DOA Style Guide

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About DOA

DOA is the flagship agency of the State of Wisconsin. Founded in 1959, it has been at the forefront of some of the most significant initiatives in Wisconsin State Government. Learn more on the [DOA Intranet About Us page](#).

Vision: Be the most effective, secure, innovative, and transparent agency for our customers.

Mission: DOA delivers effective and efficient services at the best value to government agencies and the public.

Goals:
- Increase the effectiveness and efficiency of operations.
- Innovate state government.
- Improve customer relations.
- Develop our workforce.
- Ensure safety and security of operations.
- Promote open and transparent government.

DEI Value Statement:

Diversity, Equity, Inclusion, and Belonging are core values at DOA that guide how we build our teams, develop our leaders, and create a culture that empowers everyone to be their authentic selves. We believe that when employees are respected and valued for who they are and are accountable for demonstrating that respect to others, it drives greater engagement and collaboration, ignites creativity and innovation, and fosters connection between teams and those we serve.

Communication Guidelines

Accessibility Standards

WHY SHOULD WE CARE ABOUT ACCESSIBILITY?

The Americans with Disabilities Act (ADA) is a federal civil rights law that prohibits discrimination against people with disabilities in everyday activities. The ADA prohibits discrimination based on disability just as other civil rights laws prohibit discrimination on the basis of race, color, sex, national origin, age, and religion. The ADA guarantees that people with disabilities have the same opportunities as everyone else to enjoy employment opportunities, purchase goods and services, and participate in state and local government programs. **State and local governments must provide people with disabilities an equal opportunity to benefit from all their programs, services, and activities.**

Creating accessible content and ensuring our communications and operations are accessible to people with disabilities is crucial in providing the best possible customer service to the citizens of Wisconsin, regardless of who they are. This is also critical for internal state functions as well, as the state employs a wide and diverse group of people. Providing both our citizens as well as our employees equal access to information, communications, and operations is necessary to ensure our state is as open and transparent as possible.

The guidelines in this document should be considered and incorporated for all written communications, including documentation, emails, and instant messaging.

WHAT YOU'LL FIND IN THIS DOCUMENT

In this document, we'll explore a variety of ways to make your content accessible. Use the anchor links below to jump to any section for more information.

[Alternative Text](#) | [Hyperlink Text](#) | [Headings & Pre-Loaded Styles](#) | [Contrast and Color Accessibility](#) | [Creating Accessible PDFs](#) | [Creating Inclusive Presentations](#) | [Inclusive Language](#) | [Additional Resources](#)

ALTERNATIVE TEXT

Alternative text is the text-based equivalent of a graphic, picture, video, or other visual element. This is important for those with visual disabilities who may be using a screen reader to interpret documents or emails. Without Alternative Text, or Alt Text, the screen reader instead will read the file name of the image or read out the element type which oftentimes does not give appropriate context to the picture or element. Below are guidelines when creating alternative text.

1. **Your alt text should be short, yet descriptive –** alt text is simply meant to convey a graphical element, not to add additional information to a document or communication. A short sentence describing the element is often all you will need.
2. **Ensure your alt text is relevant & contextual** – you often use the same picture or element for a variety of things, but how do you make sure that element's alt text makes sense? Context is key and describing the picture or element in relation to your content will only enhance your alt text's efficiency.
3. **Don't use "image of" or other similar phrases –** even to those using screen readers, it's obvious it's already an image. Using this phrasing or anything similar is redundant.
4. **Screen readers can't read text on images –** If you have a graphic that includes text, screen readers will not be able to interpret them. You will need to include the text in some way in your content or in your alt text.

5. **Don't be redundant –** if the information you are trying to convey in a photo is already elsewhere on your page, don't include it in the alt text. You wouldn't type a sentence twice in a row, so why would you use it again for alt text?
6. **Alt text for graphs is important too –** although alt text for graphs may be significantly more challenging, it's still incredibly important to include this information. Remember these tricks when creating alt text for graphs:
   a. Always include the graph type (bar, pie, line, etc), title, trend, axes, and scale in each graph.
   b. For pie charts, the colors of the slices are not as important as the value of the topics.
   c. Bar or line graphs can have short descriptions if the data is explained elsewhere in the text, otherwise longer alt text may be necessary.
7. **Always include closed captioning or subtitles on videos –** for the hearing impaired, subtitles or closed captioning is extremely important for being able to interact with your content. Without them, these people will be missing crucial information.

Example:

Good alt text for above image*: Close up of red bicycles lined up during the day. A large tree stands in the background.*

Bad alt text for above image*: An image of bicycles.*

Alternatively, if your content is about the Madison B-cycle stands and their availability during summer, your alt text may change instead to read, "Red B-cycles docked, ready for use during the summertime."

If your image serves no purpose beyond visual aid or aesthetics, you are not required to add alt text. However, you still need to mark the image or graphic as decorative, so the screen reader knows to skip this element when scanning the document.

IMPLEMENTING ALT TEXT

In Microsoft Applications (Word, Excel, Outlook, PowerPoint):
1. Right-click on the object (or hold the Ctrl key and click)
2. Select "Edit Alt-Text"
3. In the area "Alt text" you can enter the alt text

If your image is decorative and doesn't need alt text:
1. Right-click on the object (or hold the Ctrl key and click)
2. Select "Edit Alt-Text"
3. Check the "Mark as decorative" box in the alt text pane.

