

A new voice. A unique view.

Different perspectives = A different world.
That's no small promise. But it's one we at ACU believe in deeply. That through understanding other points-of-view, we can do more than become something great ourselves, we can make our world great. We can make a real difference, and a huge impact – through empathy.

That's why seeing things differently, and taking an empathetic view of every subject we speak on, is at the core of our new brand voice. It's with this intention in mind that we have developed the principles, tone shift, and headline style you're about to discover.

The result is a voice that not only sounds like no-one else in our space, but one that allows us to sound like us, whoever we're talking to. It's a big change, but it's one that will allow us to counter assumptions, challenge conventions, and even change lives – one opened mind at a time.

Brand voice Principles

One precept.
Three principles.

In order to manifest our personality in words, we have developed three brand voice principles. More than any literary device or technique, it's these principles – these *intentions*, if you like – that allow us to bring our uniqueness to life. And to open up our audiences to new perspectives – and hopefully, a whole new world.

Disruption

As a brand, we're all about seeing different perspectives, to create impact through empathy. We're not here to be overly nice or friendly – we're here to change perceptions and thwart assumptions; to offer something different, and introduce something greater.

To achieve that, the first thing we need is people's attention. And that means we have to say something unexpected – to introduce new perspectives on subjects that might be familiar to them.

Thus, **Disruption** is our first voice principle – for without it, we simply aren't going to make an impact, no matter how empathetic we are.

The best place to create disruption is in our headlines. And our unique Two-way Headline gives us the perfect launch pad to present our lead messages in an arresting way.

Insight

We simply cannot call ourselves an empathetic organisation if we can't see beyond ourselves. We must be a brand that looks deeply and thoughtfully into the point of view of our audience, so that whoever we're talking to – from undergraduates, to corporate partners, to research fellows – we can reflect how important their needs are to us.

This is why **Insight** is our second voice principle. And it requires that we approach topics with the benefit to that specific reader in our minds, and frame all our communication around our detailed understanding of that need – and ideally, the solution to it.

Insight is particularly effective as a lead sentence in a piece of communication. It gets us off on the right foot, and helps us frame our communication empathetically, and present our information from the standpoint of how it might benefit the reader.

Humanity

As a university, we have a particularly diverse set of subjects, contexts, and audiences we need to address. But if we are to live our brand essence of making an impact through empathy, we can't afford to drift into distancing, cold, or corporate language. We must always remember that we're an organisation of human beings.

That's why **Humanity** is our third voice principle. It ensures that we reflect our humanity in the language we use – from grammar, to punctuation, to vocabulary – because acknowledging our own humanity is the first step to offering empathy to others.

At its most simple, our principle of Humanity serves as a reminder to always speak like a real person, and connect on a genuine, personal level wherever we can.

Brand voice elements

Two-way Headline

There's two sides
to all our stories.

If there were one element of our
voice that could be called the 'hero',
this would be it.

Our Two-Way Headline structure
is the most iconic element of our voice,
and the one that will most quickly
become synonymous with
our brand.

More than any other element, our
headline structure embodies our
creative idea of 'Different perspectives
= A different world'. That's because
it powerfully reflects those different
perspectives –
in its very form.

The frame

The order of delivery is important. This headline
device should always come first in a piece of
communication. It can then be supported with
a secondary line, such as the name of the course
or topic we're talking about. For instance...

Today's leaders. —————
Tomorrow's laggards.

First: Two-Way Headline

Second: Supportive line — **The ACU Leadership Program**

Brand voice elements

Two-way Headline

The form

While this headline structure ensures we systematically present different perspectives in our lead message, there's more than one way to create the effect. In every case, though, the impact of empathy is built from the tension of two juxtaposed perspectives.

Here are four ways you can create a Two-Way Headline — but they are only a sample of what's possible. As you experiment with this structure, you will find even more ways to bring it to life.

The mirror

This form has two thoughts – both of which are true, but perfectly opposing. This tension holds the reader's attention and makes them ponder the different perspectives.

