

Brand Identity Guidelines

2018 | Version 1.0



MACQUARIE
University



Brand language

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A SHIFT IN BRAND LANGUAGE

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Our refreshed brand narrative allows us to better differentiate ourselves from our competitors

Our brand language principles form the verbal characteristics that make our brand sound true to who we are.

They differentiate us from our competitors and provide consistency with enough flexibility to talk to our many audiences.

They are our guide for conveying personality, tone and feeling – informing how we can craft unique copy that sounds just like us and reinforces our brand essence of ‘connected intelligence’ time and time again.

4.1.2 Introduction

A VOICE THAT REFLECTS THE BRAND PERSONALITY

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Our distinctive personality must be projected through our language

EACH ONE OF OUR FOUR PERSONALITY
TRAITS HAS BEEN TRANSLATED INTO
A LANGUAGE PRINCIPLE

4.2.1 Language principles

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PERSONALITY TRAIT #1

Collaborative: Open collaboration

Our ability to connect with everyone regardless of their social background, culture, location or skill set, brings us together as one inclusive, collaborative university.

We're proud to have a voice that connects with all individuals from all walks of life. Never elitist, we involve everyone in our story because we believe that we can learn from each other.

Our language must be inviting, inclusive and approachable – Macquarie University is a community that everyone is invited to join and should feel proud to be a part of.

LANGUAGE PRINCIPLE #1

Be on the same page

It all starts with you.
So let's get personal.

We talk to our audience using language that is familiar and inclusive, helping everyone to stay on the same page and share a clear sense of purpose.

By being absolutely clear with our message, everyone feels invited to join the conversation.

IMPLICATIONS

- Help our audience to feel like they're part of our story by putting their world at the centre of ours.
- Keep things simple so we have a better chance of connecting with everyone and not being misunderstood.
- Choose words that feel inviting and language that's friendly and conversational.
- Use a combination of first person plural ('we' and 'our') and second person singular ('you'). This narrative approach helps us to talk with our audiences on their level, making them feel part of the conversation.
- Adopt a friendly, conversational tone. Use contractions in your language, such as 'you're' instead of 'you are'. This will relax the voice and allow your copy to flow more smoothly.

We hear you. Culture is nothing without collaboration

Having one unified voice allows us to call on all our people and ask them to stand up and share their opinions, ideas and inspiration. By working together, we create more opportunities for ourselves, our community and the world.

Teamwork is our culture, so go ahead and speak your mind.

Our campus is a celebration of global culture and local community. We welcome you.

4.2.2 Language principles

PERSONALITY TRAIT #2

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PERSONALITY TRAIT #2

Brave: Empowered imagination

We're not shy of challenging authority. We adopt unconventional approaches to address the most salient topics of the day.

We were created to be different. To stand apart from the rest, with a way of thinking that has never been afraid to challenge both traditional and modern conventions alike. Our rebellious attitude prompts us to adopt a voice that's thought-provoking, clever and continually new.

LANGUAGE PRINCIPLE #2

Embrace paradoxes

We nurture people.
So they can break free.

There's a paradox at the heart of our brand essence: Our ability to challenge conventions is enhanced by our supportive and collegial culture. Tradition and innovation. Togetherness and individuality. Collaboration and competition. The paradoxes that make our narrative rich are plenty.

Our language should embrace them, and by doing so, convey a new perspective about what makes our University such a stimulating institution to engage with.

IMPLICATIONS

- Question the established norms. If something feels like it's been said or done before, point it out. We're always looking to be daring and to be different.
- Show intelligence through the way you're able to 'join the dots', especially when they may appear to contradict each other at a first glance.
- Use a two-step rhythm in the headlines: Start by making a strong statement covering one aspect of our narrative, and then flip the conversation by closing with an opposing yet related perspective.
- Introduce questions in your writing, helping to spark thought.
- Dial up the level of cleverness by introducing word play, reworking idioms and searching for language techniques that will create a smile in the mind of your audience.

Sit back, relax and change the world forever

A comfortable and nurturing space for groundbreaking research.

Find your feet, then break the ground beneath you

This is postgraduate science and engineering at Macquarie University.

Don't hold back.

4.2.3 Language principles

PERSONALITY TRAIT #3

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PERSONALITY TRAIT #3

Clever: Integrated perspectives

We embrace a collegial culture, which allows us to bring real opportunities to life through collaboration.

We were created in the 60s to be different to the education establishment and to provide new opportunities for people who weren't part of the Sydney traditional elite. Our creation story is still very much alive, in fact with greater intensity than ever before.

This notion must be reflected in language that's passionate and energetic, encouraging and aspirational. It must be language that rejects any sense of self-importance and self-entitlement.

LANGUAGE PRINCIPLE #3

Show what's possible

Imagine all the things we could do together.

We celebrate the power of intellectual enquiry when it's pursued within a culture that's supportive and generous. With our eyes firmly focused on the future, we reveal to our audience what exciting opportunities lie ahead.

Ours is the voice of aspiration for a new generation of well-rounded explorers.

IMPLICATIONS

- Write with enthusiasm and energy, always choosing words that reveal our passion for education.
- Place today's conversation in a future context. What's most relevant, poignant and interesting for your audience? Take them there. Get creative.
- Speak about life-changing possibilities, the diversity of options available and the unique outcomes that arise from being a part of the Macquarie University community – then ground these in proven experiences and achievements.
- Avoid clichés. Find a new way to frame your point of view. If you've heard it before, look for a way to say it differently.
- Write in an active not passive voice. Tell them what we're doing, not what's going to be done.

Since 1964, Macquarie University has been doing some seemingly weird and certainly wonderful things. Why? Well, to search for and find medical breakthroughs sooner. To safeguard the environment and the future of ecosystems. To examine the long and short of life, and to enjoy it more. And to stargaze, hopefully into brighter tomorrows.