HYPERLINK TEXT

Hyperlink text is not something many people think of when thinking about accessibility, but it is also an important part of making your communications accessible. Follow these tips below to ensure your hyperlinks are accessible.

1. **Don't use "click here" or just "here" for hyperlinks –** these phrases are not contextual and don't give any information about where the hyperlink will lead.
2. **Using titles, phrases, or proper nouns as links are recommended –** for example, on a webpage about a statute or new executive order, a sentence may read as follows: "The new executive order #102 states that all Wisconsinites can now pet dogs." A good place to link the executive order would be the phrase "executive order #102." This hyperlink text gives a better idea of where the link will lead rather than "click here."
3. **Embed links within the text –** for screen readers, reading a link that is not embedded in text can be messy and confusing for someone utilizing adaptive technology. *Always* hyperlink the text instead of just pasting the link as is on the page.
4. **Don't force people to click a link just to see where it goes –** your hyperlink text should be contextual, so you are not forcing people to click a link just to figure out what it is. Your hyperlink text should be descriptive enough that when a user clicks on the link they know where they are going.
5. **Tabbing can be used to jump between links** – this is another reason it is incredibly important to use contextual hyperlink language as well as the correct styles (next section) for your content. Sometimes users will click links without reading the content around it. Many users with screen readers will tab between links to find what they need.

Example of a good set of links:
- *There are several things to consider in [creating accessible link text](#).*
- *Learn [the difference between accessible, usable, and universal design](#).*
- *[The article, "The Veil of Ignorance"](#), challenges readers to imagine awakening in a new reality in which they are no longer the person they were with a potentially new social/economic status, gender, ethnicity, appearance, disability or combination. How would this impact the readers approach to design, from building and devices to the Internet?*

APPROPRIATE USE OF HEADINGS & PRE-LOADED STYLES

The pre-loaded styles and headings used in like Word and Excel aren't just for show – these are a key feature in assistive technologies. Using these appropriately will ensure your information is accessible and adheres to branding standards. Use the tips below to help you design webpages and documents while utilizing styles properly.

1. **Screen readers will read out heading levels –** therefore it is important to use pre-loaded styles. These are coded in a way that will allow screen readers to understand headings, subheadings, and body text. This gives important contextual clues to those using screen readers and allows them to interact with the information like a seeing person would.
2. **Tabbing levels rely on pre-loaded font styles –** those with physical disabilities sometimes cannot use a mouse or a trackpad. Instead, these individuals rely on tabbing through a document or webpage to read it. Without the use of styles and headings, tabbing is rendered nearly useless.
3. **Use headings to divide your content –** this seems relatively obvious, but in the context of screen readers, a user can skip from heading to heading to get a feel for the content on the page, much like a seeing person would do. Ensure your headings are relevant, yet descriptive, so anyone can quickly browse through your content to find what they need, no matter what technology they are using.

You can find the pre-loaded styles in the "Styles" tab at the top of your ribbon bar in all Microsoft applications (Word, Excel, Outlook, PowerPoint)

CONTRAST AND COLOR ACCESSIBILITY

Contrast and color use are vital to accessibility. Users, including users with visual disabilities, must be able to perceive content. Web Content Accessibility Guidelines (WCAG) provide numerous resources to help you understand how color can affect your content's accessibility.

UNDERSTANDING CONTRAST RATIOS

Contrast is a measure of the difference in perceived "luminance" or brightness between two colors (the phrase "color contrast" is never used). This brightness difference is expressed as a ratio ranging from 1:1 (e.g. white text on a white background) to 21:1 (e.g., black text on a white background). To give a frame of reference, on a white background:

Pure red (#FF0000) has a ratio of 4:1. I am red text.

Pure green (#00FF00) has a very low ratio of 1.4:1. I am green text.

Pure blue (#000FF) has a contrast ratio of 8.6:1. I am blue text.

To ensure your content is perceivable, your color ratio should be, at a minimum, 4.5:1. In reviewing the previous examples of red, green, and blue text against a white background, blue is the only color that passes this standard. There are only a few exceptions to this rule:

- Large Text: Large-scale text and images of large-scale text have a contrast ratio of at least 3:1.
- Incidental: Text or images of text that are part of an inactive user interface component, that are pure decoration, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement.
- Logotypes: Text that is part of a logo or brand name has no contrast requirement.

USING COLOR

No specific color or color combination, such as red and green, are prohibited, as long as both text and non-text elements have enough contrast. However, color should not be used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element.

For example:

In the table below, a set of homework assignments is highlighted based on the status of the project. The only indication that a project is missing, late, or incomplete is the color – this is inaccessible to someone who is blind and is confusing for someone who is colorblind.

Not Using Color Properly		Using Color Properly	
Assignment		**Assignment**	**Status**
What I did this summer vacation		What I did this summer vacation	Missing
My favorite movie		My favorite movie	Complete
My favorite animal		My favorite animal	Late
What I had for dinner last night		What I had for dinner last night	Complete

An easy fix is to simply add an additional category or column that includes the text equivalent of what the color is conveying. You can still use color to reinforce this information as long as color is not the *only* way the information is addressed. In fact, the color highlights make the information more accessible to users who can see the color difference.

