# Brand language

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What is a brand lexicon?

Our brand lexicon is a fancy term for describing the verbal characteristics that make our brand sound true to who we are.

It differentiates us from everyone else and provides consistency with enough flexibility to talk to our many audiences.

It’s our guide for conveying personality, tone and feeling. It’s for showing how we speak, so we can craft unique copy that sounds just like us. Time and time again.

There are rules and tools we need to learn and follow, but not be constrained by them. This is a brand lexicon that invites you to be creative and brave.
A shift in brand language

THE WAY WE USE LANGUAGE IS CHANGING. A NEW BRAND MEANS WE CAN FIND OUR OWN UNIQUE VOICE, ALLOWING US TO DIFFERENTIATE OURSELVES FROM EVERYONE ELSE.

Why is it that universities, of all institutions, often struggle to adopt a language that’s engaging and distinctive? Perhaps it’s habit, perhaps conformism, or simply the difficulty of making complex topics accessible to the uninitiated.

Whatever the reason when it comes to language, like in other areas, Macquarie wants to challenge the sector’s conventions. We want to be famous for having a distinctive voice that engages everyone in stimulating conversations.
THE MACQUARIE UNIVERSITY BRAND HAS A DISTINCTIVE PERSONALITY THAT MUST BE PROJECTED THROUGH OUR LANGUAGE. EACH ONE OF OUR FOUR PERSONALITY TRAITS HAS BEEN TRANSLATED INTO A LANGUAGE PRINCIPLE FULL OF IMPORTANT IMPLICATIONS.
PERSONALITY TRAIT #1

Generous

Supporting everyone, our voice embraces our collegial culture, allowing us to bring real opportunities to life.

We were created to break away from the education establishment and provide new opportunities for people who aren’t part of the Sydney traditional elite. Our creation story is still alive, and with greater intensity than ever. It 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 PRINCIPLES #1

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 – we 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 enjoy it more. And to stargaze, hopefully into brighter tomorrows.

Imagine what 30,000 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.
PERSONALITY TRAIT #2
Open

Our ability to connect with everyone, regardless of their social background, culture, location or skill set brings us together as one inclusive 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 #2

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.

We use language that helps people out. By being absolutely clear in the message we’re trying to get across, everybody 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, which gives us 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.
PERSONALITY TRAIT #3

Audacious

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 #3

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 the 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 of 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.
PERSONALITY TRAIT #4

Engaged

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 focus on things and actions that have consequences.

We bring our stories to life with clarity and directedness. 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. 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 is an integral part in the training of the next generation of environmental scientists.
To achieve this, we have different tones that we can apply to our writing. 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 on whether it’s an everyday conversation or it’s at a graduation ceremony, or you’re illustrating procedures and regulations.

Tones should be seen as the result of considerations about the audience, about whether they’re already engaged with the University or not, and about 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.
We recommend four distinct tones: core, casual, procedural and institutional.

The procedural tone – more formal and impersonal – should be used when writing regulations and procedures. The accuracy of the information provided takes precedent over the level of emotional engagement.

The casual tone permeates our conversation with students and staff on an everyday basis, and should drive how we write in most of the social media.

Think of the core tone as the default approach for Macquarie’s language. That’s the tone you need to adopt unless there are compelling reasons to do otherwise. The other tones are therefore variations from the ‘norm’ and require varying degrees of formality.

The institutional tone may be appropriate when engaging mostly with corporate stakeholders or with students and staff on special occasions (e.g., a graduation ceremony).
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 diagram provides an overview of how to bring the different tones to life.

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

### 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 sub-heading. 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 benefits. It needs to capture a call to action. The sub-heading will provide matter-of-fact support.