Imagine what 40,000 students on one campus can achieve together

Every day, students from all walks of life get a step closer to fulfilling their ultimate dream of becoming the greatest version of themselves.

Join them today.

4.2.4 Language principles

PERSONALITY TRAIT #4

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PERSONALITY TRAIT #4

Effective: Real-world impact

We engage with the world around us, and we do it with honesty.

As an engaged institution, we always ask ourselves, 'so what does this mean?', 'what's the ultimate goal of what we do?', and 'how does it impact the world around us?'

Our language isn't verbose and full of jargon – it doesn't hide from the truth or cover things up.

LANGUAGE PRINCIPLE #4

Get to the point that matters

We always start and end by asking, 'so what?'

We value language so much that we use it very wisely – appreciating that it's our tool to remaining honest, true and engaged with the things that we care about.

Through our language we get to the heart of the matter on issues that are big and small, and we focus on things and actions that have consequences.

We bring our stories to life with clarity and directness. In a world that's increasingly complex and ambiguous, it's our responsibility to reveal what's true and full of consequences.

IMPLICATIONS

- Put your story in the bigger social and human context.
- Back it up with facts. If you can ground your conversation in facts, figures, a genuine story or a testimonial – do it.
- Get to the point quickly and make it interesting. Tell it like it is.
- Use short, sharp sentences that create an impact in your writing.
- Be authoritative, but not pompous or jargonistic.

Last year, more than 1100 people died on Australia's roads

Discover how our research into road safety signage is putting a stop to this national tragedy and changing lives for good.

Australia's rivers need help. Urgently

The River Styles framework plays an integral part in the training of the next generation of environmental scientists.

4.2.5 Language principles

OVERARCHING BRAND THEMES

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Our brand positioning can be further reinforced by uncovering themes that align with our narrative

Partnerships
Cross-pollination
Interdisciplinary
System thinking
Integration
Experimentation
Real-world impact
Transformation
Collaboration
Connectedness
Engagement
Community
Without borders
Neo-generalists
Multiskilled

Innovation
Breaking down silos
Brainstorming
Different perspectives
Collegiality
Harmonious divergence
Synergy
Empowered imagination
Industry relevance
Business partnerships
Diversity
Acceptance
Employability
Real-world issues
Mental dexterity

Entrepreneurialism
Incubator hub
Innovation district
Real-world experience
Globally connected
World-changing research
Human-powered ideas
Co-operation
Multiplied potential
Flexibility
Progressive thinking
Big issues
Intellectual exploration
Co-creation
Designer/DJ/engineer

4.3.1 Tones of voice

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While our narrative delivers a single distinctive voice, it's built-in flexibility allows it to be adapted for different purposes and audiences

It does this by employing different tones of voice.

Developing different tones is no straightforward task for a university. No one single factor can determine what tone of voice to adopt. Just think about how you engage with students – the tone varies depending on whether you're having an everyday conversation, whether you're at a graduation ceremony, or whether you're communicating procedures and regulations.

Tones should consider the audience – are they already engaged with the University? – and the channels and purposes of the communication. Context matters when it comes to good copywriting.

We expect you to assess the context of your communication in detail and decide what tone to adopt. These pages are intended to offer some guidance rather than strict rules.

4.3.2 Tones of voice

IMPLICATIONS FOR WRITING STYLE

Our tones of voice change our writing style. Each tone implies a different level of formality, with implications for how we write and speak. The following table provides an overview of how to bring the different tones to life.

Refer to section **4.5.0 Brand Language Protocols** to ensure consistency across all communications.

CASUAL TONE	CORE TONE	INSTITUTIONAL TONE	PROCEDURAL TONE
Take a community perspective – talk to people as members of teams and communities engaging with one another.	Take a big picture perspective – talk to people as global citizens engaged with issues that will shape our future society.	Take a big picture perspective – talk to people as global citizens engaged with issues that will shape our future society and who want to leave a long-lasting legacy.	Take a micro-perspective – focus on conveying the information in the simplest, clearest way possible.
Adopt a friendly, casual tone (avoid being cutesy).	Adopt a friendly, conversational tone.	Adopt an authoritative tone without being pompous or jargonistic.	Adopt a neutral, factual tone without being excessively formal.
Seek to establish an emotional connection with the audience with a focus on immediacy and the everyday (Your future starts now).	Seek to establish an emotional connection with the audience by adopting unconventional approaches and by challenging the status quo (We nurture people. So they can break free).	Seek to establish an emotional connection with the audience by adopting unconventional approaches and inspirational language that implies an impact that will be felt over a long period of time.	The tone should be rational (focusing on factual information) rather than seeking to connect with the audience on an emotional level.
Use the active voice.	Use the active voice.	Use the active voice.	Use the passive voice sparingly and only when it provides greater clarity to the sentence.
Use a combination of first person plural (we and our) and second person singular (you).	Use a combination of first person plural (we and our) and second person singular (you).	Use a combination of first person plural (we and our) and second person singular (you).	Write in the third person (eg the University, the students) and the second person singular (you) when appropriate.
Use contractions widely (that's, you're, can't).	Use contractions (you're instead of you are).	Use contractions sparingly (such as weren't).	Use contractions sparingly (such as weren't).
Always apply correct grammar and punctuation (ie don't write in text speak).	Always apply correct grammar and punctuation.	Always apply correct grammar and punctuation.	Always apply correct grammar and punctuation.
Use colloquial expressions when appropriate (ie will not offend), but avoid acronyms, buzzwords and clichés.	Use colloquial expressions very sparingly and only when appropriate (ie will not offend), but avoid acronyms, buzzwords and clichés.	Don't use colloquial expressions, acronyms, buzzwords or clichés.	Don't use colloquial expressions, acronyms, buzzwords or clichés.
Use humour through word play, reworking idioms and exploring paradoxes.	Use humour through word play, reworking idioms and exploring paradoxes.	Use humour sparingly, through wit rather than jokes.	Don't use humour as it will undermine the message.
Use short, sharp sentences as well as one-liners to create an impact while being as brief as possible.	Use short, sharp sentences that create an impact.	Use a mix of short, sharp sentences and slightly longer sentences to give your writing rhythm and flow.	Focus on one idea or concept per sentence and keep it as brief as possible without compromising meaning.
Keep language simple. Be vivid but not too detailed.	Keep language simple. Be vivid but not too detailed.	Incorporate more technical words and data when expressing complex concepts.	Provide the essential details – facts and figures – and avoid embellishment or creative language.
Introduce fragmented sentences into your writing (eg I'm ready. There's so much to learn.).	Introduce fragmented sentences into your writing (eg I'm ready. There's so much to learn.).	Begin sentences or paragraphs with a point of common knowledge and end with new content to emphasise its importance and provide more gravitas.	Provide instructions according to the sequence in which they should occur (eg Turn the green knob then press the red button not Press the red button after turning the green knob).