CREATING ACCESSIBLE PDFS

Creating accessible PDFs is relatively easy. Use the tips and tricks below to check the accessibility of your PDF documents before you send them to others or distribute them.

1. **Use the Accessibility Checker** – this built-in tool from Adobe will check your document and provide suggestions. Please see instructions below on how to access the accessibility checker. *Please note that this feature is only available in Adobe Acrobat Pro.*
2. **Convert scanned text** – make sure the document contains real text (scanned documents often render text as unreadable). If it doesn't, recreate the PDF file using the source document.
3. **Set the document language** – setting the document language allows some screen readers to switch to the appropriate language.
4. **Use Alt Text and Color appropriately** – as we covered in earlier sections, alternative text and color accessibility apply to PDFs and documents as well.
5. **Check the reading order** – Review the order of the tags in the tags pane to ensure the correct reading order. Drag and drop to change the order if it's incorrect.
6. **Check form fields and buttons** – if the PDF is intended to be interactive (or fillable), add meaningful labels to the fillable fields and buttons. Double check their tabbing order and provide clear instructions.

USING THE ACCESSIBILITY CHECKER IN ADOBE ACROBAT PRO

Please note that the accessibility checker is only available in Adobe Acrobat Pro. If you are only using Adobe Reader, this functionality is not available to you.

If you are only using Adobe Reader, make sure you create an accessible Word Document first before converting it into a PDF.

1. Start by selecting Accessibility Tools.
2. Select Full Check command from the Accessibility Tools panel to open the Accessibility Checker Options dialog, select the Report Options to save the results as an HTML file or attach the report to the document.

3. Use the default "All Pages" to check all pages or select a page range to check on individual sections of a document.
4. Select a Category of Document, Page Content, Forms, Tables and Lists, or Alternate Text and Headings to modify the accessibility Checking Options. By default, everything but "tables must have a summary" is checked.
5. Select the Start Checking button to begin the full check.

For instructions with pictures, please visit the [Adobe Acrobat Accessibility Checker page](#).

CREATING INCLUSIVE PRESENTATIONS

Creating inclusive presentations doesn't require hours of additional work, especially when you build your presentations with people with disabilities in mind. In addition to the other topics included in this guide, use the tips below to help you create an accessible presentation for everyone.

1. **Use or offer captioning –** live captioning may require additional technology, but you can create captions for recorded presentations or videos. Microsoft Teams has a native captioning feature for meetings and live events, and recordings uploaded to streaming sites like YouTube or Microsoft Stream will often automatically add [closed captions](#) to your videos.
2. **Provide audio or video description of the presentation** – for viewers who may be visually impaired, having descriptions of key visual information from your presentation is important. In a live event like a webinar or presentation, often the speaker will provide this description.
3. **Include text transcripts** - There are a variety of situations in which you may want to provide a text transcript.
   a. To support the audio recording of a public meeting
   b. To make a podcast or slide presentation accessible
   c. To supplement a captioned video

If there are visual elements, the text transcript should include a description of those elements. While you may be tempted to ask someone in your office to transcribe the audio file, that can be impractical. A single hour of audio can run as much as 100 pages of text! If your meeting is supported by live captioning, or CART (communication access real-time translation), you can ask for a transcript after the session.

An easy way to make sure your presentations are accessible is using [this checklist from the Minnesota Office of Accessibility.](#) These checklists can help you determine if your multimedia is accessible and the steps you should take to ensure access to your content.

CLOSED CAPTIONING VS OPEN CAPTIONING VS SUBTITLES

You have probably heard the term "closed captioning," but did you know there's also open captioning? The difference is simple; closed captioning gives the user or viewer the option not to see the included captions of a video. However, open captioning is permanent captioning that cannot be closed.

Now you may be wondering, what's the difference between captions and subtitles? The difference is subtle, but an important distinction to make. While captions provide a way for viewers who cannot hear to experience the video in its entirety, subtitles provide an accessible way for speakers of any language to watch the video.

One of the key differences between them is that captions will often provide additional customization for the viewer to enhance their video experience. Subtitles and captions can sometimes go hand in hand.

The words and language you use to describe individuals with disabilities matter. Use the guidelines below to keep your language inclusive, respectful, and neutral.

1. **Ask if an individual is willing to disclose their disability.** If you are describing a specific person, *always* make sure you know whether they are willing to share their disability. Not all disabilities are visible, and some people wish to keep their privacy about their health. Never assume someone is willing to disclose their disability.

2. **Emphasize abilities, not limitations.** Using language that emphasizes what people can do instead of what they can't is empowering. For example, use "person who uses a wheelchair" instead of "wheelchair-bound."

3. **In general, refer to the person first, and disability second.** People with disabilities are, first and foremost, people. A person with a disability isn't their disability; referring to them as their disability first erases who they are beyond it. This is called Person-First Language.

4. **Always ask individuals' language preferences.** People with disabilities have different preferences when referring to their disability. Some people see their disability as an essential part of who they are and prefer to identify with their disability first – this is called Identity-First Language. Others prefer Person-First Language. Examples of Identity-First Language include identifying someone as a *deaf person* instead of a *person who is deaf*, or an *autistic person* instead of a *person with autism*. In non-specific language, default to Person-First Language.

