- » schedules biweekly meetings with college-bound seniors
- » schedules monthly phone calls with their parents
- » primary access: tablet, desktop

“What's the difference between co-majors, integrated co-majors, and concentrations?”

Hillary stays in frequent touch with her students and their parents during the college process. She understands that parent buy-in is critical to students attending their college of choice. She's advising a student she believes would be a good candidate for Oxford with her strong academic profile and interest in tennis and studio art. Hillary knows that the parents of her students value prestige as well as generous financial aid, despite their average income of \$250,000 a year. Schools that give their children access to vast alumni and business networks are important to them as well.

Goals

- » pairing her students to colleges with the best fit academically and personally
- » choosing a school that parents will approve
- » selecting schools with strong academic reputations

VOICE

Voice is the personality or style of your writing—what sometimes is thought of as your attitude toward your audience. It helps you catch your readers' attention and establish a relationship with them. Voice is important in the work we do, because it establishes consistency across a website or family of publications.

The Emory essence is about inquisitiveness, optimism, impact, and purpose. The Oxford College voice echoes these sentiments.

- » Use a confident voice.
- » Use an active voice.
- » Be conversational.
- » Be concise, keeping your message direct and the length of your piece in check.

TO NE

Tone is a subset of your voice; it conveys the mood or attitude of each piece. If voice is the personality of your piece, then tone is the mood. Your tone will vary from piece to piece, but only within the consistent voice you have established.

TO NE WORDS

We have established a set of tone words that express the core traits of Oxford College and reflect its personality. These words are not to be used in copy, but they should inspire the way you communicate with different audiences. The tone will shift depending on the audience, but all communications should use the following words as a guide.

GOOD-NATURED

We are friendly and warm.

OPEN-MINDED

We embrace difference in our community and the world.

CURIOUS

We are eager to learn.

VIBRANT

There's an energy and forward momentum to what we do.

INTENTIONAL

We are deliberate in our curriculum, methods, and instruction.

COLLABORATIVE

We work together toward common goals.

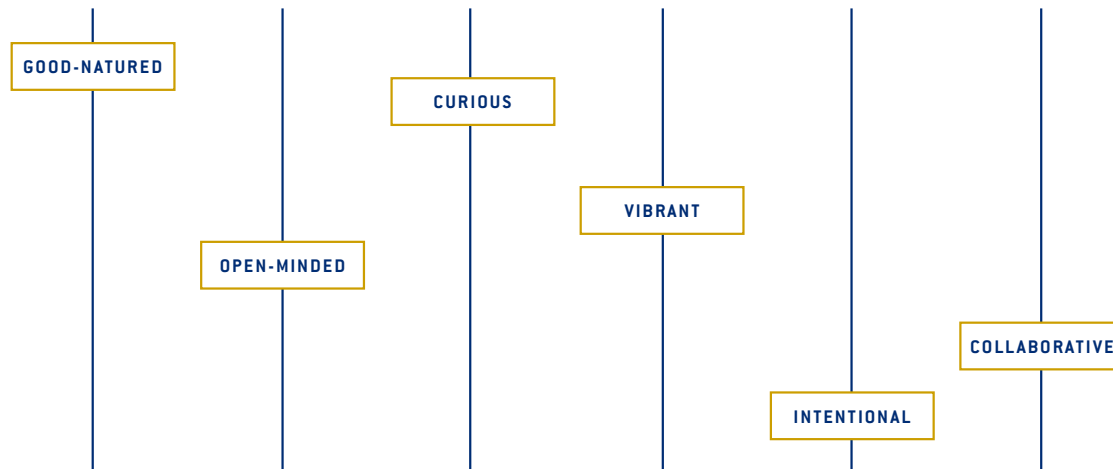
TO NE

AUDIENCE TONE

All audiences are not alike, so the degree to which different audiences feel the tone words should vary. You can dial up or dial down certain tone words when you are communicating with different audiences.

STUDENTS

When writing for a student audience—which could include prospective and current students—you might emphasize Good-Natured and Curious.



EXAMPLES

The following writing samples demonstrate the breadth and depth of the communication strategy. There is no direct use of the tone words or pillars, but the elements create a coherent set of messages, even though each is crafted for different uses and audiences.

Why study liberal arts?

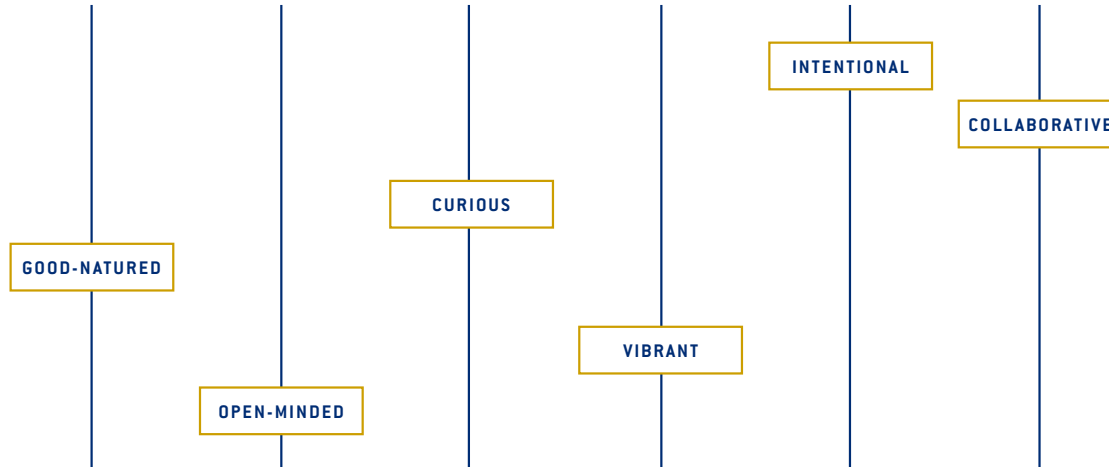
Liberal arts is the study of subjects including science, languages, literature, and math that teach you to write, think critically, and solve problems. You'll gain a foundation for you, but also for humanity, preparing you to serve, lead, and change the world.