4.4.1 Examples

PROSPECTIVE DOMESTIC STUDENTS – CORE TONE

Using our single distinctive voice is integral to producing cohesive communications; however, it can still be adapted for different purposes and audiences. The following examples show how this can be achieved for a variety of purposes and contexts.

A. The heading turns an old saying – ‘There’s no time like the present’ – into a more thought-provoking, forward-thinking call to action.

B. ‘A tradition of being untraditional’ embraces a paradox at the heart of Macquarie University’s ethos.

C. Paragraph 3 sets up a more generous, open, collegial proposition. It’s more about ‘you’ than ‘us’. It also adopts a very energetic, almost exuberant, approach with a sequence of clauses that reflect in an aspirational way what being a student at Macquarie is all about.

D. Paragraphs 4 and 5 set up a more personal and audacious set of outcomes than merely conventional career prospects.

BEFORE

Imagine your future

TRANSFORM YOURSELF WITH MACQUARIE

Macquarie is more than your traditional university.

When you choose Macquarie, you are not only choosing a world-class educational experience, you will also gain access to our first-class facilities, friendly staff and students, and park-like campus.

You will learn from the best and apply your knowledge to real-life situations through PACE, our international exchange program and many other opportunities we provide our students.

Macquarie does more than offer you an exceptional education with outstanding career prospects. Macquarie offers you the opportunity to transform yourself. Through global engagement, real-world experiences and our unique curriculum. Macquarie will help you realise your aspirations, whatever they might be.

So what are you waiting for?

AFTER

There’s no present like the future

START YOURS NOW AT MACQUARIE

Now 50 years young, Macquarie has established a tradition of being untraditional.

Far from the impersonal university stereotype, everything about Macquarie – our staff, facilities and the campus itself – is a welcoming and embracing experience.

Before you can walk, then stride confidently, and finally run, you need a good grounding. We nurture first, providing you with the knowledge and confidence to break free. Then, we can unleash you on the world, be it through PACE, our international exchange program, or countless other real-life experiences and opportunities.

An exceptional education at Macquarie is about personal transformation that brings your aspirations, however sky-high, within reach.

Your time starts now.

4.4.2 Examples

SOCIAL MEDIA – CASUAL TONE

A post on Facebook or Twitter is where a casual tone should come to life in all its intensity. Social media is our opportunity to really dial up our enthusiasm and excitement.

A. Rather than using conventional expressions, such as ‘make sure you get involved’ and ‘student-run organisations and associations’, we’ve adopted a more relaxed and informal language.

B. We use words like ‘heaps’ and ‘congrats’, and contractions like ‘you’ll’ and ‘we’re’ – to help us connect with our audience on their level.

C. We are collegial, always on the same page with our audience and get to the point that matters.

D. We get active in our voice with words such as ‘Go BIG’, placing the subject of Big History and our audience at the heart of the conversation.

E. We are direct and embrace our ‘get to the point that matters’ principle by saying, ‘Need more of a reason to choose Macquarie?’ Use questions to spark thought and conversation, and to establish a more personal connection with the audience.

BEFORE

Macquarie University Future Students

Enrolling at Macquarie?

Make sure you get involved in the many student organised and run associations and groups that keep hundreds of our students involved and entertained!

From food, to sport, to entertainment and more, there’s so much to do!

Congratulations to our University Cheerleading and Dance Teams that have just placed at the annual AASCF Cheer and Dance Nationals competition! Just another example of the thriving talent and motivation of our student groups.

Session 3 starts soon! MT
[@BigHistoryInst](#): Study [#BigHistory](#) over summer – enrol in [#mhis115](#) for Session 3: [handbook.mq.edu.au/2015/Units/UGU...](#)

AFTER

Macquarie University new faces

Attention, Macquarie Newbies...

Our uni life isn’t all work and no play.

Food, sport, entertainment – there are heaps of activities run by students to help you get to know each other, enjoy some time out and maybe blow off a bit of steam...

Speaking of which, congrats to our Cheerleading Team for placing in the AASCF Cheer and Dance Nationals competition. Nice one. Bring your extracurricular talents to campus life.

Don’t be shy.

Go BIG this summer – [#BigHistory](#) is on for Session 3. Enrol in [#mhis115](#) and hit the books with MQ.

What are you waiting for?

4.4.3 Examples

ALUMNI AND SUPPORTERS VIA THE GIVING IMPACT NEWSLETTER – CORE TONE

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This piece has a generous tone overall and even shows some wit – why not? We're talking to a discerning audience who feel part of the family.

A.