5. **Use neutral language.** Do not use language that portrays the person as passive or suggests a lack of something. Avoid terms such as *victim, invalid, defective.*

6. **Use language that emphasizes the need for accessibility rather than the presence of a disability.** For example, use "accessible parking" rather than "handicapped parking." Note that "handicapped" is an outdated and unacceptable term to use when referring to individuals or accessible environments.

7. **Avoid condescending euphemisms.** Words like *differently-abled, challenged, handi-capable,* or *special* are considered condescending.

8. **Don't use offensive language.** Terms like *freak, retard, lame, imbecile, vegetable, cripple, crazy, or psycho* are offensive.

9. **Describing people without disabilities.** In discussions that include people both with and without disabilities, do not use words that imply negative stereotypes of those with disabilities. Instead of saying "normal, healthy, able-bodied, or whole" use "people/person without disabilities."

10. **Avoid language that perpetuates negative or harmful stereotypes.** Much work needs to be done to break down stigma around psychiatric disabilities. The American Psychiatric Association has new guidelines for communicating responsibly about mental health. Some examples include "they have a bipolar diagnosis" instead of "they are bipolar, or they are manic-depressive"; "is receiving mental health services" instead of "mental health patient"; "person with schizophrenia" instead of "schizophrenic, schizo."

11. **Portray successful people with disabilities in a balanced way, not as heroic or superhuman.** Do not make assumptions by saying a person with a disability is heroic or inspiring because they are simply living their lives. Stereotypes may raise false expectations that everyone – with a disability is or should be an inspiration.

12. **Do not mention someone's disability unless it is *essential* to the story.** Only mention someone's disability when it is relevant to the story or content you are creating. The fact someone is blind or uses a wheelchair may not be relevant to the story, and thus including it as a descriptor adds no value. For example, say "Board president Chris Jones called the meeting to order." Do not say, "Board president Chris Jones, who is blind, called the meeting to order." It's ok to identify someone's disability if it is essential to the story. For example, "Amy Jones, who uses a wheelchair, spoke about her experience with using accessible transportation."

The most important thing to remember when writing about people is to remember that everyone is a person, with their own stories, challenges, quirks, and backgrounds. Treating everyone with respect and kindness is the best way to ensure your language is inclusive.

ACCESSIBILITY RESOURCES

[World Wide Web Consortium (w3c) Resources about Web Accessibility](#)
[How People with Disabilities Use the Web](#)
[Minnesota Office of Accessibility](#) (hands-on training)
[Screen Reader Demonstration Video](#)
[Web Content Accessibility Guidelines (WCAG) 2.1](#)
[Contrast Ratio Tool](#)
[ADA Primer for State and Local Governments](#)
[ADA National Network: Guidelines for Writing](#)
[LEADER Training for Web Accessibility](#)

DOA Logo and Use Standards

Our logo is one of most identifiable and important aspects of how we are seen in the world, and it's important to preserve our logo and ensure it is used consistently. The following use guidelines are for internal purposes only. The DOA logo should not be shared or used for partner materials, endorsements, or other purposes without express permission from DOA Communications or DOA Legal. New logos should not be created for programs or Divisions without express permission.

The official DOA logo comes in two color options:

Standard *blue and gold*   **White** *for use on dark backgrounds*

Appropriate use of the logo requires maintaining clear space around the logo, and to never distort, squeeze, edit, or change the logo in any way.

The DOA official color palette includes:

 Dark Blue
Hex #395069
RGB 57, 80, 105

 Gold
Hex #E4C45A
RBG 228, 196, 90

 Dark Grey
Hex# 525C66
RGB 82, 92, 102

Writing and Plain Language Tips

Plain language is clear, concise, organized, and appropriate for the intended audience. See the Federal Plain Language Guidelines.

Use gender-neutral, or gender-inclusive language. See EO 121 guidance document for details and strategies.

Top 10 Principles for Plain Language (adopted from the National Archives list):

1. Write for the average reader, not yourself. Address the individual rather than a group of people; use pronouns.
    o i.e. – You should do X to apply vs. Applicants should do X to apply.
2. State your major point(s) first before going into details.
3. Stick to your topic. Limit each paragraph to one idea and keep it short.
4. Write in active voice. Use the passive voice only in rare cases.
    o i.e., The Department has proposed new regulations (active) vs. Regulations have been proposed by the Department (passive).
5. Use short sentences as much as possible; split up run-on sentences into smaller ones.
6. Use everyday words and stick to present tense whenever possible. If you must use technical terms or acronyms, explain them on the first reference.
7. Omit unneeded words.
8. Keep the subject and verb close together.
9. Use headings, lists, and tables to make reading easier.
10. Proofread your work and have a colleague proof it as well.

Apostrophe Use

Refrain from using DOA's or Department's.
Example: The DEHCR Veterans Rental Assistance Program (VRAP) provides support for people who need it.

Oxford Comma Rule

When including a list of items, use an oxford comma to separate 3 items or more:
Example: DOA strives to be the most effective, secure, innovative, and transparent agency for our customers.

Spacing After a Period

Please use just one space after a period. It is not necessary to include an extra space.

Web Style Guide

Text Guidelines

Most of your pages will be made up of text. We aim to achieve consistency between pages for a seamless look and feel – especially for the consumer so they are easily able to navigate through the site. Below are some important things to consider when styling your text.

1. **Use bold and italics sparingly –** it gets confusing if too many items on your page are emphasized. Use both bold and italicizing very rarely. If in doubt, just leave it as regular text.