Yes, studying liberal arts will help you get a job. And at Oxford, you'll study liberal arts to create new knowledge so you can make an impact.

tone: examples

parents

But a parent audience—whether skeptical or international—might hear different tones, such as Intentional and Collaborative.

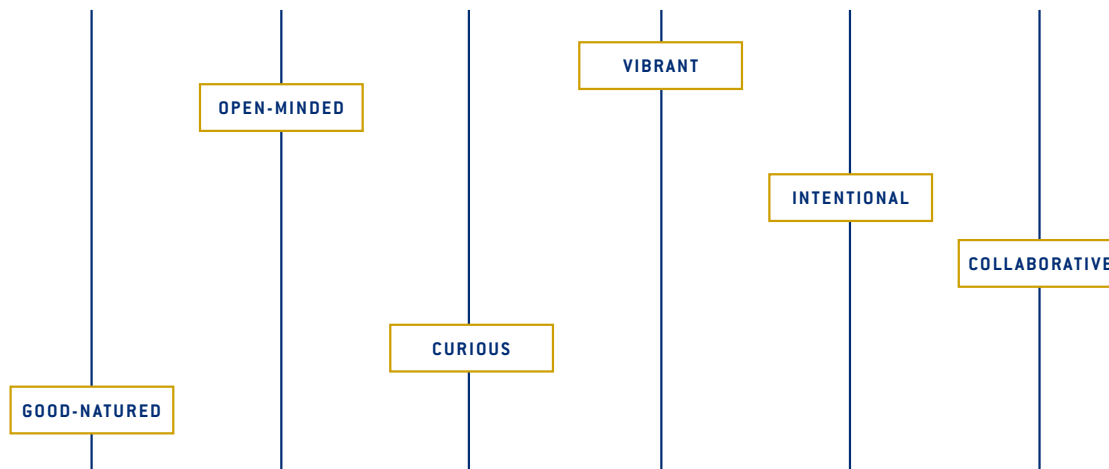


Even though students at Emory College and Oxford College live on different campuses, our diverse, involved community is one—a dynamic home of resources, inspiration, and friends to help your student explore their passions and make a difference in the world. They'll join our community for four years and a lifetime, and wonder what they ever did without it.

tone: examples

influencers

For an audience of high school counselors in private and public schools who advise students about the best college fit for them, the tone might be Vibrant and Open-Minded.



Oxford College does academics differently. In an ever-changing, complex, and diverse world, our students learn in the classroom and in the real world through service learning, research, travel, and leadership programs. They learn about themselves and others in a close-knit community that values thoughtful inquiry and inclusivity. Through this and more, Oxford students learn how to be the change agents and caring leaders the world needs.

PUTTING THE LANGUAGE STRATEGY TO WORK

These language guidelines can be used in many ways. You should work to align your messaging with the Oxford College brand pillars and platform, while keeping your personas in mind.

- » When you send out digital communications, you should select stories with themes that reflect a different pillar each week or month.
- » In electronic and printed communications, you should vary your voice and tone to communicate a single pillar several ways to reach your intended audiences.
- » Remember to use consistent terms and names for places, spaces, programs, and services.

As you create your communication vehicle, be sure to maintain continuity between your message and other elements, such as design.

PUTTING THE LANGUAGE STRATEGY TO WORK: EXAMPLES

DIGITAL MESSAGING STRATEGIES BY PERSONA

These strategies were developed based on what we learned during Discovery, including the positives and negatives of different audience interactions with Oxford College. Using that information, we built the personas, and these messaging strategies were created as a result of the frustrations and opportunities connected to each persona. We have geared these tactics to specific persona audiences; however, you may find that many of these tactics can be adjusted to work with additional persona audiences.

THE TOP HUMANITIES/NON-STEM STUDENT

Target this persona audience with specific messaging promoting Emory University and Oxford College humanities offerings, the specific benefits of studying liberal arts at a research university, and the value of liberal arts education.

1 / Web: Feature facts about the liberal arts at Oxford throughout the academics vertical of the website.

These will have a specific call-out design to make them stand out. A few ideas: What are liberal arts; Liberal arts is different at a research university; Apply your liberal arts learning in the Covington or Atlanta community; Oxford is devoted to the liberal arts.

2 / Video: This age group communicates by video. Create a series of very brief videos called "I love liberal arts." Post them on the Oxford admission vertical landing page or email them to prospective students. They should feature topics like Liberal arts at Oxford and What can I do with a liberal arts major?

3 / Social: Do regular posts to the Oxford College story on Instagram by Oxford students and featuring Oxford students planning to major in humanities and showing what they are doing now at Oxford.

THE STEM STUDENT

Although many students apply to Emory with an interest in STEM fields, they may get lost in the current push to appeal to humanities majors. Make sure to keep this persona in the loop by showing how they can indeed enjoy the best of both worlds—a top-notch science program as part of a well-rounded liberal arts education.

1 / Web: Although the number of prospective students interested in the bioengineering program is relatively small, the program's high rank appeals to top students. Make sure the program's microsite is easy to find and prominently linked to from Oxford's website.

2 / Video: A video tour specifically of the inside of the science building and videos featuring science offerings at Oxford, narrated by students and showing research opportunities available to prospective STEM majors. It might be nice as well to show how many students double major or major-minor in both science and humanities disciplines.

THE COMMUNITY-ORIENTED STUDENT

This persona is outwardly focused and sees social media as another form of community. Use those avenues on the web and through Oxford's own social presence to let them see how rich and involved the student community is at Oxford.

1 / Email: In describing campus life, be sure to send the link to Oxford's SGA FB page in addition to main channels so that prospective students can see/follow student-sponsored events on campus.