While the piece has an overall generous 'core' tone, the introductory paragraph in particular has a more institutional flavour, designed to appeal to Macquarie donors and supporters.

B.

'We look forward to looking back' is a neat paradoxical play on Macquarie's forward-thinking ethos, used to flag a historical event.

BEFORE

Share your Macquarie Story

This year promises to be an exciting one for Macquarie University. June 14 marks our 50th anniversary. We are looking forward to celebrating our Jubilee and all the achievements and developments that we have experienced over the last 50 years.

If you have a story to share from the first 50 years of our University, we would love to hear from you. We're currently collecting memorable stories from alumni and the community about their experiences at Macquarie.

Let us know about the people, places and peculiarities of your Macquarie experience – the things that make us different. Secret spots, notable alumni before they were famous, personal triumphs and definitive moments that have become part of the University's fabric of service and engagement.

Prose, poems, interviews, anecdotes, pictures, video or audio – any medium that best conveys your tale can be accommodated. You can share your story at (url)

AFTER

50 years on, have you got something to add?

A

A 50th anniversary is a time not just for celebration, but also reflection. On past achievements. On roaring successes. Or perhaps heroic failure. On happy and occasionally sad times. On lessons learned. And on people met and admired.

B

June 14 marks the Macquarie University half-century. Over the course of this year, we look forward to looking back.

After all, the university that fine-tuned three Wiggles, helped invent wi-fi and wrote the first Australian English Dictionary surely has thousands of tales to tell.

Perhaps you can help jog our memories? Do you have a story to share with us? Who were the people, where were the places and what were the peculiarities of your personal Macquarie experience?

Whether you're one of our celebrated alumni, a beloved ex-groundkeeper or someone who's observed Macquarie from afar, feel free to enlighten us.

Poetry, prose, picture or post... bring back some Macquarie memories at (url)

4.4.4 Examples

CORPORATE STAKEHOLDERS VIA THE UNIVERSITIES AUSTRALIA WEBSITE – INSTITUTIONAL TONE

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This example shows the beginning of text used to introduce the University on the Universities Australia website. It appears alongside the profile of all the other universities in Australia. The tone is institutional and finds the right balance between promoting Macquarie without feeling too competitive.

A.

We start locating our ‘creation story’ clearly in the 60s. This gives authenticity and depth to our reason for being.

B.

We set up the scene for the key areas of innovation where we have excelled. As we progress through the text, we then explain our most relevant facts and achievements.

C.

Openly positioning Macquarie as an institution that challenged the establishment, and then reverberating with hopefulness and possibilities students first felt when joining the University.

D.

Linking past and present through three facets of our story: the students and staff, the campus and the collaboration with companies. Within just a paragraph or two, we have seamlessly shifted our perspective from our creation story to the emphasis on industry engagement while giving an appealing idea of what our campus looks like.

BEFORE

In 2014, Macquarie University celebrates its Jubilee Year. In just 50 years it has emerged to a position of striking innovation in education and focused excellence in research.

Macquarie was established from the outset to be a different kind of university: it was, and remains, a bold experiment in higher education.

The University has a distinctive mission to serve the needs of industry and community, and is located on an expansive campus in Sydney’s northwest, in the heart of what has become one of Australia’s largest and most vibrant economic and technology precincts.

Macquarie was the first Australian university to provide special entry provisions for mature-age students. It established the first actuarial studies degree in the English-speaking world outside of the US, the world’s first full externally-taught science degree, as well as the first external law degree in Australia.
(...)

AFTER

A — Established in Sydney in 1964, Macquarie University is a progressive voice among universities in Australia and the Asia Pacific. It was created during a time of extraordinary social transformation to be a different kind of university: it was, and will always be, a bold experiment in higher education.

B — True to its founders’ vision, the University has challenged the conventional thinking of academia through innovations in its campus set-up, curricula, interdisciplinary research and engagement with industry and the wider community.

C — In the 60s, Macquarie opened the doors to higher education to people from outside the Sydney establishment: it welcomed female and mature-age students in unprecedented numbers.

D — These young bright people and their mentors joined forces in unique surroundings where faculties and research centres sit together in one magnificent parkland campus. Over the years, the campus has become a magnet for a constellation of companies – all local and global leaders in dynamic sectors including information technology and healthcare. Alongside these companies, the University has established collaborations in R&D, student placement and executive training.
(...)

4.5.1 Brand language protocols

THE ROLE OF HEADINGS AND SUBHEADINGS

The principles and tones of voice illustrated in the previous sections provide a set of recommendations to ensure our language is on brand, consistent yet flexible. They provide a general framework to guide you.

It helps though to also have some more practical protocols – basic rules that’ll make your writing more efficient, so you can focus on the more creative stuff. You may be familiar with most of them – essentially, they’re all about writing in plain English – but it’s worth having them handy.

A. HEADING

Headings are set in sentence case.

B. SUBHEADING

Subheadings are set in upper case.

Note: When crafting subheadings for your communication, ensure your copy doesn’t exceed approximately 15 words.

HEADINGS AND SUBHEADINGS

The writing on the cover of collateral and the information architecture need to ‘talk to each other’. Most of the collateral will have a heading and a subheading. What to write depends on whether you want to approach the collateral as propositional or just informative.

If propositional, the heading needs to provide impact – it must speak of an attitude, of outcomes and of benefits. It needs to capture a call to action. The subheading will provide matter-of-fact support.

If informative, the role of the heading and subheading swap. The heading is there just to explain, in a functional way, what the collateral contains, while the subheading will give a glimpse of what the benefit is in reading the collateral.

There’s no strict rule defining collateral as either propositional or informative. It’s up to you to decide, together with other people involved in the briefing and writing process. Our recommendation is adopt a propositional approach unless the purpose is clearly informative only.