If ‘informative’, the role of the heading and sub-heading swap. The heading is there just to explain, in a functional way, what the collateral contains, while the sub-heading 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.
## 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:
  - New South Wales

## 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

- Dr Henry Lawson
- HR Manager
- Loaded Dog Industries
- PO Box 101
- North Ryde NSW 2109

Unless the sender or recipient reside 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.
### Basic Rules

#### Coursework-Specific Terms

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

<table>
<thead>
<tr>
<th>Codes (majors, programs, units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>XXXX1111 (hard up, no spaces)</td>
</tr>
</tbody>
</table>

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:

- 2016
- 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

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

#### Degree Names

<table>
<thead>
<tr>
<th>Spell out in full:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts – Psychology (note: use an en dash here, not a hyphen)</td>
</tr>
<tr>
<td>Bachelor of eBusiness</td>
</tr>
<tr>
<td>Bachelor of Actuarial Studies with Bachelor of Laws</td>
</tr>
</tbody>
</table>

#### Disciplines

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

#### Distance

<table>
<thead>
<tr>
<th>Spell out in full where possible:</th>
</tr>
</thead>
<tbody>
<tr>
<td>metre or m</td>
</tr>
<tr>
<td>kilometre or km</td>
</tr>
</tbody>
</table>

### Internet

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

- Email, email
- newsletter, enewsletter
- mq.edu.au
- ruth.mawson@mq.edu.au
- internet

### Further Information

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

#### Initials

No stops and separated by a space:

- K J Vozella
- Sarah K Masters

#### Faculties and Departments

- Faculty of Arts (not Arts Faculty or Arts faculty)
- Department of Psychology (not Psychology Department or Psychology department)

#### Headings

Use sentence case in all headings, print and online:

- New research projects at Macquarie University
**LISTS**
There are three acceptable forms of list: individual items, run-on sentences and full sentences. In each instance entries or terms 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 eg when the reader is already on the Macquarie University Facebook page).
the University and our University
Macquarie 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 at first use, then Brown
Jane Smith at first use, then Smith
The only exception to this rule is with regard to the Vice-Chancellor:
Vice-Chancellor Professor S Bruce Dowton at first use, then Professor Dowton

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

The following names should be italicised:
```
articles
PhDs
books
magazines
journals
films
radio and television programs
plays
```

**PLURALS**
Media and data are plural, not singular.

**QUOTES**
Always use active references to speakers:
```
she says
discusses Smith
explains Jones
```

**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
**BRAND LANGUAGE**

**Protocols**

### 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.

### 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 at first use, then Brown
- Jane Smith at first use, then Smith

The only exception to this rule is with regard to the Vice-Chancellor:

- Vice-Chancellor Professor S Bruce Dowton at 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...

### 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.

### SPELLING CONVENTIONS

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

### 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.

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- Deputy Vice-Chancellor (Research)

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

### 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'.

### 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.

### 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

### 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.
**Building names**

- Formatting for external audiences: Building E7B, Room 418
- Macquarie Theatre W2.4A
- Formatting for internal audiences: E7B 418
- Macquarie Theatre W2.4A

**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
- When referring to contact details simply state the method rather than using 'please':
  - contact
  - call
  - visit

**Cricos codes**

- The University’s CRICOS code should be used in all communications which 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 degree that is available to international students. For compliance with ESOS legislation, the course code should be included when promoting a specific degree. 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. A list of short URLs is available at courses.mq.edu.au/urls/2014

**Dates**

- Dates should be formatted as:
  - 28 February 2006
  - 19–24 February (note: use an en dash here, not a hyphen)
  - Tuesday 6 June
  - 27/9/13
- Where space constraints require a day to be abbreviated, use the following short forms:
  - Mon
  - Tue
  - Wed
  - Thur
  - Fri
  - Sat
  - Sun

**Numbers**

- Numbers are used frequently. Be sure to use the following formats:
  - One through nine
  - 10 through 999,999
  - One million
  - One billion
  - 3000, 30,000 and 300,000
  - 18th century, 4th–6th century
  - 44 BC, 250–750 AD
  - 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
### COMMONLY USED WORDS AND PHRASES

Often there is more than one correct spelling of a word. However, 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.