2 / Video: Create half- to one-minute videos of distinctively Oxford events/programs and post them to social media including but not limited to the farm, the new Wonderful Wednesdays, Pancake Breakfast, the exam-break petting zoo, Holi, Cookies at Candler, sports matches, music and theater performances, etc.

3 / Social: Oxford has a wonderful social media presence that's student-focused. Make sure to include images/news of the many types of student groups and activities available there.

PUTTING THE LANGUAGE STRATEGY TO WORK: EXAMPLES

THE INTERNATIONAL STUDENT

This persona has few in-person ways of engaging with campus and current students prior to applying and/or enrolling. Digital platforms are very important to their understanding of the college and sense of place.

1 / Web: Better combine/link international student pages on the Oxford website so that there's a one-stop place for them on the Oxford web.

2 / Social: Have an international student takeover of Instagram or other social platforms to highlight the ways in which Oxford acclimates and supports its students from outside the US and the sense of community they too feel at Oxford. Use IG stories to highlight pertinent deadlines/information to international students.

3 / Video: Create student-focused and/or produced short videos of international student orientation and/or campus life to appear on the international student page, Oxford's YouTube channel, and social media.

THE ACTIVE AND ENGAGED STUDENT

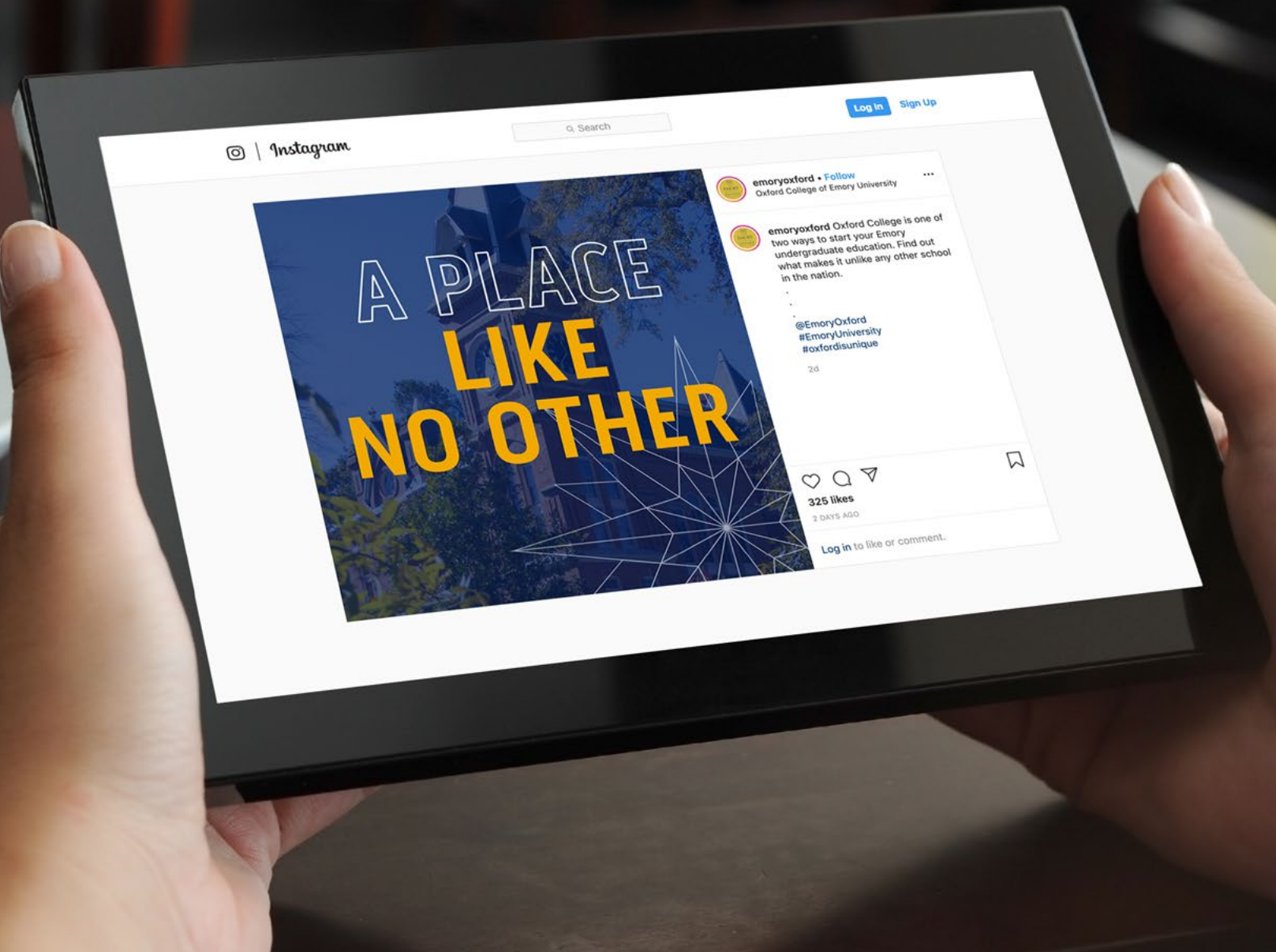
This persona wants to try new things and do it all, and what better place for that than a university that lets you study in two colleges on two campuses. Get this idea out in as many ways as you can, highlighting the value of studying at two schools, not just one.

1 / Web: Include call-outs on the website that feature how Oxford is unique. Since we know students don't read a site like a book but rather google for different pages and facts, feature these call-outs in many spots. They will describe the the benefits of starting at Oxford College, what a continuee is, and the many choices to come.

2 / Web/Social: This persona wants to explore and be engaged on campus, so make sure they have a good view of what's happening on campus. When students sign up for a visit on the website, whether virtual or in-person, make following Oxford on social media part of the sign-up process, describing it as just another way to visit campus. Share the social opportunities for Oxford clubs and organizations, resources like the farm, and more.