2. **Don't underline –** this can get confusing, especially when most hyperlinks are underlined. If something needs to be emphasized, use bold, italics, or one of the preloaded font options.

3. **Use preloaded fonts -** There are a few preloaded fonts on the Tyler Technologies template – always stick to these. Below are these styles defined (and includes their CSS tags).
   a. "Paragraph" (<p>) – this is the most basic text style. It is big enough to accommodate accessibility, and clean enough to read easily. Use this for body paragraphs, lists, and most text that is not a heading.
   b. "Heading 1" (<h1>) – this is the largest heading option you have. Use this exclusively for top level headers.
   c. "Heading 2" (<h2>) – Generally use in the sidebars on pages for navigation. Very similar in look to heading 1, but font size is slightly smaller.
   d. "Heading 3" (<h3>) – most frequently used for sub headers, pairs nicely with Heading One. (There is a second heading 3, this is blue instead of black.)
   e. "Heading 4 (<h4>) – if you need a third level of headers, this is the best option. Looks similar to Heading 3, but font size is slightly smaller. (There is a second heading 4, this is blue instead of black).

4. **"Text Styles" –** avoid these styles altogether.

5. **Avoid using exclusively bulleted or numbered lists on a page.** This looks unfinished, and messy. There should always be introductory text. Avoid using extremely long bulleted or numbered lists on a single page. If you have a long list of items, use a table or an accordion.
   a. Please see "Table Guidelines" below before building a table.
   b. If you need an accordion built, contact the DOA Web Manager.

6. **Pay attention to colors and text styles –** this will make the webpage fail to meet accessibility standards for the U.S. Stick to the pre-loaded styles. There are also color and contrast guidelines for color use on websites.

Table Guidelines

Tables are a great way to avoid having long lists of items on your page. They are clean, easily readable, and organize your content in a consistent, smart way. Guidelines on best practices for tables are listed below.

1. The 'insert table' feature can be found in the Insert ribbon. This works almost the same way as the table feature in Microsoft Word.
2. If you have a table that is longer than 15-20 rows, please contact the DOA Web Manager for a different solution, as long tables are not user-friendly.
3. Ensure all your tables are consistent across your website – this includes styling and purpose.

Photo Guidelines

There are many ways to incorporate photos into your pages. Please see below for some best practices.

1. Please see the [Managing Images in SharePoint Guideline](#) created by Tyler Technologies regarding managing images on your webpage.
2. When using an image, stock art, or a photo for your webpage, make sure you have the license to do so. Do not copy and paste images from Google.
3. Ensure images include diverse representation.
4. There are wonderful free resources on https://dreamstime.com, https://unsplash.com/ as well as the full image library from https://images.travelwisconsin.com/

Video Guidelines

Videos can be embedded on your page; however, they must be embedded from YouTube.

1. Please see the [Webmasters Embedding Content](#) page to learn more.
2. If you cannot embed videos, you do not have the correct permissions. Please contact the [DOA Web Manager](#) to assist you.

Layout Guidelines

The layout of your page is very important to ensuring a seamless transition between all parts of your site. Below are a few guidelines for the best layouts possible.

1. The best layouts have varying elements – text, links, and photos. Sometimes this isn't always possible, so do your best to make the layout interesting and engaging.
2. The preferred template layouts are the left sidebar and the full width page layout.
   a. Left sidebar: has 3 main editable sections, one on the left that runs the full length of the page, and two that take up the rest of the page. This one is great for using the left bar as a navigation panel, and the main sections for your content.
   b. Full width: great for pages you don't need to link back to anything, or embedding other content such as newsletters, infographics, or photos.
   c. Right sidebar: has 2 main editable sections; one on the right that runs the length of the page, and another that takes up the remaining space. This layout isn't recommended because navigation is generally found on the left-hand side of the page (English reads left to right).

Document Guidelines

Documents are a vital part of building a successful webpage. Follow the guidelines below to prevent any issues with documentation in SharePoint.

1. *Always* save your documents as PDFs – the only exception to this is if you want your document to be editable (a form, or a workbook). Always upload as a PDF in any other case to preserve the integrity (both in writing and style) of your document.
2. File Naming Convention – to ensure a consistent website management system and maintain version control of pages and documents on the DOA external website, the following naming convention rules are required for webpages:
   a. Use CamelCase - capitalize the first letter of each word - rather than using spaces or underscores. *Example: RiskManagement2021.pdf*
   b. Where acronyms are used in file names, the acronym should appear in all capitals, and the first letter of the following word should also be capitalized.
      Example: DOARiskManagement2021.pdf
3. Do not use the word "draft" in any file names.

4. Do not use version numbers in file names. SharePoint tracks versions and allows you to restore an older version if you have uploaded a new one by mistake. Keep file names for the same document the absolute same when uploading into SharePoint.
    a. Easy tip – rename these files on your local drive (G: or S: or your own F: drive) but keep the most recent version the name you have on SharePoint. *Example: Current version is DETRates.pdf, while older versions on your drive can be named DETRatesJuly, DETRatesMay, etc.*
5. File review timeline – ensure you are reviewing important documentation at least once every 3-4 months to ensure the most up-to-date and accurate information is represented.

Additional Information & Contact

If you would like to learn more about how to edit and maintain your webpage in the SharePoint site, please visit the Tyler Technologies Webmasters Portal for additional information. This site is maintained by Tyler Technologies.