Example

**Leadership is a strong voice.
Strong leaders are listeners.**

The switcheroo

This technique makes use of a subtle switch in the second line to create a competing perspective. The key is to make both lines look very similar, but mean something very different.

Example

**Master the selfie.
Master selfless.**

The rhyme

This requires using similar sounding words – through rhyme, alliteration and assonance – that have significantly different meanings. This creates two poetically different perspectives.

Example

**I enrolled at university.
I signed up for diversity.**

The one-liner

There are times when a two-sentence headline is less appropriate – such as subject/page headings within brochures. In cases like these (or even in instances where space is an issue), you can still create a disruptive perspective challenge by cleverly manipulating language within the one sentence. See how 'place' is used in different ways here..?

Example

A place where people go places.

Brand voice elements

A consistent tone of voice

From two extremes, to one centre.

There is no such thing as a single, 'perfect' tone of voice to be used across the board – especially when you're as large and multi-faceted an organisation as ACU. But having said that, it is important that we try to be as consistent in our tone as we possibly can. And that is what this section aims to help you do.

What we want to do is find a middle-ground – a 'healthy' range – between an overly formal tone, and an overly friendly one. The idea is to simply shift in from the extremes towards the middle, so we always sound reasonably consistent.

This isn't about hard and fast rules, but there are a number of protocols to keep in mind that can help you create a consistent 'ACU' tone...

An outside-in approach to tone.



Brand voice elements

Showing form, rather than formality

PROTOCOL 1.

Move from Passive Voice to Active Voice

This is all about claiming what we're doing, rather than sounding like it's happening despite us. This one change can have a huge effect on the **Humanity** we bring to our writing.

EXAMPLE:

Instead of saying 'Staff are well supported by the university', try it the other way around: 'The university supports its staff well.'

PROTOCOL 2.

Move from Third Person to First and Second

Referring to ourselves by our name sounds pretentious and is cold, inhuman and distancing. It's much the same with the way we talk about 'staff' and 'students' as if they are 'resources'. You can easily warm things up by using 'us/we' and 'you' instead.

EXAMPLE:

'The university supports its staff well,' would sound even better as 'We support you all the way.'

PROTOCOL 3.

Move from talking about 'What it is' to 'What it can do'

A big part of showing **Insight** is realising that people always care most about what's in it for *them*. So instead of talking about our course or offering, try to focus on the outcomes and benefits it could have for the reader.

EXAMPLE:

Instead of a headline like 'Your Course Orientation Guide' try something like 'You're on the way to the top. Don't get lost.'

Note that because this is a headline, it follows the Two-way Headline structure.

PROTOCOL 4.

Move from 'intellectual' to intelligent

This is about being brave enough to say something new. So often we *sound* like an academic, when there's a genuine opportunity to share our wisdom. By sharing new perspectives and fresh ideas, we create some **Disruption**, and engage our audience.

EXAMPLE:

Try and shift away from 'on-the-fence' language like 'The University values its staff and provides a generous suite of leave and employment conditions,' to something slightly more opinionated, such as 'There is simply no greater resource to a university than its staff.'

Brand voice elements

How to be a friend. Rather than friendly.

PROTOCOL 1.

Move from punctuation, to real punch

When we're trying to talk more casually, we have a tendency to try and create excitement and enthusiasm with exclamation marks and all-caps. But instead of leaning on grammatical tools like this, we should try and say something worthy of getting excited about...

EXAMPLE:

In place of 'Make sure you use your imagination and get snapping!', it's more powerful to say, 'Can you capture something we can all connect with?'

PROTOCOL 2.

Move from Cheesy to Genuine

Sometimes in our efforts to be warm and friendly we can fall into the trap of being a little cheesy, trite or saccharine. The truth is, they're all fake. Being warm is really all about being real – and saying something that shows we 'get it'.

EXAMPLE:

A headline like 'Snap to it!' is clichéd and doesn't make a real connection, but something like 'Take your best shot at your best shot' is original and engaging – while still holding true to our Two-way Headline structure.

PROTOCOL 3.