3 / Social: Post one idea at a time—just enough to capture the attention of a busy student—on Instagram that highlights Oxford's true uniqueness, and allow readers to click and learn more.

PUTTING THE LANGUAGE STRATEGY TO WORK: ACTIVE AND ENGAGED STUDENT EXAMPLE



PUTTING THE LANGUAGE STRATEGY TO WORK: EXAMPLES

THE INTERNATIONAL PARENT

This persona wants a safe, supportive environment for her child as well as a sure path to future success.

1 / Email: Parents read, so take advantage of it. Email this persona with facts about Oxford that target their concerns: our close-knit community, esteemed academics, and Emory University rankings.

2 / Web: When writing copy for the website, keep the concerns of these parents in mind, and figure out ways to meet them: show videos or pictures of student residence halls, describe the surrounding area and towns of Oxford and Covington, highlight the supportive and concerned faculty, emphasize the value of an Oxford education, and prominently feature outcomes.

THE SKEPTICAL PARENT

This persona needs lots of information and wooing, preferably by mail or with printed materials, to build a trusting relationship to Oxford.

1 / Email: Give parents a chance to sign up with their student either at college fairs or campus visits to receive emails to prospective students.

2 / Mail: Assure this parent that you care by touching base via snail mail with information about academics, Oxford's relationship to Emory, the transition to the Atlanta campus, and student programming through the viewbook or by other means (i.e., postcards with one idea they can point out to their student).

3 / Web: The parent portal site can speak directly to this parent, who will have more questions than most about academic/curricular quality and opportunities for her child. Anticipate the kinds of questions a skeptical parent would have and be sure to provide answers or resources to more information regarding financial aid, research and internship opportunities, outcomes, and more.

PUTTING THE LANGUAGE STRATEGY TO WORK:
SKEPTICAL PARENT EXAMPLE

A hand is holding a dark blue graduation card. On the left side of the card is a profile photograph of a young Black woman wearing a black graduation cap with a gold tassel. The text on the card is white and yellow. The word 'After' is in a white serif font, followed by a yellow graphic of three parallel chevrons pointing right. Below this, the word 'OXFORD' is written in a large, white, outlined sans-serif font. Underneath 'OXFORD', there is a paragraph of white text: 'You'll move on to Emory College, Goizueta Business School, or Emory's School of Nursing to complete your undergraduate degree.' The card is held in front of a stack of other similar cards, and the background is a dark blue fabric with a repeating pattern of small white stars.

After 

OXFORD

You'll move on to Emory College, Goizueta Business School, or Emory's School of Nursing to complete your undergraduate degree.

PUTTING THE LANGUAGE STRATEGY TO WORK: EXAMPLES

THE PUBLIC SCHOOL COUNSELOR

This persona is responsible for a lot of students, and so he needs to be able to find information quickly, and he needs to have the gist of the school articulated for him, so he can share it with his students.

1 / Email: Develop a series of emails that are brief and that address the concerns of public high school counselors: What is Oxford College? What kind of financial aid do you offer? Where are you located? What majors do you have? What are your outcomes? What are your important deadlines?

2 / Web: The apply.emory.edu site has the beginnings of a solid counselor site. On the Oxford admission landing page, feature call outs for the counselor population, and direct counselors to the apply site. Additionally, augment the apply site offerings, based on what you hear of this population's needs, either through in-person conversations, interviews, or surveys.

THE PRIVATE SCHOOL COUNSELOR

This technologically proficient persona needs to be able to give her students a thorough overview of the academic and extracurricular opportunities available at Oxford to ensure the college is the right fit for them. Use tactics to reach public school counselors for them as well.

1 / Web: Create a 30-minute webinar for private high school counselors held after the first of the calendar year to give them information for the second-semester juniors for whom they'll begin college advising in the spring. Send webinar link to all counselors via **email**.

SECTION 03

CONCEPTS

CONCEPTS: WEBSITE





A PLACE LIKE NO OTHER

Oxford College is a place where liberal arts prepares you to put your ideas to work.

One of two ways to start your Emory undergraduate education, Oxford College has a place for you.



LIFE AT OXFORD

Rooted in a history marked by innovation and purpose, Oxford's warm community, commitment to student leadership, and devotion to the liberal arts stands out.

[EXPLORE WHAT MAKES OXFORD UNIQUE](#)



ACADEMICS

Known for innovative liberal arts and great teaching, and recognized for its signature programs, Oxford academics will challenge and inspire you.

[LEARN MORE ABOUT ACADEMICS AT OXFORD](#)



ADMISSION AND AID

Find out more about admission and financial aid at Oxford, from important dates and deadlines to what we look for in an applicant.

[APPLY TO OXFORD](#)