A

Look forward

B

TRAINING PROGRAM FOR THE IMPLEMENTATION OF THE NEW BRAND IDENTITY

4.5.2 Brand language protocols

BASIC RULES

ABBREVIATIONS

Keep abbreviations clean and simple; do not use full stops.

Some examples of common abbreviations are:

Mr

USA

PhD

eg

ie

GPA (in admission requirements use ‘with a GPA of X.X’)

State names should not be abbreviated, unless they form part of an organisation’s name:

New South Wales

NSW Health

ABBREVIATIONS FOR THE ONLINE ENVIRONMENT

Due to the constraints of the online environment, an abbreviation is sometimes needed. Use MQ (not Mac or Mac Uni) in the following situations only:

Top-level navigation headings

Left-hand navigation panels

ADDRESSES

Physical and postal addresses take the same form:

Dr Henry Lawson
HR Manager
Loaded Dog Industries
101 Geranium Ave
North Ryde NSW 2109

Use the following form for the general Macquarie campus address:

(for domestic publications)
Macquarie University
North Ryde NSW 2109

(for international publications)
Macquarie University
NSW 2109 Australia

Unless the sender or recipient resides overseas, it is not necessary to add ‘Australia’.

Do not make the suburb name all upper case.

CAPITALS

Keep capitals to a minimum. They should only be used at the start of a sentence and for proper nouns.

Institutional names should be capitalised when referring to specific bodies:

Macquarie University or the University

Macquarie Centre for Cognitive Science

Faculty of Business and Economics

Department of Ancient History

Macquarie City Campus

However, when referring to these institutions in general use lower case:

universities

faculties

departments

Coursework-related capitals

Bachelor of Science

Master of Arts

Spatial Information Science (note: this is the name of a major)

Writing (note: this is the name of a major)

Human Rights and Moral Dilemmas (note: this is the name of a unit)

Supervised Internship II (note: this is the name of a unit)

People units, Planet units and Participation units

Terms that should appear as lower case:

areas of study (eg geography, biology)

majors

non-award

bachelors (eg he has a bachelors degree)

masters (eg she has a masters degree)

domestic students

international students

CAPTIONS

Images should be accompanied by a caption explaining the content and context, and reinforcing the message of the text.

If the image has been sourced externally, the caption should provide details of this source.

Photos or illustrations should credit the creator.

On-screen images should always have an ‘alt text’ attribute to assist visually impaired readers.

Captions should appear underneath the image in sentence case.

COURSEWORK-SPECIFIC TERMS

It is vital to be consistent when referring to coursework terms. The following are the accepted conventions.

Codes (majors, programs, units)

XXXX1111 (hard up, no spaces)

Corequisites should appear in the following formats:

ABEC123

ABEC123 and ABEC124

ABEC123 or ABEC154 or ABEC157

4cp from ABEC100–120, ABEC250–299

ABEC123 or (ABEC100 and ABEC101)

Credit points can be referred to in one of two ways:

6cp

6 credit points

Level of study can be referred to in one of two ways:

200-level XXX units

XXX units at 200 level

Not to Count for Credit With (NCCW) entries in the handbook and coursework information should be separated by commas:

ABC123, BCA224

Offerings should appear in text only if they are established offerings:

2017

AFC Jul NR

FY1 Evening

FY2 Day

MQC S1 External

MQC Vacation

MQC1 Day

MQC2 Evening

MQC2 External

S1 Day

S2 Evening

S3 External

SM1

TBD

Term 1 CBD

Term 2 NR

Term 3 Online

WV Day

WV External

4.5.2 Brand language protocols

BASIC RULES

Prerequisites should appear in the following formats

ATAR of 98.80

Admission to BBA

15cp

a GPA of 2.5

a GPA of 3.0

ABEC123

ABEC123(P) – pass in unit required

ABEC123(Cr) – credit in unit required

3cp in ABEC units at 200 level

OPTO221 and OPTO222 and OPTO321

Admission to BBA and 15cp and BUS201

Admission to BBA or (18cp and a GPA of 2.5)

DEGREE NAMES

Spell out in full:

Bachelor of Arts – Psychology (note: use an en dash here, not a hyphen)

Bachelor of eBusiness

Bachelor of Actuarial Studies with Bachelor of Laws

DISCIPLINES

Media, creative arts and communications; Accounting and corporate governance (note: only the first word of the discipline is capped)

DISTANCE

Spell out in full where possible:

metre (not m)

kilometre (not km)

m or km is reserved for use in tables where use of the full form isn't possible

FACULTIES AND DEPARTMENTS

Faculty of Arts (not Arts Faculty or Arts faculty)

Department of Psychology (not Psychology Department or Psychology department)

MORE INFORMATION

For more information visit (not for further details visit or for more information please check)

HEADINGS

Heading one: sentence case

Heading two: upper case

New research projects at Macquarie University

INITIALS

No full stops and separated by a space:

Sarah K Masters

INTERNET

Terminology relating to the internet is well recognised. Keep it simple and do not use hyphens. The accepted formats are:

email

newsletter, enewsletter

mq.edu.au

john.smith@mq.edu.au

internet

LISTS

There are three acceptable formats for lists: individual items, run-on sentences and full sentences. In each instance elements should appear in alphabetical order unless there is a clear market need otherwise, or they are steps in an ordered process.

When listing single items no punctuation is necessary after the colon:

simply

list

the

items

When using run-on sentences, remember to:

start each line with lower case

not put a comma at the end of each line

check that each entry completes the sentence

end with a full stop.

However, sometimes using full sentences is the best option:

Use an initial capital at the start of each bullet point.

Use a full stop at the end of each bullet point.

When a list appears within a paragraph, commas should be used to separate terms.