Move from Eagerness to Earnestness

When talking to younger people, or trying to engender enthusiasm, we currently have a tendency to be a bit too eager – we sound almost breathless with excitement sometimes, and we don't need to. We can actually create more enthusiasm in others by sounding less excited, but just as earnest.

EXAMPLE:

From the super-excited 'Congratulations on being offered a place at Australian Catholic University (ACU)! We can't wait to welcome you to campus.', you could try something that creates anticipation, such as: 'By being accepted into ACU, you've already taken your first step into an exciting future. And we're sure you're going to end up somewhere truly special.'

PROTOCOL 4.

Move from Pushing to Pulling

There are two ways to reach new heights: to be pushed up from below, or to be pulled up from on high. At the moment we tend to push, when it would be worth trying to pull people instead. It's about offering an invitation that they can choose to take up, rather than a command.

EXAMPLE:

'To make sure you have the ultimate start to university life, we encourage you to attend your Course Orientation Day. It's essential to ensuring you're prepared for your studies and have all the important information you need to start your course.' Instead of pushing like that, we could pull: 'The best way to make the most of your first weeks at ACU is to join us for Orientation Day. It's a day devoted to making sure you start your university career on the front foot, and without a backward glance.'

Writing protocols

Basic rules

ACU RESEARCH INSTITUTES AND CENTRES

ACU's research institutes and their abbreviations are as follows:

- Learning Sciences Institute Australia (LSIA)
- Mary MacKillop Institute for Health Research (MMIHR or the MacKillop Institute)
- Institute for Health and Ageing (IHA)
- Institute for Positive Psychology and Education (IPPE)
- Institute for Religion and Critical Inquiry (IRCI)
- Institute for Religion, Politics and Society (IRPS)
- Institute for Social Justice (ISJ)

Institute centres

The Mary MacKillop Institute for Health Research is made up of six centres. When mentioning a centre, note its location within MMIHR.

Example:

"The Centre for the Heart and Mind, part of the Mary MacKillop Institute for Health Research, has found that..."

The six centres are:

- Centre for the Heart and Mind
- Centre for Health and Social Research
- Centre for Primary Care and Prevention
- Centre for Research Excellence to Reduce Inequality in Heart Disease
- Centre for Exercise and Nutrition
- Centre for Musculoskeletal Research

Institutes within an institute

When an institute sits within another institute, its location under the 'umbrella' institute should be noted.

Example:

"The Institute of Child Protection Studies (ICPS), part of the Learning Sciences Institute Australia, has published findings on..."

AUSTRALIAN CATHOLIC UNIVERSITY

The acronym of the University is ACU. In any content where there are multiple references to the University, use 'the Australian Catholic University' in the first instance, then 'ACU' and then 'the University'. 'ACU' and 'the University' can be used interchangeably thereafter.

Where it appears in a sentence, 'the' should always be used before 'Australian Catholic University' but not before 'ACU'.

ACU campuses

The correct titles of the University's campuses are as follows:

- Brisbane Campus (McAuley at Banyo)
- North Sydney Campus (MacKillop)
- Strathfield Campus (Mount Saint Mary)
- Canberra Campus (Signadou)
- Ballarat Campus (Aquinas)
- Melbourne Campus (St Patrick's)
- Adelaide Campus (St Francis of Assisi)
- Rome Campus

When referring to a campus in material/publications which will be distributed externally, it is preferable to refer to the campus by geographical location only (eg Brisbane Campus).

When used as part of the full name, 'Campus' is capitalised (eg Brisbane Campus). When referring to a campus without also naming the geographical location, use lower case (eg the campus).

CAPITALS

Capitals should only be used when absolutely necessary.

Headings should start with a capital letter and then be in lower case (except for proper nouns).

Job titles are capitalised when referring to a specific job or specific person's job title (eg ACU Lecturer in Sociology Professor Jim Watts ...).

However, capitals are not used when referring to the position in general description (eg ACU lecturers and professors are highly qualified).