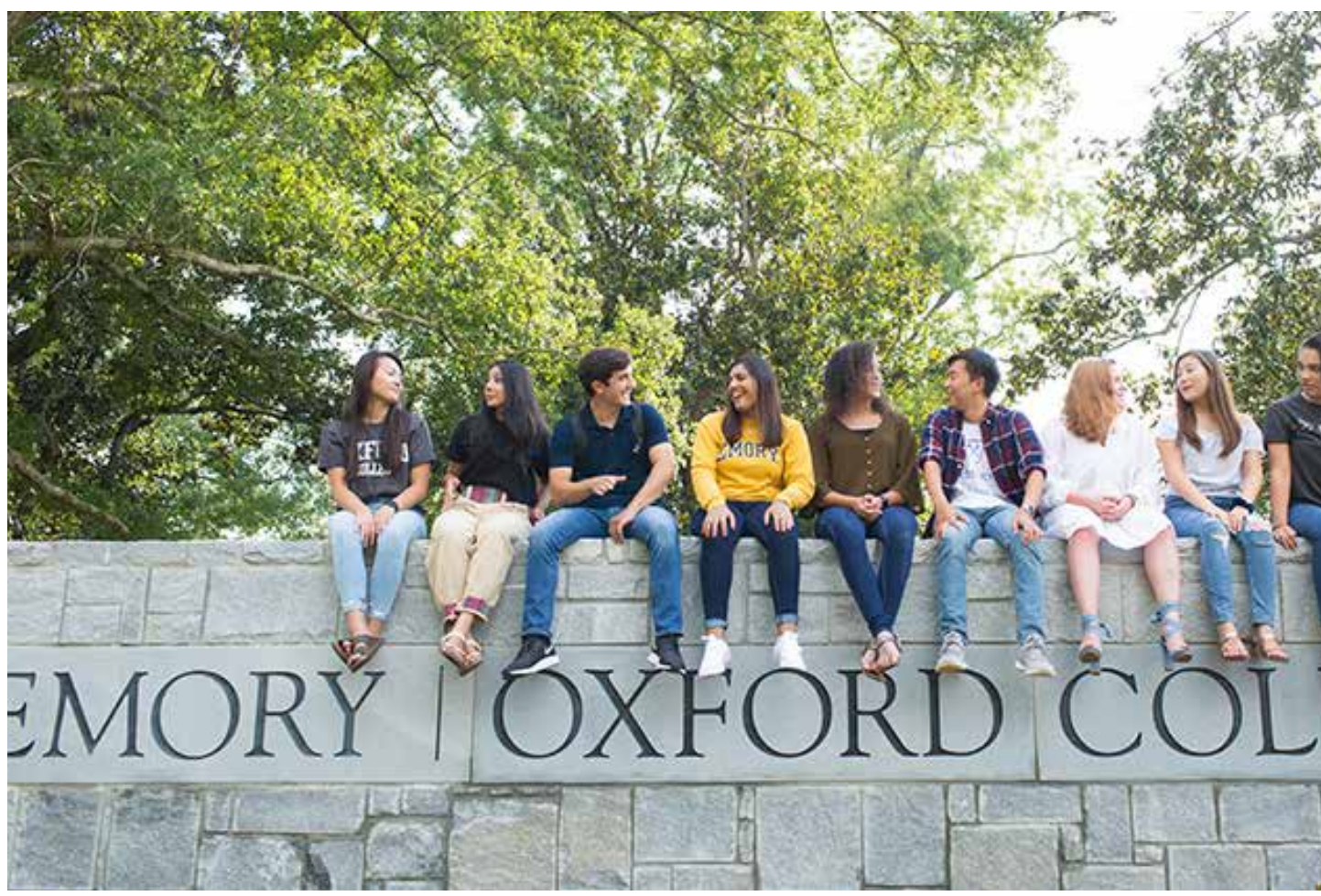
RESOURCES

Learn more about the resources and programs that enhance the Oxford experience.

[TAKE A LOOK AT RESOURCES AT OXFORD](#)

OXFORD NEWS

[VIEW ALL NEWS](#)



ACADEMICS

Emory welcomes first students in Class of 2024

On Dec. 11, 730 students were admitted to Oxford College, Emory College or both to start the Class of 2024.



CAMPUS LIFE

[Arts calendar sparkles with holiday spirit this December](#)



ACADEMICS

[Students explore cultural influences in Spain](#)



ATHLETICS

[Oxford women's tennis earns national title for fifth year](#)

UPCOMING OXFORD EVENTS

[VIEW ALL EVENTS](#)