The Bachelor of Commerce lets you choose from a range of areas including, accounting, applied econometrics, decision science, economics, human resources, international business, commercial law, public sector management, business information systems, marketing and business demographics.

Semicolons should be used to separate terms only when they contain commas.

The Bachelor of Arts allows you to study in a range of areas including, anthropology; Chinese studies; modern history; media, culture and communication; and writing.

MACQUARIE UNIVERSITY

Macquarie University should be referred to in the following ways:

Macquarie University

Macquarie (provided the University has already been introduced as Macquarie University, or the source of the communication is already clear when the reader is already on the Macquarie University Facebook page).

the University *and* our University

Macquarie University City Campus

Avoid using abbreviations such as MQ, MU, MQU, MCC or MQC.

University can be abbreviated to uni only when adopting a casual tone.

NAMES

Use titles, along with the first name, the first time a name is referenced but only where that person is a Dr, Professor, Chief Justice etc.

Subsequent references should be surname only:

Professor Bob Brown on first use, then Brown

Jane Smith on first use, then Smith

4.5.2 Brand language protocols

BASIC RULES

The only exception to this rule relates to the Vice-Chancellor:

Vice-Chancellor Professor S Bruce Dowton on first use, then Professor Dowton

Refer to students, staff or alumni by the first name only in casual internal staff publications (such as staff news) and when referring to patrons.

The following names should be italicised:

- articles
- books
- films
- journals
- magazines
- PhDs
- plays
- radio and television programs

PLURALS

Media and data are plural, not singular.

QUOTES

Always use active references to speakers:

- discusses Smith
- explains Jones
- she says

SENTENCE CASE

Titles should be in sentence case:

- Chemistry in industry
- Schedule of majors
- Women's literature: Writing from the heart

SESSION

Always session not semester; for example, Session 2 not Semester 2 or second semester

SPELLING CONVENTIONS

If the word is not in the list of commonly used words and phrases in this document, use the first listed spelling in the *Macquarie Dictionary*.

STATE NAMES

Whenever possible, the names of states should be spelled out; for example, New South Wales rather than NSW. The exception is when 'NSW' is used adjectively; for example: NSW Health

TITLES

Use titles, along with the first name, the first time a name is referenced but only where that person is a Dr, Professor, Chief Justice etc.

Subsequent references should be surname only:

- Professor Bob Brown on first use, then Brown
- Jane Smith on first use, then Smith

The only exception to this rule relates to the Vice-Chancellor:

Vice-Chancellor Professor S Bruce Dowton on first use, then Professor Dowton

The accepted formats for titles are:

- Dr
- Professor (not Prof)
- Associate Professor (not A/Prof or Ass Prof)

Deputy Vice-Chancellor (Research)

The accepted format for invitations is:

Vice-Chancellor Professor S Bruce Dowton invites you to...

The accepted format for lecture titles is:

Chemistry in industry

Women's literature: Writing from the heart

Movies at Macquarie – *Wall Street: Money Never Sleeps*

VOICE

Use the active voice:

The committee will provide free beer (not free beer will be provided by the committee).

WEBSITES AND SPECIAL CASES FOR THE WEB

mq.edu.au not **http://www.mq.edu.au** or **www.mq.edu.au**

visit **mq.edu.au** (not visit our website or go to **mq.edu.au**)

Attachments

- [PDF 211K]
- [DOC 56K]

Degree and unit names

Degree and unit names should be spelt out in full; for example, Sarah Masters, Bachelor of Science.

Link text

Hyperlink text should include meaningful, helpful words about the link destination. Never 'click here'.

Navigation

Sentence case for headings should be used in navigation wherever possible.

Photo credits

It is important to credit all images in all formats. If this is not possible the credit can be listed in the metadata for reference.

Short URLs

Short URLs should be used sparingly on the web. URLs provide important information about site navigation and a user's progress through the site. Short URLs should be used only when needed for campaigns or publications. The use of short URLs is encouraged in publications.

URL subfolder names

URL subfolder names should use complete meaningful words not acronyms. Use **mq.edu.au/openday**, not **mq.edu.au/OD**

Writing for the web

Websites for campaigns, events or specific purposes should be written with search engine optimisation in mind.

Plain English and user-focused language should take precedence over search engine optimisation for all other websites.

4.5.3 Brand language protocols

NUMBERS

BUILDING NAMES

Formatting for external audiences:

12 Wally's Walk
Theatre 1, 17 Wally's Walk

Formatting for internal audiences:

12 WW OR 12 Wally's Walk
2FW OR 2 First Walk

CONTACT DETAILS

Keep formatting of contact details neat and tidy; use the following formats as they make contact details easy to read.

Formatting for local publications:

T: (02) 9850 XXXX
F: (02) 9850 XXXX
E: firstname.surname@mq.edu.au
samplewebaddress.mq.edu.au

Formatting for international publications:

T: +61 2 9850 XXXX
F: +61 2 9850 XXXX
E: firstname.surname@mq.edu.au
samplewebaddress.mq.edu.au

When referring to contact details simply state the method rather than using 'please':

call
contact
visit

COSTS

Format admission fees to events as:

Cost:
\$20, \$35 concession

CRICOS CODES

The University's CRICOS code should be used in all communications that have the potential to reach international students. Given the prevalence of onshore international students and the nature of the digital environment, we advise using this code on all communications.

The code should be presented as:

CRICOS Provider 00002J or
CRICOS PROVIDER 00002J

The University is also issued with a CRICOS code for each course that is available to international students. For compliance with ESOS legislation, the course code should be included when promoting a specific course. The code should be formatted as:

CRICOS Code XXXXXX or
CRICOS CODE XXXXXX

Alternatively, a specific coursefinder short URL can be included, which provides a link to the relevant course CRICOS code.