Capitals are not used when referring to course areas, ie nursing. They are used only for the full name of the course, ie Bachelor of Nursing. Similarly, capitals are not used when referring to the type of degree alone (eg students must have completed either a graduate certificate or bachelor degree).

University is capitalised when referring to ACU, but in general use is lower case.

Faculty should only be capitalised when the full name is used (eg the Faculty of Health Sciences). Use lower case at all other times (eg the faculty has 200 students).

Institute or *Centre* should only be capitalised when the full name is used (eg Institute for Health and Ageing). Use lower case at all other times (eg the institute has three research streams).

Writing protocols

Basic rules

LISTS

Bulleted lists

Bulleted lists are preferable to numbers or letters for itemised material, as they are neater and take less space.

Lists punctuation

There are three ways items can appear within a bulleted list, as shown below.

When the *items in a list form complete sentences*, they should be punctuated like a normal sentence, including capital letters and full stops, as follows:

Highlights of the year:

- The financial statements showed a surplus for the year.
- The membership of the club increased by 50 per cent.
- Planning permission was received from Council for a new clubhouse.

When the *list forms part of a sentence*, they should be punctuated with a full stop in the last bullet point, as follows:

Awards won during the year included:

- a fourth-year essay prize
- the literary award for women students
- the Dr Wilson Medal for an Honours thesis.

When a *list stands alone* under a heading it requires no punctuation, as follows:

Faculty of Theology and Philosophy courses:

- theology
- philosophy
- practical ministry

In all of the above forms, a colon is always used to introduce the bullet points.

TITLES

Staff members should not have their title abbreviated (eg Associate Professor, not Assoc Prof).

Staff members who have no other title (such as Dr or Professor) should be referred to with Mr or Ms before their surname.

Students should be referred to by their first and second name.

Writing protocols

Commonly used words and phrases

TERM	RULE (IF APPLICABLE)	EXAMPLE
A		
adviser		adviser, not advisor
alumni	Lower case alumni (plural) use both alumni and graduate, but NOT alum	
away-from-base	Use hyphen	The student studied away-from-base
B		
BA	Abbreviations of courses should not contain full stops	BA not B.A.
C		
carpark	One word	
case study	Two words	
casework	One word	
coursework	One word	
D		
database	One word	
E		
eg	Do not use full stops	eg, not e.g.
etc	Do not use full stops	etc, not etc.

TERM	RULE (IF APPLICABLE)	EXAMPLE
F		
fieldwork	One word	
first year and first-year	Do not capitalise Hyphenate when using as an adjective	'Many first-year students' 'Many students are in first year'
fee-paying	Use hyphen	
full-time	Use hyphen	
G		
graduate entry	Lower case, no hyphen	
H		
health care	Two words, unless used differently in an organisation name or title.	
honorary doctorate	Lower case	
honours candidate	Lower case	
honours degree	Lower case	
I		
ie	Do not use full stops	ie not i.e.
Indigenous	Capitalise	
M		
masters degree	Lower case when referring to the general degree, no apostrophe	

TERM	RULE (IF APPLICABLE)	EXAMPLE
midyear	One word	
Mission	Capitalise when referring specifically to ACU's Mission	
multidisciplinary	One word	
multi-mode	Lower case, hyphen	
O		
offshore	Lower case, one word	
on-campus	Hyphen if used as an adjective, and elsewhere two words.	
online	One word	
P		
part-time	Use hyphen	
per cent	Use two words in the text of content but in tables and formulas use the symbol %	
PhD	Use correct capitals and no punctuation	
postgraduate	One word	
U		
undergraduate	One word	
Year 3, Year 4, Year 12 etc	Capitalise when referring to school year	Year 12 students

Examples Social

Facebook Ad: O Week Photo Prize

BEFORE

Don't miss your chance to WIN during O Week! The most creative photos (one from each ACU campus) will each win an ACU Prize Pack. All you have to do to enter is take a shot of something iconic on your campus. Make sure you use your imagination and get snapping!

SNAP TO IT!

Take a picture of something iconic on your campus during O Week for your chance to win an ACU Prize Pack!