<p>| 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 ‘&amp;’ or ‘And’!) |
|   | antisocial |
|   | artefacts |
| B | biomedicine |
| C | careers advisers |
|   | Careers Advisers Day |
|   | case study |
| colour | ever present (ever-present risk and she was ever present in their minds) |
| cooperative | in depth (in-depth study and she will examine the case in depth) |
| coordinator | Info Day |
| corequisite | inquiry |
| convenor | inter-cultural |
| counselling | interdisciplinary |
| course | international students |
| coursework | internet |
| cutting edge (cutting-edge research and the research was cutting edge) | interstate |
| first class (first class research and she was assigned a seat in first class) | Indigenous (always upper case) |
| first half-year | J |
| first-year | January Round (UAC) |
| first-hand | jubilee |
| focused | judgement |
| full-time | G |
| globalisation | kilometre |
| go-ahead | grade point average (GPA) |
| groupwork | H |
| half-year | hands-on |
| health care | I |
| ie | in depth (in-depth study and she will examine the case in depth) |
| Info Day | inquiry |
| inter-cultural | interdisciplinary |
| international students | internet |
| interstate | Indigenous (always upper case) |
| Indigenous (always upper case) | J |
| January Round (UAC) | jubilee |
| jubilee | judgement |
| J | kilometre |
| kilometre | non-award |
| non-award | nonlinear |
| Northeast Asia | not-for-profit |
| not-for-profit | O |
| O Week | offshore |
| offshore | P |
| on-campus workshops and attend a workshop on campus | part-time |
| part-time | program |
| problem-solving (problem-solving skills and explore problem solving) | podcast |
| podcast | postdoctoral |
| postdoctoral | postgraduate |
| pre-assessed | pre-existing |
| pre-existing | prerequisite |
| prerequisite | R |
| re-admission | real-world (real-world examples and this was his introduction to the real world) |</p>
<table>
<thead>
<tr>
<th>BRAND LANGUAGE</th>
<th>COMMONLY USED WORDS OR PHRASES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protocols</td>
<td></td>
</tr>
</tbody>
</table>

| re-apply       | uniTEST                      |
| record keeping | up-to-date                    |
| re-engineering | V                             |
| re-evaluation  | vis-à-vis                     |
| résumé         | W                             |
| second half-year| webcam                       |
| self-designed  | webpage                       |
| self-directed  | website                       |
| self-help      | wellbeing                     |
| self-regulation| wide-ranging                  |
|                | wi-fi                         |
| Session 1, Session 2, Session 3 | workforce |
| short term (short-term project and his presidency was short term) | workplace |
| so-called      | work-in-progress              |
| socioeconomic  | work-life balance             |
| Southeast Asia | work-readiness skills        |
| student-centred| world-class (world-class research and his signing was world class) |
|                | world views                   |
|                | world wide                    |
| targeted       | T                             |
| trade-off      | U                             |
| t-shirt        | R                             |
| Twitter        | monochrome                    |
| two dimensional| monochrome                    |
| undergraduate  |                              |

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### '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 proceeding 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

<table>
<thead>
<tr>
<th>Use a colon to introduce the</th>
<th>Use a comma to separate items in a list (do not use a comma before 'and' unless there is a likelihood of ambiguity).</th>
</tr>
</thead>
<tbody>
<tr>
<td>part of a sentence that explains, completes or elaborates on the words that preceede it.</td>
<td>She packed her bag with books, pens and paper.</td>
</tr>
<tr>
<td>She packed her bag with everything she would need: books, pens and paper.</td>
<td>Use a colon when quoting a whole sentence, but not when quoting only part of the sentence.</td>
</tr>
<tr>
<td>Use a colon when quoting a whole sentence, but not when quoting only part of the sentence.</td>
<td>He asked: “Have you packed your bag?” She replied that she had everything “including books, pens and paper.”</td>
</tr>
<tr>
<td>Use a colon to introduce a list.</td>
<td>Use a colon 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.)</td>
</tr>
<tr>
<td>You are considered a domestic student if you are:</td>
<td>All the graduates, who are now recovering in hospital, ate the prawns at the dinner.</td>
</tr>
<tr>
<td>• a citizen of Australia</td>
<td>Use a comma to eliminate possible ambiguity.</td>
</tr>
<tr>
<td>• a citizen of New Zealand</td>
<td>The student was not expelled, happily.</td>
</tr>
<tr>
<td>• a dual citizen of Australia and any other country, or</td>
<td>Use a comma to mark off parenthetical expressions.</td>
</tr>
<tr>
<td>• a permanent resident of Australia.</td>
<td>For Captain Kangaroo, despite his renowned cunning, disaster was becoming inevitable.</td>
</tr>
<tr>
<td></td>
<td>In quotes, the comma and the full stop come before the final quotation mark.</td>
</tr>
<tr>
<td></td>
<td>“I will arrive tomorrow,” he said. “But I will leave the next day.”</td>
</tr>
</tbody>
</table>