Writing for the Web – this guide provides user-friendly tips on writing for the web.
Web Writing Style Guide – reiterates many of the points above but will give more information!
Plain Language – more information about plain language in the DOA Style Guide.

If you would like additional content and more in-depth design features, please contact the DOA Web Manager.

Templates

Document Template

Document, Margin, and Font Use – see **Letterhead Template**

Please note: You can use the official template above to update your Division administrator/contact information as needed! We are streamlining the use of templates to make updates easier and minimize confusion.

- The following fonts are all acceptable for official documents, to ensure consistency and professional presentation:
    - Arial
    - Calibri
    - Montserrat
    - Open Sans
    - Times New Roman

- When in doubt, stick with established fonts in Word or other programs.

- Suggested margins are moderate: 1 inch from top/bottom, and 0.75 inches from the sides.

Email Signature Template

Use this template for your email signature in Outlook for a more consistent brand of DOA.

FIRST LAST | Title
Department of Administration
Division of (Name)
Bureau of (Name)
email@wisconsin.gov
Main: (608) 111-0000 | Direct: (608) 111-0000

Additional items that can be added to Your Signature

Survey:
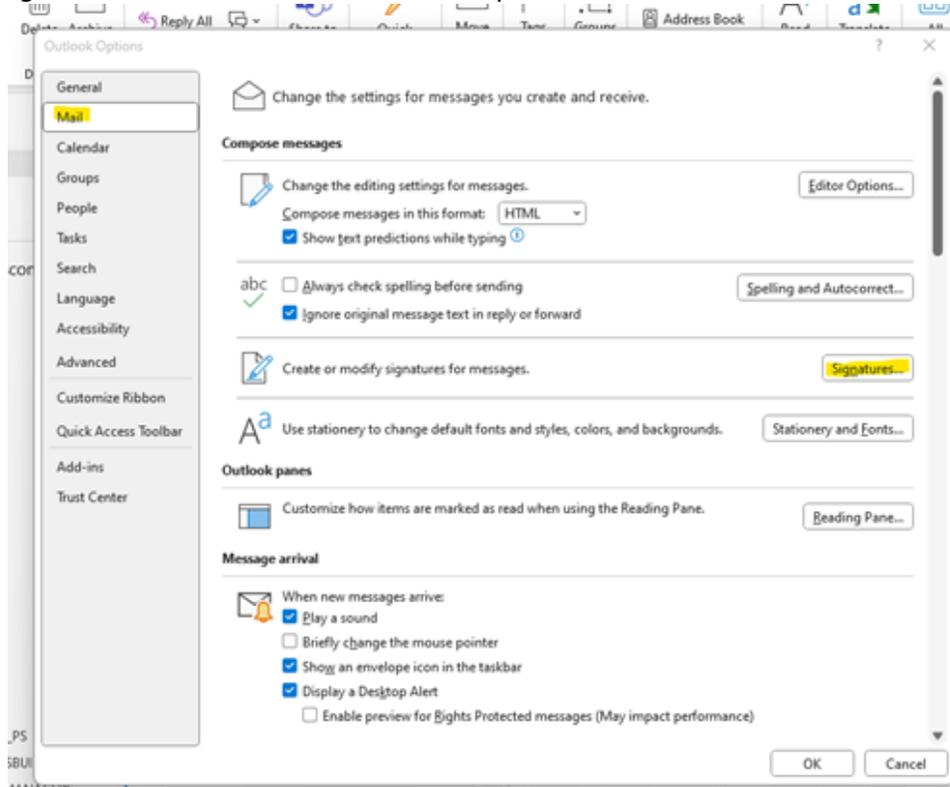*(Name) values your feedback. Please visit the (Survey Link) to tell us how we did.*

Pronouns:
(Name) *(Pronouns)*
Examples: *She/her · He/him · They/them*

How to Create a Signature in Outlook

1. First, access your signature by opening Outlook and selecting *File > Options*. Then select *Signatures* in the *Mail* section of the Options menu.

2. Copy the entire signature and the image and update the signature with your information.

   John Doe | Title
   Department of Administration
   Division of Enterprise Technology
   Bureau name
   Phone: (608) xxx-xxxx
   John.Doe@Wisconsin.gov