Upload your image to Instagram with #ACUOrientation to enter!

AFTER

Can you capture something we can all connect with?

Take your best shot at your best shot.

New friends. First impressions. Unforgettable experiences. O Week is made of moments. And we want you to share your best.

Upload your most meaningful moment to Instagram, with #ACUOrientation, and the best from each campus will win a fairly momentous prize.

TIPS

Humanity

*Disruption, via
Two-way Headline.*

Insight.

This is a good example of how we're using an invitation rather than a command, and how we use 'we' and 'you' to create a genuine connection.

Examples Corporate

Excerpt from
ACU Credentials

BEFORE

STAFF EXPERIENCE

ACU gives staff the opportunity to develop their careers in a friendly and rewarding environment where community engagement and work-life balance are valued. The University values its staff and provides a generous suite of leave and employment conditions. There are close to 1,800 staff across the seven campuses. The University's staff are surveyed regularly and provided with numerous opportunities for professional development.

AFTER

A place where people go places

There is simply no greater resource to a university than its staff. And at ACU, we actively nurture each and every one of our staff members, right across our seven campuses.

We believe in showing our genuine, ongoing appreciation for their great work. And we do it by offering excellent leave and employment conditions, by fostering a work environment where they can grow and develop, and where their other passions and responsibilities are supported.

Intrinsic to achieving this are regular staff surveys, where our people can voice their concerns, interests, or achievements they'd like to pursue.

TIPS

We create an immediate Disruption through the use of a one-sentence Two-way Headline.

First sentence Insight.

Human language - 'We'; the use of active voice; talking to beliefs and feelings.

Active voice allows us to claim our victories.

The use of 'our' makes this feel much more personal.

Examples Executive Education

Excerpt from Senior Leaders Program

BEFORE

A PROFOUNDLY DIFFERENT APPROACH TO LEADERSHIP PRACTICE “the future has changed as we know it”

We are living in a more networked, connected and complex world. Leaders are facing unprecedented challenges in everything from digital disruption and market forces to human resource and strategic imperatives. Change is happening fast and the use of simple methods is outdated.

Leadership is no longer anything like it was. Today, and in the future, leaders need to be fit for the exponential accelerated change of the future, leaders need to transform their thinking at will – and to assist others to transform theirs. When stress, anxiety and fatigue is constantly at a high point, with people working longer and harder, a new way of leading must emerge.

Simply knowing more is no longer enough. Complexity, paradox and ambiguity are not “knowable”. They can only be discovered. And so, leaders must develop the insights which are the mechanism of discovery.

The Senior Leaders’ Program guides leaders to make a fundamental and profound shift, to elevate their thinking, take on multiple perspectives and lead their teams to make meaning of the present and the future.

AFTER

Today’s leaders. ● Tomorrow’s laggards ●

Nowhere is change happening faster than at the top. And as a leader, you’re likely feeling the rising pace of the day-to-day challenges of your role. From the growing digital disruption and rapidly shifting market forces, to the variables inherent in human resources and strategic decision-making, it’s getting harder to keep up. ●

Just as tomorrow’s challenges will bear little resemblance to those of today, the great leaders of the future will look nothing like the models we’ve become familiar with. That’s because the environment will be one of constant unknowns, rather than familiar patterns. ●

THE QUESTION IS, ARE YOU READY? ●

Are you ready for this unprecedented rate of change? The speed of decision-making it will require? The number of factors involved? And the very real consequences for your staff and stakeholders? If you’re not, or even if you’re not sure, this course is designed for you. ●

You will learn how to go from drawing on your knowledge, to thinking on your feet. You will get to grips with the troublesome concepts of complexity, paradox and ambiguity – and discover how insight, instinct, flexibility and nimbleness are the keys to excelling in the point-and-click future (and even to leading the way there). ●

TIPS

Disruption, through alliterative Two-way Headline.

Insight into the needs (and fears) of the particular audience.

We show our wisdom here by being brave enough to project our vision of the future, and thereby set up our qualifications to run the program.