WED JAN 8 **Ox Men's Basketball v. Georgia Highlands**
4:00 PM

MON JAN 13 **ATL Bound for second-year students**
All Day

MON JAN 13 **Oxford Student-Alumni Networking Night**
7:00 PM

TUE JAN 21 **Oxford MLK Scholars Reunion**
5:30 PM

OXFORD ON INSTAGRAM



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EMORY



Oxford College of Emory University

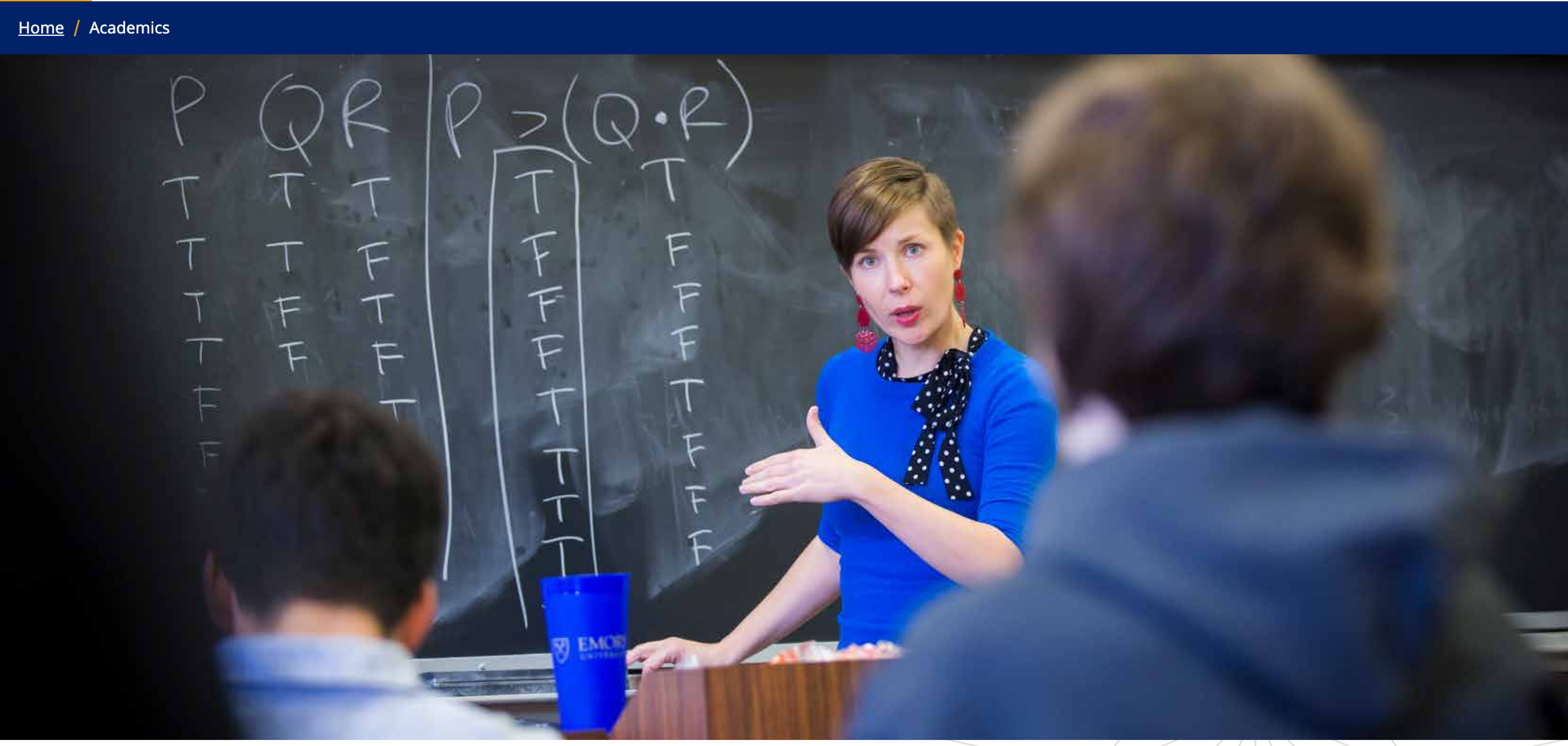
801 Emory Street
Oxford, Georgia 30054

770-784-8888



Contact Us
Emergency Information
Directory
Careers

Virtual Tour
Directions
Campus Map
Visit



ACADEMICS

Oxford College's innovative curriculum prepares you for an ever-changing, complex, and diverse world. You'll uncover knowledge in the classroom and in the real world through our signature academic programs and study in one or more of Emory's 80+ majors and 60+ minors. Through this and much more, you and your classmates will become the change agents and thoughtful leaders the world needs.

Areas of Study

Spend your two years at Oxford fulfilling Emory's General Education Requirements with an eye toward your eventual major. More than half of our students double major.

[ALL MAJORS AND MINORS](#)

[COURSE CATALOG](#)

SEARCH MAJORS AND MINORS

SIGNATURE ACADEMIC PROGRAMS

We do liberal arts differently here. Our innovative curriculum allows you customize your education with signature programs that fully immerse you in what you learn.



Service Learning

Courses that take you into the local community, where you can combine theory with practice and apply what you've learned in the classroom through service.

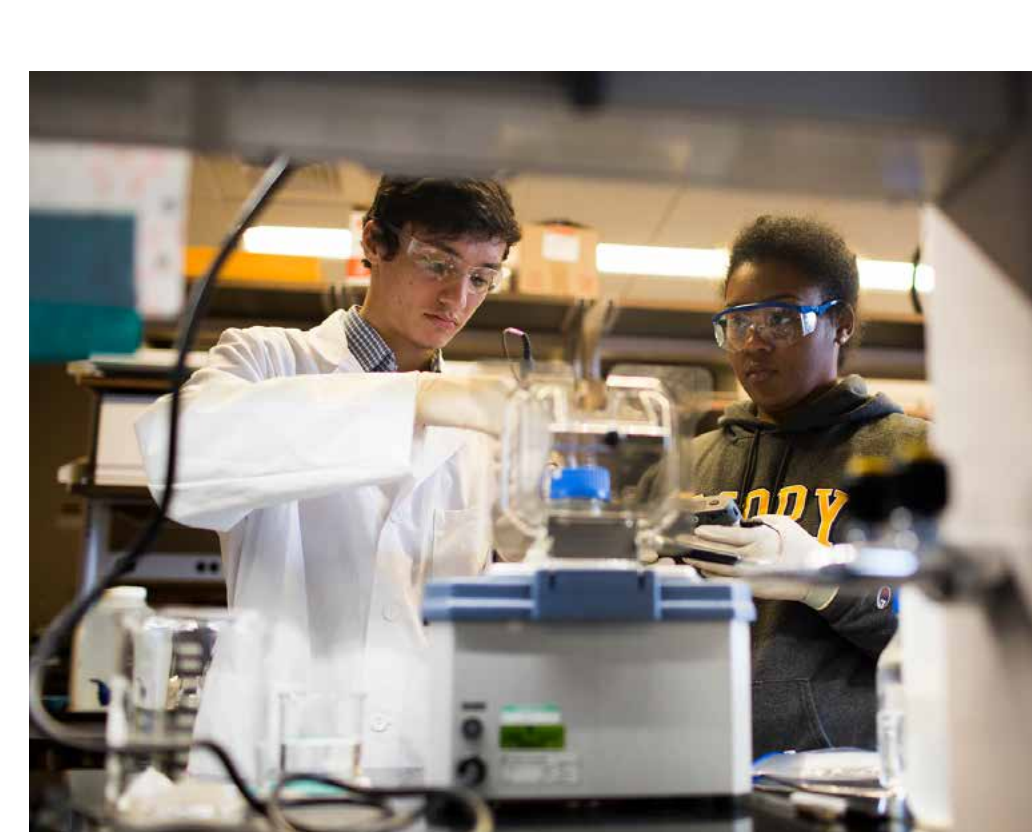
[LEARN THROUGH SERVICE](#)



Global Learning

Travel courses combine academics with experience. Travel to learn and to contribute in various communities in Georgia, the US and around the world.

[LEARN THROUGH TRAVEL](#)



Student Research

Conduct research in the humanities, sciences, and social sciences in your first and second years of college in academic areas that interest you.

[HANDS-ON LEARNING](#)



Applied Arts

Students who participate in the arts at Oxford expand their total educational experience through theater, dance, music, film, and visual arts.

[ARTS EDUCATION](#)



Internships

Take a step toward a potential career with internships that let you learn with real on-the-job experience.

