

# Campus

## Campus written resource template

Thank you for agreeing to contribute to [Campus](#). We accept **feature articles** and **short videos** – or a combination of the two. This template is for written resources – there is a separate guide for video resources.

Campus resources offer practical, actionable advice for fellow educators, faculty, researchers, support staff and university leaders wishing to improve and enhance key areas of higher education, including: teaching and learning; impact and sustainability; internationalisation; early career research support; research management; equity, diversity and inclusion; leadership and strategy; digital transformation; and student success.

Campus resources place a strong focus on the “how” as well as the “why” and “what”. These are key questions to bear in mind when creating an article or video.

### How to submit an article to Campus

Articles should be submitted as a Word file. Please do not send PDFs as they cannot be edited. A Campus editor will provide feedback to the author or make edits directly in the Word document. This might include minor text and grammar corrections but could also involve major edits such as structural changes, questions or requests for more information or supporting evidence. The author is then sent the amended document, and will be asked to address any feedback and return a corrected version. When both editor and author are happy with the text, the resource will be published within a month.

The Campus editor will write or revise the headline and standfirst. They will also choose an image to accompany the resource, but authors can also provide images or graphics to support their text. Authors should ensure they have permission for the images or graphics to be published online.

Finally, please check our [Campus contributor terms and conditions](#) and ensure you’re happy with them – they’re standard stuff, but we need you to have seen them (no need to respond to them, unless you have a query, of course).

### Examples of well-structured written resources

[Creating ‘third spaces’ will revolutionise your campus](#)  
[Eight ways your university can make research culture more open](#)  
[Managing cognitive load for EAL – and all – students](#)

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## How to structure your resource

Title	If in doubt, keep it simple and snappy
Name, role and institution	
Twitter handle	
Standfirst	One or two sentences providing a summary of what the resource is about – what advice are you offering and what challenge does it address?
Body text	<p><b>Written features: 750-850 words</b></p> <p><b>Introduction:</b> Provide a brief introduction to the challenge or issue being addressed – and explain why it is important/could be improved.</p> <p><b>Body text:</b> Explain the potential solution(s)/method(s) that will meet or overcome this challenge or improve outcomes.</p> <ul style="list-style-type: none"><li>• Provide practical detail and examples that will enable the reader to understand how the theoretical advice can be made to work in their own practice – for example, which tech tools could be used, what kinds of activities might help, which frameworks to apply, what style of communication is most effective.</li><li>• Include detail on how to apply the advice in different contexts.</li><li>• Subheadings, lists and bullet points can improve readability. Use where appropriate.</li><li>• Explain how the approach(es) outlined in the advice improves outcomes, drawing on personal experience or known research.</li></ul> <p><b>Conclusion:</b> Finish with a summary of key takeaways or summarising line on the potential future development of the ideas etc.</p>
Extra tips	<ul style="list-style-type: none"><li>• Use plain English and avoid jargon.</li><li>• Avoid acronyms wherever possible.</li><li>• Keep sentences short, clear and concise.</li><li>• Use an active voice. For example: “The teacher marked the assignment” (rather than: “The assignment was marked by the teacher”).</li><li>• Don’t assume detailed knowledge of a subject. Include links to explainers.</li><li>• Use three or four subheads to split the resource into sections. This is easier to read and navigate than one long text block.</li><li>• Subheadings should be evocative, make use of keywords and be informative in their own right. Avoid “Conclusion”, for example.</li><li>• Use bullet points where appropriate, such as when listing options.</li><li>• If you quote someone, please include their job title and institution or company.</li></ul>

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	<ul style="list-style-type: none"><li>• For in-text reference or evidence to support claims, use a hyperlink to the paper or abstract. Campus does not publish footnotes or endnotes.</li><li>• Anecdotes and humour improve readability – don't be afraid to use them.</li></ul> <p>Presentation structure works well – introduction, body, conclusion.</p>
Additional links	We are happy to include links to relevant related content and resources, so include these at the bottom of your resource.
Supporting documents and images	We can include supporting documents as attachments and embed simple images or graphs into the text, but if there are several, it is better to link through to them from the resource.

## Common mistakes to avoid

1) Resources are **not opinion pieces or news features**. They offer advice, a place to share expertise, insight and tips to help other academics or HE professionals do their jobs better. For opinion pieces, please refer to the separate guidelines.

2) It is easy to fall into writing a narrative piece detailing a successful project/scheme at your institution. These can be a foundation for the advice but should not make up the bulk of the piece. Resources should be focused upon outward-looking, practical advice for others; use your project or experience to back up or draw out lessons.

3) These are **not promotional pieces** and attempts to make them such devalues them as advice resources. Anything you contribute to Campus will carry your byline and institution, with a link through to your institution's webpage. Repeated mentions of your institution throughout the copy will be removed.

4) Keep context to a minimum. You are writing for your peers who will be aware of global issues around higher education (such as that Covid led to a rise in online teaching in universities).

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