This is the question the reader is asking themselves (Insight), and the use of the second person ‘You’ makes that really come home.

There’s humanity here – ‘even if you’re not sure’ shows genuine empathy and insight into the reader’s state of mind.

Active voice, second person, benefit-centric.

Examples eDMs

Orientation email

BEFORE

SUBJECT: YOUR COURSE ORIENTATION DAY.

ORIENTATION 2017

Dear <Name> ,

Congratulations on being offered a place at Australian Catholic University (ACU)! We can't wait to welcome you to campus.

Your Course Orientation Day

To make sure you have the ultimate start to university life, we encourage you to attend your Course Orientation Day.

It's essential to ensuring you're prepared for your studies and have all the important information you need to start your course.

Login to the Student Portal to view your personalised planner.

<Login to the Student Portal>

Be sure to bring your personal planner with you when you attend your Orientation.

We're here to help

Got a question? Our AskACU team has you covered. You can search FAQs, text us, email, live chat, call – whatever works for you!

We look forward to seeing you soon.

Kind regards
ACU Orientation team

AFTER

SUBJECT: START YOUR JOURNEY, ON THE RIGHT FOOT.

You're on your way. Don't get lost.

Hello <name>,

By being accepted into ACU, you've already taken your first step into an exciting future. And we're sure you're going to end up somewhere truly special.

But even trailblazers need to get their bearings.

Ready? Get set.

The best way to make the most of your first weeks at ACU is to join us for Orientation Day. It's a day devoted to making sure you start your university career on the front foot, and without a backward glance.

To make sure the day is useful, practical and beneficial for you, we've created a personal planner just for you. Simply log in to the <Student Portal> to check it out, and be sure to bring it on the day.

We'll be right beside you.

It's okay to be nervous, and you're meant to have questions. That's what we're here for. You can ask us anything, any time – on text, email, live chat, call, or by checking out our FAQs.

In the meantime, we look forward to seeing you at Orientation Day, and officially welcoming you to ACU.

The ACU Orientation Team

TIPS

Disruptive Two-way Headline.

There's genuine warmth and humanity here.

We use insight here in a punchy way.

Pulling rather than pushing.

We show our humanity with real empathy here.

Examples Community

Excerpt from
ACU Credentials

BEFORE

A MISSION WITH A DIFFERENCE

By fostering and advancing knowledge in education, health, business, the humanities, law, the sciences and technologies, and the creative arts, ACU seeks to make a specific contribution to its local, national and international communities.

As distinct to many universities, ACU explicitly engages the social, ethical and religious dimensions of the questions it faces in teaching, research and service. In its endeavours, it is guided by a fundamental concern for justice and equity, and the dignity of all human beings.

ACU's ideal graduates are highly competent in their chosen fields, ethical in their behaviour, with a developed critical habit of mind and a commitment to serving the common good.

AFTER

From the academic to the pragmatic

Now is not a time to be cloistered behind the walls of academia, but one where actions speak much louder than words. ACU is a university that believes strongly in social justice, equity, and the dignity of all human beings – and it's a belief that's played out not just in the way we educate, and the values we espouse, but in our endeavours.

We work hard to make genuine contributions to our local, national and international communities. You can see it in the subjects we teach, and the way we encourage our students to make a contribution in vital fields such as health, education, science and technology.

It's there in the way we go beyond theory to address the social, ethical and religious dimensions of what we teach. And of course, it's most evident in the graduates we produce -- highly competent, ethical, empathetic human beings, with a genuine commitment to serving the common good.

TIPS

Disruption is created with our Two-way Headline.

Our first sentence is the perfect place to show insight.

We're not afraid to show our humanity here – with words like 'believe' and 'values' and of course, 'we'.

First and second person used here.

Examples Core

Excerpt from Core Curriculum document

BEFORE

THE CORE

An acu education is more than a degree. It's more than a rite of passage, or a set of practical skills.

An ACU education is learning to look at the world through a new perspective, with empathy and confidence. It's learning to lead, and to listen. It's challenging stereotypes, and having the confidence to make an impact.