3. To update the email address link, highlight the text and select the link icon on the far right-hand side. On the left side of the prompt box select *Email Address* and edit the highlighted fields.
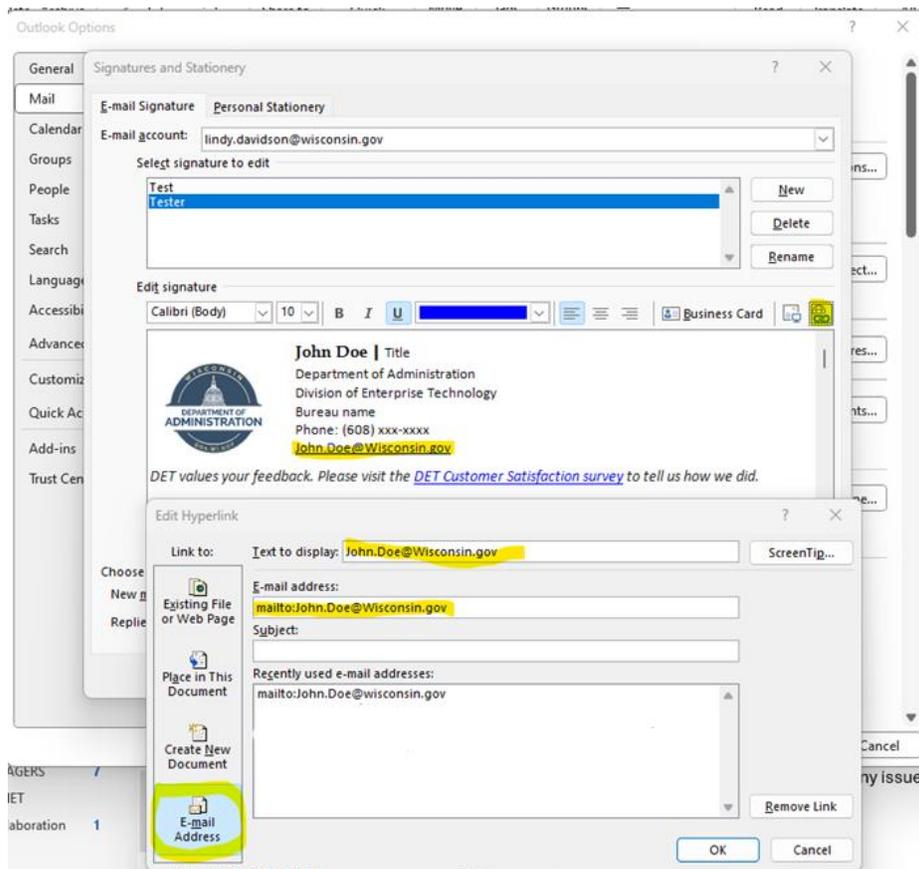
PowerPoint Template and Guidelines

Use of the official **DOA PPT Template** provides multiple options to customize your content, while ensuring a consistent look and feel. Please use the following guidelines when creating and sharing your content via PowerPoint:

1. Use at least 44 font size for headings, 32 font size for subheaders, and **minimum 20 font size for slide text**. Keep it legible.

2. Ensure consistent font and size use throughout your presentation.

3. One main idea per slide. Use visuals.

4. Minimize the number of words per slide and use no more than 6 bullets per slide.

5. Include description details in the notes, rather than on the slide itself.

6. If you can't read or see it on a slide, it does not belong on a slide. Avoid eye charts!

7. Make sure to include an introductory slide as well as a closing slide with contact information.

8. If you need assistance creating a professional-looking presentation, please reach out to DOA Communications for help.
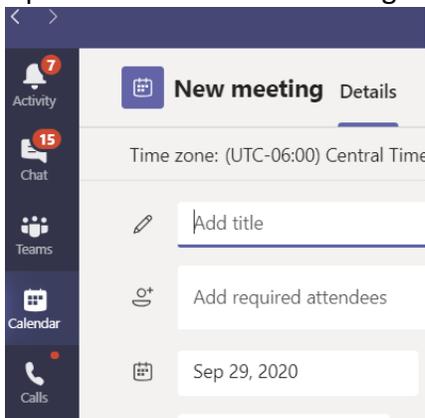
Profile Photos/Avatars

A profile picture is the image that represents your interactions across the Microsoft platform. Your picture is an important part of your profile because it gives your connections and messages a first impression of you. Your profile photo will become part of your official communications as an employee and in your capacity as a government employee representing the agency.

Guidelines for Profile Photos:
- Use a recent photo of yourself.
- Your photo should be centered and in focus.
- Ensure your visible attire is professional.
- Authorized state logos can be used in place of a photo.

HOW TO ADD A PROFILE PICTURE TO TEAMS

1. Open Microsoft Teams and sign in.

2. Click on your current picture at the upper right of the screen. If you do not have a picture it will appear as an avatar.

3. Hover over the picture circle, '**Change profile photo**' appears, click on it.
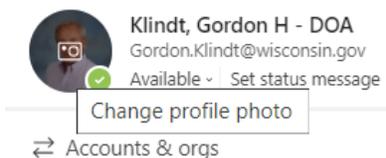
4. In the 'Change your profile picture' select Upload picture

5. Navigate to where you have a picture stored.
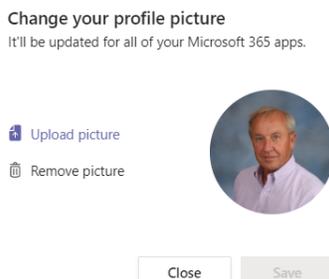6. Select the **image**.
7. Click the **Open** button.
8. Click the Save button.
9. You are done!

HOW TO ADD A PHOTO FRAME TO YOUR PICTURE IN TEAMS

1. Open the Photo frame Template.
2. Right click in the center of the circle and select "format background".
3. Click the radio button that says "picture or texture fill".
4. Scroll down to source & click "insert".
5. Find your picture on your computer.
6. You can use the offset buttons to move the pic around if needed.
7. Click File and Save as.
8. Change file type to JPEG or PNG.
9. Name and save the file.
10. In Teams click on your profile picture in the top right corner. Upload your new picture & Save.

Template for DOA Photo Frame:

HOW TO ADD A PROFILE PICTURE TO OUTLOOK

1. Open Outlook and sign in, and then click "File." In the Account Information page, right of the Accounts Setting is the Image box, click on "Change."