DATES

Dates should be formatted as:

28 February 2017
19–24 February (note: use an en dash here, not a hyphen)
Tuesday 6 June
27/9/17

Where space constraints require a day or month to be abbreviated, use the following short forms:

Mon, Tue, Wed, Thu, Fri,
Sat, Sun
Jan, Feb, Mar, Apr, May, Jun, Jul,
Aug, Sep, Oct, Nov, Dec

NUMBERS

Numbers are used frequently. Be sure to use the following formats:

One through nine
10 through 999,999
10 million
One billion
3000, 30,000 and 300,000
18th century, 4th–6th century
44 BC, 250–750 AD
6th century BC
c 1000 BC
ten years
Session 1, Session 2, Session 3
Year 6
two-thirds
two-dimensional
\$2 million
\$75.14 million

Do not start a sentence with a number.

Twenty-five people donated 25 books.

PER CENT

Use the following formatting for percentages:

1.7 per cent
10 per cent

PHONE NUMBERS

Use only the following formatting for phone numbers:

(02) 9850 1234
+61 2 9850 7456
0408 168 918
+61 408 168 918

TIME

The accepted formats for times are:

10pm
11.45am
10am – 11am
6.30pm – 8pm
noon
midnight

4.5.4 Brand language protocols

COMMONLY USED WORDS OR PHRASES

COMMONLY USED WORDS AND PHRASES

There can be more than one way to spell some words. To ensure consistency across (and within) publications, it is important to use only one of the spellings. The following is a list of accepted spellings of common words. Use the first listed spelling in the *Macquarie Dictionary* in the instance that a word is not listed below.

A

adviser
alumna (singular for a female graduate)
alumni (Latin plural for graduates – use as the plural for male and female graduates, ie not alumnae)
alumnus (singular for a male graduate)
and (do not use ‘&’ or ‘And’)
antisocial
artefacts

B

biomedicine
C
careers advisers
Careers Advisers Day
case study
colour
cooperative
coordinator
convenor
corequisite
counselling
course
coursework
cutting edge (cutting-edge research and the research was cutting edge)

D

day-to-day
decision making (decision-making skills and this unit covers practical decision making)
domestic students

E

ebook
eg
email
end user
enewsletter
enrol, enrolment, enrolled, enrolling
eStudent
ever changing (ever-changing environment and the weather is ever changing)
ever present (ever-present risk and she was ever present in their minds)

F

Facebook
field trip
fieldwork
film-maker
first half-year
first class (research <i>and</i> she was assigned a seat in first class)
first-hand
focused
full-time

G

globalisation
go-ahead
grade point average (GPA)
groupwork

H

half-year
hands-on
healthcare

I

ie
in depth (in-depth study and she will examine the case in depth)
Indigenous (always title case)
Info Day
inter-cultural
interdisciplinary
international students
internet
interstate

J

judgement

K

kilometre

L

labour
life cycle
life span
lifestyle
lifetime
log in (verb – as in ‘log in to our student-only portal)
long-term (a long-term commitment and the resolution wouldn’t last long term)

M

Macquarie University City Campus (when referring to as a location use lower case ‘our campus in the city’)
mid-session
mid-term
mid-year
modelling
multicultural
multidimensional
multidisciplinary
multifaceted
multifactor
multimedia

N

non-award
Northeast Asia
not-for-profit (not-for-profit organisation and the activity was not for profit; do not use non-profit)

O

off campus (off-campus seminar and the seminar will be conducted off campus)
offshore
on campus (on-campus workshops and attend a workshop on campus)
on site
one-off charge
ongoing
online
onshore
Open Day
organise
O Week

4.5.4 Brand language protocols

COMMONLY USED WORDS OR PHRASES

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BRAND AND CREATIVE STRATEGY

BRAND IDENTITY SYSTEM

BRAND ARCHITECTURE

BRAND LANGUAGE

BEST PRACTICE

APPENDIX

CONTACT

P

part-time (part-time course and he studies part time)

podcast

postdoctoral

postgraduate

practice

pre-assessed

pre-existing

prehistoric

prerequisite

problem-solving (problem-solving skills and explore problem solving)

program

R

re-admission

real-world (real-world examples *and* this was his introduction to the real world)

re-apply

record keeping

re-engineering

re-evaluation

résumé

S

second half-year

self-help

self-regulation

Session 1, Session 2, Session 3

short term (short-term project and his presidency was short term)

so-called

socioeconomic

Southeast Asia

T

targeted

trade-off

t-shirt

Twitter

U

undergraduate

uniTEST

up-to-date (provide up-to-date- information *and* the information is up to date)

V

vis-à-vis

W

webcam

webpage

website

wellbeing

wi-fi

workforce

workplace

work-in-progress (work-in-progress meetings and it was a work in progress)

work-life balance

work-readiness skills

world-class (world-class research and his signing was world class)

world views

worldwide

4.5.5 Brand language protocols

PUNCTUATION AND GRAMMAR

'AND' OR 'BUT' TO START A SENTENCE

It's acceptable to begin a sentence with the word 'and' or 'but' where these terms are forming a logical link with the preceding text.

I'll have a try. But I'll need your help.

Constructions such as this are consistent with our language principles of using short, sharp sentences to create an impact.

APOSTROPHES

Do not use in plurals such as CDs, apples, 1990s and FAQs.

COLONS

Use a colon to introduce the part of a sentence that explains, completes or elaborates on the words that precede it.

She packed her bag with everything she would need: books, pens and paper.

Use a colon when quoting a whole sentence, but not when quoting only part of the sentence.

He asked: "Have you packed your bag?" She replied that she had everything "including books, pens and paper."

Use a colon to introduce a list.

You are considered a domestic student if you are:

- a citizen of Australia
- citizen of New Zealand
- dual citizen of Australia and any other country, or
- a permanent resident of Australia.