The University's Core Curriculum lies at the heart of this transformation. It's a key part of every ACU student's education – giving you time to reflect on a life well lived, and consider ways we can change the world by applying the principles of Catholic School Teaching.

These principles are relevant to us all.

AFTER

To look with different eyes.

The ACU Core Curriculum

When you study at ACU, you will learn a lot more than the material in your course. You will be introduced to, and guided towards, a whole new way of looking at the world. A way that looks beyond oneself, to the good of others, and the good of all.

We call this shift in perspective our Core Curriculum – as it lies at the heart of everything we do, and hopefully, everything you will do in your life.

Whatever course you pursue at ACU, you will learn a range of 'soft' skills that will hold you in good stead throughout your life. You will learn how to lead and how to listen. How to feel and show empathy for others. And how to act with confidence and conviction.

These Catholic principles are relevant to everyone, germane to our times, and the fundamentals for those wanting to change the world for the better.

TIPS

Notice the form of the headline and sub-head here.

Second person, showing insight into the benefit for the reader.

Human, emotive language through here.

There is a powerful invitation here, rather than a foisting of beliefs.

Examples Press Release

Excerpt from
Applications Press Release

BEFORE

Applications on the rise

Main round offers – also known as major round or round one – have been published in Queensland, Victoria, New South Wales and ACT. There has been steady growth in students applying to study at ACU, with nursing and allied health services continuing to generate strong interest, and more applicants than ever applying to study a double degree.

ACU has attracted a 4 per cent increase nationally in first preference and direct applications.

...

AFTER

Round one goes to ACU.

More and more students are seeing the value of the unique education ACU provides, and applying for a round one offer from us. In fact we've seen a 4 per cent increase in first preference and direct applications, right across the country.

While there have been increases across the board, our highly sought-after degrees in nursing and allied health services continue to lead the way. Most pleasing has been the surge in applications to study a double-degree – the most we've ever received.

TIPS

Use of the one-line Two-way Headline.

An insight is available even in a press release – the insight into WHY the rise in applications.

This piece is a good example of trying to bring the tone in from a very dry corporate one. Use of 'we' is really important to bring some humanity to it.

Genuine, human language here.

Examples Banner headline

Excerpt from Open Day eDM

BEFORE

SUBJECT: THE COUNTDOWN IS ON TILL YOUR DAY BEGINS.

It's an all-new Open Day at ACU and you're invited!

IT'S YOUR DAY!

Saturday 10 December / 8.30 AM – 2.30PM
Strathfield Campus, 25A Barker Rd, Strathfield

Hi Caitlin,

Start getting excited – ACU Open Day
is only one week away!

To get warmed up for the big event, here are some fast
facts about what you're interested in studying:

Teaching and education

...

AFTER

SUBJECT: YOUR TIME STARTS NOW.

This is your moment. Don't miss it.

THE 2017 ACU OPEN DAY

Saturday 10 December: 8.30AM – 2.30PM
Strathfield Campus: 25a Barker Rd, Strathfield

Dear Caitlin,

There's no time in life quite like this one.
Are you ready to seize your moment?

To make sure you're all set to make the most of your Open Day,
we've pulled together some interesting facts about the subjects
you'll be studying:

Teaching & Education

...

TIPS

Treat the subject line like a sub-head.

*Alliterative Two-way Headline
for disruption.*

Insight.

Connecting in a human way here.

Checks and balancers

Brand voice thermometer

A mercurial issue.
Solved mercurially.

The fact is, ACU produces a huge number of communication pieces – across an incredibly broad range of media, and in a large number of contexts. And while it would be nice to say that our full brand voice must be used in all circumstances, this is simply not practical.

The truth is, as much as these guidelines are here to help, an amount of common sense is required

– so that the brand voice can be applied appropriately for the media choice.

That's where our Brand voice thermometer is useful – it provides a framework for understanding how much of the full brand voice need be applied to different media. This is something that is intended to flex and grow as you become more familiar with the voice, and how and when to apply it.