### COMMAS

| Do not use in plurals such as CDs, apples, 1990s and FAQs. |
|-----------------------------|------------------------------------------------------------------------------------------------------------------|
| 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. |
| As the house was in a dilapidated condition, Patricia was able to buy it for a good price. | 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: |
|-----------------------------|------------------------------------------------------------------------------------------------------------------|
| 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. |
| As the house was in a dilapidated condition, Patricia was able to buy it for a good price. | 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.” |

### 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 ‘0’:

- pre-eminent
- re-admission
- coordinate
- macroeconomic

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

- recover and re-cover
- relay and re-lay
- resign and re-sign

Suffixes are generally not hyphenated, except:

- co-fold
- so-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.

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
Use a semicolon to provide clarity to a long list that contains a lot of comma-separated items that might contain further comma-separated items within those categories.

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.
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?

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.
We take an introspective, standard introduction to a faculty and turn it more into an inspiring invitation. First of all, we ask ourselves what is special about studying marketing and management at Macquarie. What is the big picture that influences how the discipline is taught? Let’s assume that it’s all about how technology is changing the way people engage with brands, services and products, with a subsequent radical impact on marketing and management. This thought can then influence the whole text.

The heading embraces a paradoxical idea: ‘A solid grounding in how to keep pace’. That’s what you want as a student and future marketer in today’s world.

Marketing and Management
Marketing and management are key to success in the dynamic world of business.

Through the creation and communication of value, marketing focuses on how to best satisfy the needs of customers. Management ensures that all the functions of business such as human resources, administration, international business and marketing are all aligned with the organisation’s overall strategies.

Marketing and management at Macquarie are unique as they not only explore the theory behind modern marketing and management principles, they also allow you to gain practical skills in media-related technologies that can be applied in a marketing or management context.

A solid grounding in keeping pace
MARKETING AND MANAGEMENT AT MACQUARIE

Changes in marketing and management now occur at such velocity that evolution has given way to revolution.

Your entry point is blurred by the breakneck speed with which society, specifically through technology, is reinventing itself. Daily. Hourly. And the subsequent effects on marketing and management, in theory and practise.

So, how to focus on the big picture? And tackle the big challenges?

Macquarie affords you time and space to stop and think. And, at the same time, keeps you in step with the incessant march of technologies. All this in a world where everything is done at the speed of ‘send’.

We wrap up the text by making everything very tangible as seen through the eyes of a media savvy student: ‘In a world where everything is done at the speed of send’. 

The heading embraces a paradoxical idea: ‘A solid grounding in how to keep pace’. That’s what you want as a student and future marketer in today’s world.

Throughout the text the sense of speed and ongoing revolution that technology has sparked are reflected in the verbs chosen and in how sentences are constructed in little bits (‘Daily. Hourly.’).

We take an introspective, standard introduction to a faculty and turn it more into an inspiring invitation.
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.

Before

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 for you to get to know each other, enjoy some time out, 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 extra-curricular talents to campus life. Don’t be shy.
Social media is our opportunity to really dial up our enthusiasm and excitement as part of the ‘show what’s possible’ principle.

We get very 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.

We are direct and embrace our ‘get to the point that matters’ principle by saying, ‘What are you waiting for?’ Use questions to spark thought and conversation and establish a more personal connection with the audience.

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

Go BIG this summer - #BigHistory is on for Session 3. Enrol in #mhis115 and hit the books with MQ. What are you waiting for?
From your first day as an international student at Macquarie University, you will be welcomed into our student community.

Our campus comes complete with shops, cafes, banks, bar, pharmacy, medical clinic, private hospital, counseling services, child care centres and on-campus wi-fi. With everything at your fingertips, there’s no stress fitting things in around your lectures.

Diversity

Macquarie is a vibrant and diverse community with students and staff from more than 100 different countries. Over 50 languages are spoken by our students. We celebrate the diversity of cultures, and through our Equity and Diversity Unit make sure everyone has an equal opportunity to participate in university life.