COMMAS

Use a comma to separate items in a list (do not use a comma before 'and' unless there is a likelihood of ambiguity).

She packed her bag with books, pens and paper.

Use a comma to mark off non-defining clauses or phrases (a defining clause contains information that is integral to the subject of the sentence. A non-defining clause contains information that isn't.)

All the graduates, who are now recovering in hospital, ate the prawns at the dinner.

Use a comma to eliminate possible ambiguity.

The student was not expelled, happily.

Use a comma to mark off parenthetical expressions.

For Captain Kangaroo, despite his renowned cunning, disaster was becoming inevitable.

In quotes, the comma and the full stop come before the final quotation mark.

"I will arrive tomorrow," he said. "But I will leave the next day."

DANGLING MODIFIERS

Dangling modifiers, also known as unattached modifiers, unattached participles or misrelated participles, can create ambiguity as to what is being said. For example:

Being in a dilapidated condition, Patricia was able to buy the house for a good price.

The modifier or participle is the first part of the sentence: 'Being in a dilapidated condition'. This refers to the house, not Patricia, but it has been separated from the object to which it applies, causing confusion. Be careful when starting sentences with 'ing' words (present participles) and similar constructions. Think about who or what is doing the actions or being described. The previous example could be reconstructed as follows:

As the house was in a dilapidated condition, Patricia was able to buy it for a good price.

DASHES

En dashes, also known as the en rule, are the length of the letter 'n' – and are longer than the hyphen. En dashes should be used between words or numbers, and in sentences such as:

Public holiday – ANZAC Day

Uni speak – terms you need to know

Our law program covers all major areas of law – public, private and international – as well as theoretical and ethical reflection on legal institutions

15–16

10.30am – noon

Thursday – Saturday

15 days – 3 weeks

Em dashes, also known as the em rule, are the length of the letter 'm' — and are longer than en dashes. We do not use em dashes.

ELLIPSIS

Format hard up to the sentence/ clause which the ellipsis is ending, and space before the following sentence/clause.

Perhaps we can have the rest of the year off ... perhaps not.

FORWARD SLASH

When you use a forward slash do not include spaces:

Autumn/Winter.

HYPHENS

'Hyphens can be an important device to avoid ambiguity, but otherwise there is no need to overuse them. The decision about whether or not to use a hyphen must often be based on the context in which the words appear.' Style Manual Ed 6 p88.

Try to keep hyphens to a minimum. General rules are listed below, but common instances are included in the list of commonly used words and phrases.

Use a hyphen when a word contains a prefix with a double vowel except for common words, or where the prefix ends with 'o':

pre-eminent

re-admission

coordinate

macroeconomic

Be careful with words that have different meanings with and without hypens, such as:

recover and re-cover

relay and re-lay

resign and re-sign

Suffixes are generally not hyphenated, except:

300-fold

50-odd

Compounds where an adverb ending with 'ly' precedes an adjective should not be hyphenated:

highly regarded research

globally focused degree

Where compound adjectives precede a noun they should be hyphenated, when they follow the noun they should not.

In this unit students develop decision-making skills.

In this unit students participate in exercises involving practical decision making.

4.5.5 Brand language protocols

PUNCTUATION AND GRAMMAR

A few exceptions to this rule exist: see 'Commonly used words and phrases'

QUOTATION MARKS

Always use smart quotes “” ‘’ (with heads and tails).

Always use double quotation marks for direct speech.

Single quotation marks within quotes where necessary.

Single quotation marks when highlighting a word within a sentence; for example, the letter 'n'.

SEMICOLONS

If one or more items in a series or list within a sentence contain internal commas, use a semicolon to separate the items.

Innovative popular music movements often originate in busy port cities such as Liverpool, England; Seattle, USA; and Marseilles, France.

Use a semicolon to make a break that's stronger than a comma but not as absolute as a full stop.

I can't foresee a resolution to this sticky situation; we've reached a stalemate.

SPLIT INFINITIVES

'Grammarians have long agreed that there is nothing wrong with the concept of splitting an infinitive: 'to boldly go', for example.' Style Manual Ed 6 p76.

'WITH' AND OTHER PREPOSITIONS TO END A SENTENCE

Prepositions are words or phrases that indicate the relationship between a noun or noun phrase and the rest of the sentence. They include in, from, by, with, for, since, during, after, under, put, to and at.

According to some, a preposition should never be the last word in a sentence (the term preposition suggests it should be 'pre' or 'before' something), however:

'Some prepositions double as adverbs, and then may appear at the end of a sentence. For example: The new enterprise has gone under.' Style Manual Ed 6 p69.

When breaking this (or any grammatical rule for that matter) consider what you are trying to say to your audience and how that message might best be conveyed.

4.6.0 Checklist

And there you have it! The voice of Macquarie University, neatly packed into this handy little guide.

Our brand lexicon, while it has principles and protocols, will allow us to do more interesting and courageous things with our voice. It will bring our best stories to the surface in the most engaging way. And it will carry our brand into the future, ensuring that we're always fresh, inspiring and distinctly Macquarie.

1

Have you decided whether the collateral should adopt a propositional or informative approach? If the latter, it's important that the proposition is clear, powerful and followed through inside the collateral.

2

What tone of voice will you adopt? Should you stick to the core tone or adopt one of its variations? Carefully consider your audience and the general context.

3

Are you adopting the four general language principles? Try to use a combination of all four principles in each communication to bring depth and diversity to your language.

4

While writing, look at our protocols to ensure that you're adhering to the writing rules set out by the University.

5

As you review what you've written, ask yourself: If the text was stripped of all literal references to Macquarie University (eg the name, the logo, etc), would you still feel it's our University speaking. If so, it's working.