2. You will be routed to the **Microsoft login** page, login with your state credentials. The **Change your photo** page will be presented.
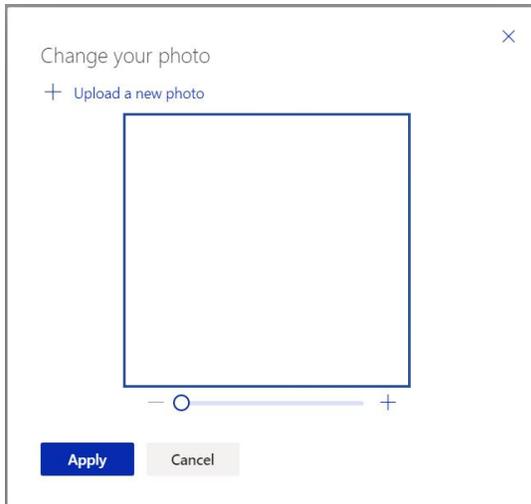
3. Click on the Upload a new photo.
4. Select your photo from your Pictures folder or where you have stored your image, center the photo, and click on Apply. You're done!

Acronym Guide

DOA Divisions

Department / Division	Bureau / Program	Meaning
DOA		Department of Administration
Cap PD		Wisconsin State Capitol Police
DEBF		Division of Executive Budget & Finance
	SBO	State Budget Office
	SCO	State Controller's Office
DEHCR		Division of Energy, Housing, & Community Resources
	OSCE	Office of Sustainability & Clean Energy
DEO		Division of Enterprise Operations
	BFM	Bureau of Financial Management
	BSRM	Bureau of State Risk Management
	COOP / COG	Continuity of Operations / Continuity of Government
	NCSB	National Community Service Board (Serve Wisconsin)
	SBOP	State Bureau of Procurement
	SDP	Supplier Diversity Program
	SPO	State Prosecutor's Office
	VW	Volkswagen Mitigation Program
	WiRF	Wisconsin Rescue Fund Team
	WWC	Wisconsin Women's Council
DET		Division of Enterprise Technology
	BBAS	Bureau of Business Application Support
	BBS	Bureau of Business Services
	BIS	Bureau of Infrastructure Support
	BPAD	Bureau of Publishing and Distribution
	BSS	Bureau of Service Support
	OTASP	Office of Technical Architecture & Service Provisioning
DFD		Division of Facilities Development
DFTS		Division of Facilities & Transportation Services
	SRC	State Records Center

DHA			Division of Hearings & Appeals
DIR			Division of Intergovernmental Relations
DLS			Division of Legal Services
DPM			Division of Personnel Management
	BEI		Bureau of Equity & Inclusion
	BTD		Bureau of Training & Development
SO			Secretary's Office
STAR			State Transforming Agency Services

Wisconsin State Agencies

DATCP	Department of Agriculture, Trade & Consumer Protection
DCF	Department of Children & Families
DOC	Department of Corrections
DFI	Department of Financial Institutions
DHS	Department of Health Services
DOJ	Department of Justice
DMA	Department of Military Affairs
DNR	Department of Natural Resources
DPI	Department of Public Instruction
DOR	Department of Revenue
DSPS	Department of Safety & Professional Services
DOT	Department of Transportation
DVA	Department of Veterans Affairs
DWD	Department of Workforce Development
OCI	Office of the Commissioner of Insurance
PSC	Public Service Commission
SOS	Secretary of State
WEDC	Wisconsin Economic Development Corporation
WEM	Wisconsin Emergency Management
WHEDA	Wisconsin Housing & Economic Development Authority
WSP	Wisconsin State Patrol

Councils, Commissions, Boards and Offices

BPDD	Board for People with Developmental Disabilities
BCPL	Board of the Commissioners of Public Lands
BOALTC	Board on Aging & Long-Term Care
DAIT	District Attorney Information Technology
ECB	Educational Communications Board
HEAB	Higher Education Aid Board
JOCER	Joint Committee on Employee Relations
JLAC	Joint Legislative Audit Committee
KVR	Kickapoo Valley Reserve
LIRC	Labor & Industry Review Board
LAB	Legislative Audit Bureau
LRB	Legislative Review Board
LWR	Lower Wisconsin State Riverway Board
OCR	Office of the Commissioner of Railroads
OMS	Office of Marketing Services
OST	Office of State Treasurer
PRB	Public Records Board
SCERB	State Capital Executive Review Board
SWIB	State of Wisconsin Investment Board
WAB	Wisconsin Arts Boad
WERC	Wisconsin Employment Relations Commission
WHEFA	Wisconsin Health & Educational Facilities Authority
WILAW	Wisconsin State Law Library
WISPD	Office of the Wisconsin State Public Defender
WRS	Wisconsin Retirement System
WTCS	Wisconsin Technical College System

Common State Employee Terms

AWP	Alternative Work Pattern
COA	Chart of Accounts
DMV	Department of Motor Vehicles
EAP	Employee Assistance Program
FMIC	Facilities Management Information Center
GRS	General Records Schedule
GSB	General Services Billing
GWA	General Wage Adjustment

PD	Position Description
RDA	Records Disposition Authority
RFB	Request for Bid
RFP	Request for Proposal
RTS	Request to Staff
VUA	Vehicle Use Agreement