[LEARN THROUGH INTERNSHIPS](#)

DISCOVERY SEMINARS

In this signature academic experience, each first-year student enrolls in a fall semester Discovery Seminar (DSC 101Q), the first step in Oxford's novel general education curriculum focused on discovery, exploration, and reflection. Choose one of 30 intriguing courses led by a faculty member who'll also serve as your academic adviser.

[EXPLORE OUR DISCOVERY SEMINARS](#)

RESOURCES AND SUPPORT



General Education Requirements

Classes required to complete your undergraduate degree at Emory.



Academic Calendar

Important dates and deadlines to remember during fall and spring semesters.



Oxford Library

Explore the digital and print resources at Oxford and Emory's other libraries.



Academic Support Center

Academic services and resources during your time at Oxford.

UNIQUELY OXFORD



Part of Emory University

Emory was founded more than 180 years ago on the Oxford campus. The university's earliest history took place here.

[Emory and Oxford College](#)



Leading at Oxford

You'll have the chance to be a leader as soon as you arrive at Oxford in sports, clubs and organizations, and the arts.

[Leadership at Oxford](#)



Career Outcomes

Oxford students stand out when they transition to Emory's Atlanta campus and in the lives they lead postgraduation.

[Life after Oxford and Emory](#)

There's no place quite like Oxford. From academics that challenge and inspire you, to unparalleled opportunities to learn and practice leadership, to a community that stands firmly behind you, Oxford is an extraordinary start to your Emory education.

[SEE WHAT ELSE IS DISTINCTIVELY OXFORD](#)

FACULTY

Other faculty are exploring new practices in their commitment to teaching and stellar faculty at other institutions in nationally recognized best practices in college classrooms. They are lead scholars too—recognized for their research and ideas through the books, articles, and papers they write and the presentations they give.



Pearl Dowe

Asa Griggs Candler Professor
Political Science and African American Studies

Interests: African American women's political ambition and public leadership

[MORE ABOUT PEARL DOWE](#)

[SCHOLARSHIP](#)



Deric Shannon

Associate Professor
Sociology

Interests: global political economy, the sociology of food, sustainability, and ecology

[MORE ABOUT DERIC SHANNON](#)

[SCHOLARSHIP](#)



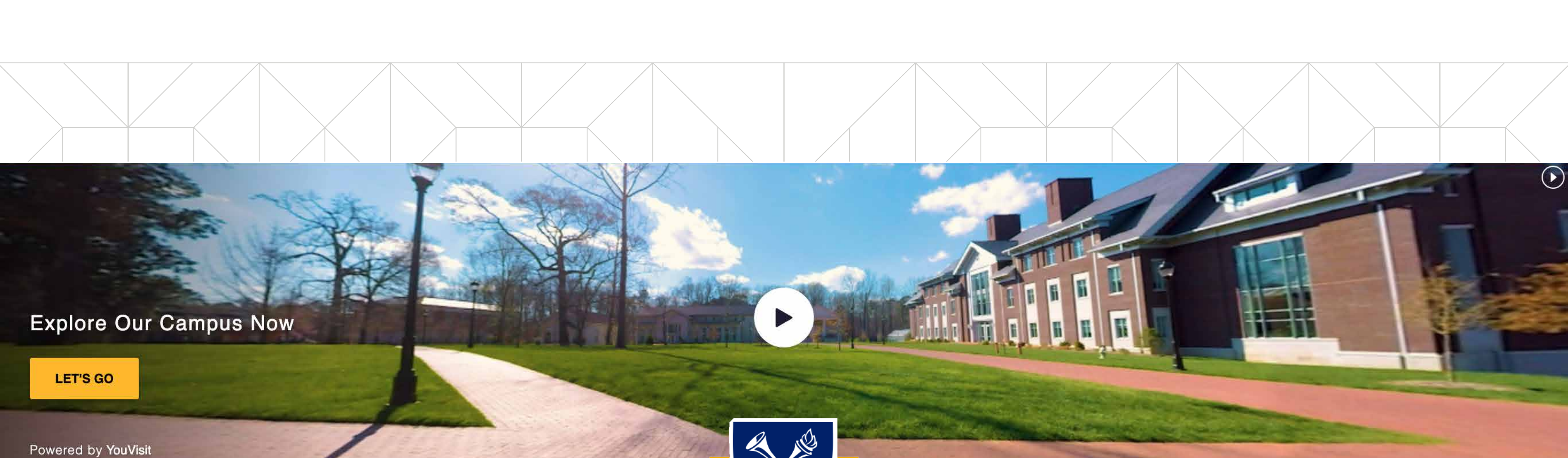
Effrosyni Seitaridou

Associate Professor
Physics

Interests: communication mechanism of bacterial cells within biofilms grown inside microfluidics

[MORE ABOUT EFFROSYNI SEITARIDOU](#)

[SCHOLARSHIP](#)



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ACADEMICS

MAJORS AND MINORS

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DISCOVERY SEMINARS

RESOURCES AND SUPPORT ▾

GERS

Academic Calendar

Oxford Library

Advising Support Center

UNIQUELY OXFORD

FACULTY ▾

CONTACT US

Lauren Braun

Assistant Dean for Academic Affairs and Director

Advising Support Center

[✉ Lauren.a.braun@emory.edu](mailto:Lauren.a.braun@emory.edu)

[📞 770.784.4507](tel:770.784.4507)

Ian Jesse

Associate Director of Academic Advising

[✉ Ian.jesse@emory.edu](mailto:Ian.jesse@emory.edu)

[📞 770.784.4630](tel:770.784.4630)

Asia Wynn

Program Coordinator

[✉ Asia.hall@emory.edu](mailto:Asia.hall@emory.edu)

[📞 770.784.8436](tel:770.784.8436)

Advising Support Center

At the Advising Support Center, we'll help you navigate your academic career while you're at Oxford, plan for your continuation to Atlanta campus, and make sure you reach your goals at Emory and beyond.