Student Groups

One of the best ways to make friends at university is to join student groups. There are more than 140 groups and clubs to choose from, ranging from film, drama, dance and sporting clubs to clubs with a cultural, religious or political focus.

New to Macquarie University?

YOU’LL SOON FEEL LIKE AN OLD FRIEND

Nestled in one of the world’s great cities, Macquarie University is a friendly, tight-knit, modern global village. Whether you need a bank or a bar, a cafe or counseling, a private hospital or child care centre, you’ll find everything you need on campus to seamlessly fit in with your studies.

MACQUARIE SPEAKS YOUR LANGUAGE

With staff and students from over 100 countries, speaking more than 50 languages, you’ll quickly familiarise yourself, interact and integrate into a wonderfully diverse and vibrant community. Culture differences are a unifying force at Macquarie. Everyone here enjoys an equal opportunity to participate fully in university life. Including you.

JOIN THE CLUB

We encourage you to act, dance, play, pray, debate or anything else that helps you meet like-minded people and make friends at Macquarie. There are over 140 groups and clubs you can join, with activities, interests and pursuits ranging from physical and political, to cultural and religious.
ALUMNI VIA EDM – CORE TONE

Examples

Boost your career with further study

Dear Maria,
In the recent 2014 Alumni Survey, you indicated that you were interested in further study.
At Macquarie, we offer a range of postgraduate degrees and short courses that will help you build on your existing skills and develop the knowledge you seek in the comfort of a familiar, welcoming environment.
So, if you'd like to reconnect with old friends and familiar places, be inspired towards further study or broaden your career options, then read on.

Broaden your skills
Further study is a great way to boost your career, get the accreditation you need, or explore a new path you are passionate about.
With more than 300 postgraduate coursework and research programs, we are well placed to help you specialise and upgrade your skills and take your career to the next level.
We recognise that life is often a balancing act. With this in mind, we offer flexible study options, including online lectures, so you can balance your study responsibilities to other areas of your life…

Would you like to learn more?
Join us for a postgraduate admissions online chat on Wednesday 19 November from 6pm AEDT. Our expert will be online to answer all your questions about applications and admissions.
We look forward to welcoming you back to Macquarie.

Looking forward to your welcome return

Dear Maria,

We’re always reinvigorated by the prospect of bright stars returning, so we were thrilled by news of your recent interest to consider future study at Macquarie.
Knowledge is power. And rest assured, we’ll do everything in our power to point you in the direction of a postgrad degree or short course to expand your horizons.
Old friends and familiar environments are waiting to welcome you back.

READY, SET…
Whether you’re giving your career a quantum lift or exploring new personal paths and passions, Macquarie has over 300 postgrad courses and research programs ready to feed your desire for more knowledge.
Of course, we’re aware that your responsibilities may have changed since we last met: we have flexible study options, like online lectures, that respect and facilitate life’s delicate balancing act.

…GROW.
With all of us a little older and wiser, we’re ready to reacquaint you with life’s learning curve. Please drop into our postgrad admissions online chat on Wednesday Nov 19, from 6pm, where our experts will be ready to answer all your questions about rejoining Macquarie.
We look forward to helping you grow, beginning with the warmest of welcomes back.

EDMs generally have the tendency to sound ‘templated’, impersonal and self-serving. This reworked text is less procedural than the original. It’s more welcoming, generous and personal in tone. Compare the opening lines for example.

It works very much on a ‘you/we’ language axis, hopefully establishing a reconnection with alumni on a collegial basis.
It uses a ‘welcome back, we’re still all on the same page’ tone that doesn’t literally ask the readers to ‘read on’ as the Before example does, but rather invites them to through warmth and empathy, and even a touch of humour.
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)

---

50 years on, have you got something to add?

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 learnt. And on people met and admired.

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-groundskeeper 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)
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.

(...)

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.

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.

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. 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.

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

Hopefully it will provide some clear guidance while removing the straitjacket that we’re so often faced with as a large organisation when it comes to language.

Our brand lexicon, while it has principles and protocols, will set our language free and 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.

### Check list

1. As you start to write, 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 and use a combination of all four principles in each communication to bring depth and diversity to your language.

4. While writing, look to the brand lexicon protocols to ensure that you’re adhering to the writing rules set out by the University.

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