GUIDANCE FOR YOUR FIRST TWO YEARS

Working with your faculty adviser—you'll connect even before you arrive on campus—the Advising Support Center will support and guide you during your time at Oxford.

- Getting you settled on campus and ready for [New Student Orientation](#)
- Meeting your [degree requirements](#).
- Managing routine academic requests such as registration and course withdrawals
- Addressing academic concerns such as midterm deficiencies, course absences, and your GPA

PLANNING FOR YOUR NEXT TWO YEARS AND BEYOND

Even while you're focusing on your Oxford experience, the Advising Support Center will keep your eye on the future, planning for your continuation to the Atlanta campus and your career goals.

- Choosing your major
- Planning for study abroad
- Transitioning to Emory's Atlanta campus and choosing where to spend your junior and senior years, whether [Emory College](#), the [Nell Hodgson Woodruff School of Nursing](#), or [Goizueta Business School](#)
- Guiding you through career and preprofessional advising
- Preparing for Commencement and graduation



PEER RESOURCES

Through academic tutoring and programming for health and wellness, Oxford students provide resources to help their peers succeed.

Supplemental Instruction

An academic assistance program, Supplemental Instruction provides peer tutoring for historically difficult courses at Oxford College. Faculty select and Supplemental Instruction hires, trains, and oversees students who have the demonstrated mastery of course material and leadership skills to lead weekly review sessions.

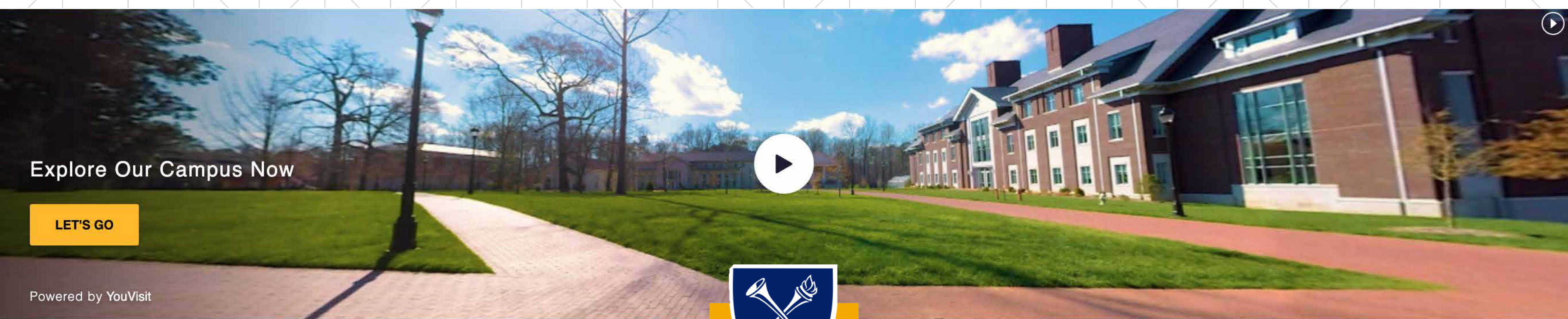
- Designed to help any student, not just the students who are not doing well in the class.
- Evidence shows that regularly attending Supplemental Instruction sessions can increase a student's grade by a half to a full letter grade.

[▶▶ Learn more about Supplemental Instruction](#)

Healthy Eagles

Our Healthy Eagle Peer Educators increase awareness of student health issues and empower peers to become the healthiest they can be. Healthy Eagles lead Lunch and Learn tables at the dining hall, National Collegiate Alcohol Awareness Week, stress busters for finals, Tea Tuesday and more.

[▶▶ Learn more about Healthy Eagles](#)



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EMORY



Oxford College of Emory University

801 Emory Street
Oxford, Georgia 30054

[📞 770-784-8888](tel:770-784-8888)



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CONCEPTS: WEBSITE COMPARISON

OXFORD COLLEGE

EMORY | OXFORD COLLEGE

LIFE AT OXFORD - ACADEMICS - ADMISSION AND AID - RESOURCES

ALUMNI | GIVING | PARENTS | INSIDE OXFORD

A PLACE LIKE NO OTHER

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One of two ways to start your Emory undergraduate education, Oxford College has a place for you.

EMORY COLLEGE

EMORY | COLLEGE OF ARTS AND SCIENCES

Office for Undergraduate Education

RESOURCES A-Z | NEW STUDENTS | PARENTS AND FAMILIES | OUR STAFF

CURRENT STUDENTS | FACULTY RESOURCES | ACADEMIC PROGRAMS

DISCOVERY. CREATIVITY. IMPACT.

DEFINE YOUR LIBERAL ARTS EDGE AT EMORY COLLEGE.

FIND YOUR OUE ADVISOR

FACULTY AND STAFF RESOURCES

UNDERGRADUATE ADMISSION

EMORY UNIVERSITY

Office of Undergraduate Admission

DISCOVER - ACADEMICS - COMMUNITY - FINANCIAL AID - APPLY

FOR COUNSELORS

EMORY IS

- ▶ bold liberal arts plus fearless research
- ▶ experience to change the world

VISIT

APPLY

CHECK APPLICATION STATUS

FINANCIAL AID

EMORY UNIVERSITY

Office of Financial Aid

UNDERGRADUATE AID - GRADUATE AID - CONTACT

Financial Aid at Emory

We are committed to helping students afford an Emory education.

An education may be the most important investment you and your family will ever make. At Emory, we understand the challenges that face students and families, and how confusing the financial aid process can be. And we're here to help. Through in-depth assessment, careful

SECTION 04

RESOURCES

BRAND AND STRATEGY RESOURCES

 **Communications Strategy Guidelines**

<http://brand.emory.edu>

 **Brand Resources**

<http://communications.emory.edu/resources>

 **Strategic Framework**

<https://one.emory.edu>