Times Higher Education

Inside Higher Ed

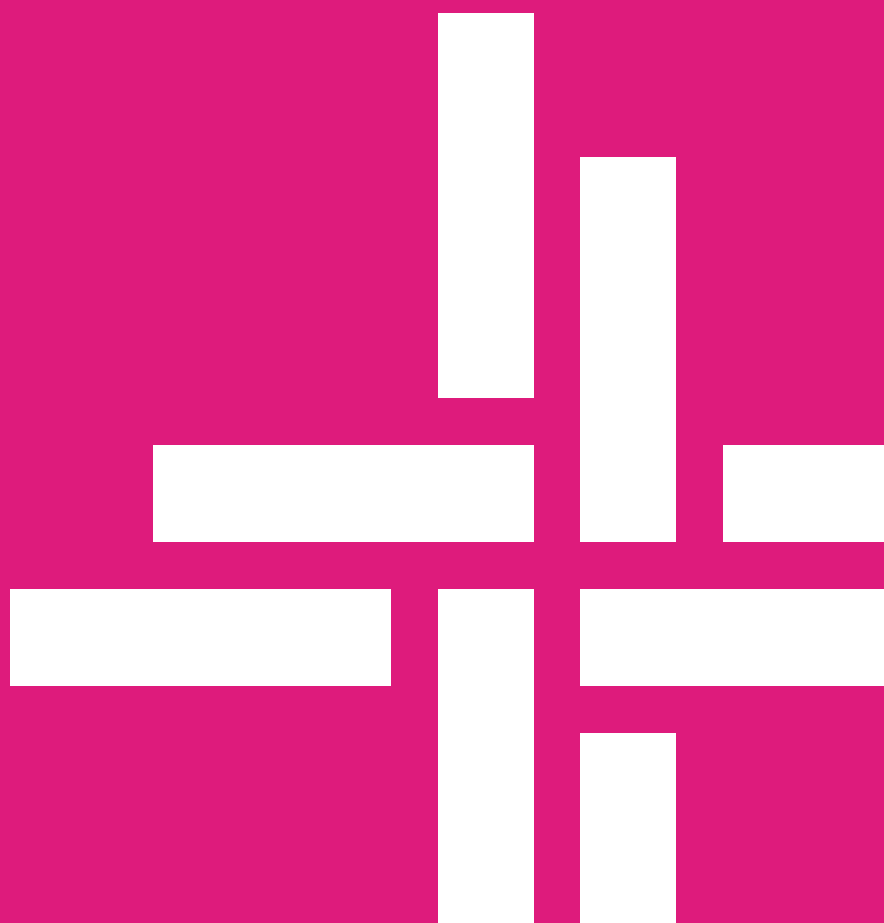# Campus

Editorial guidelines
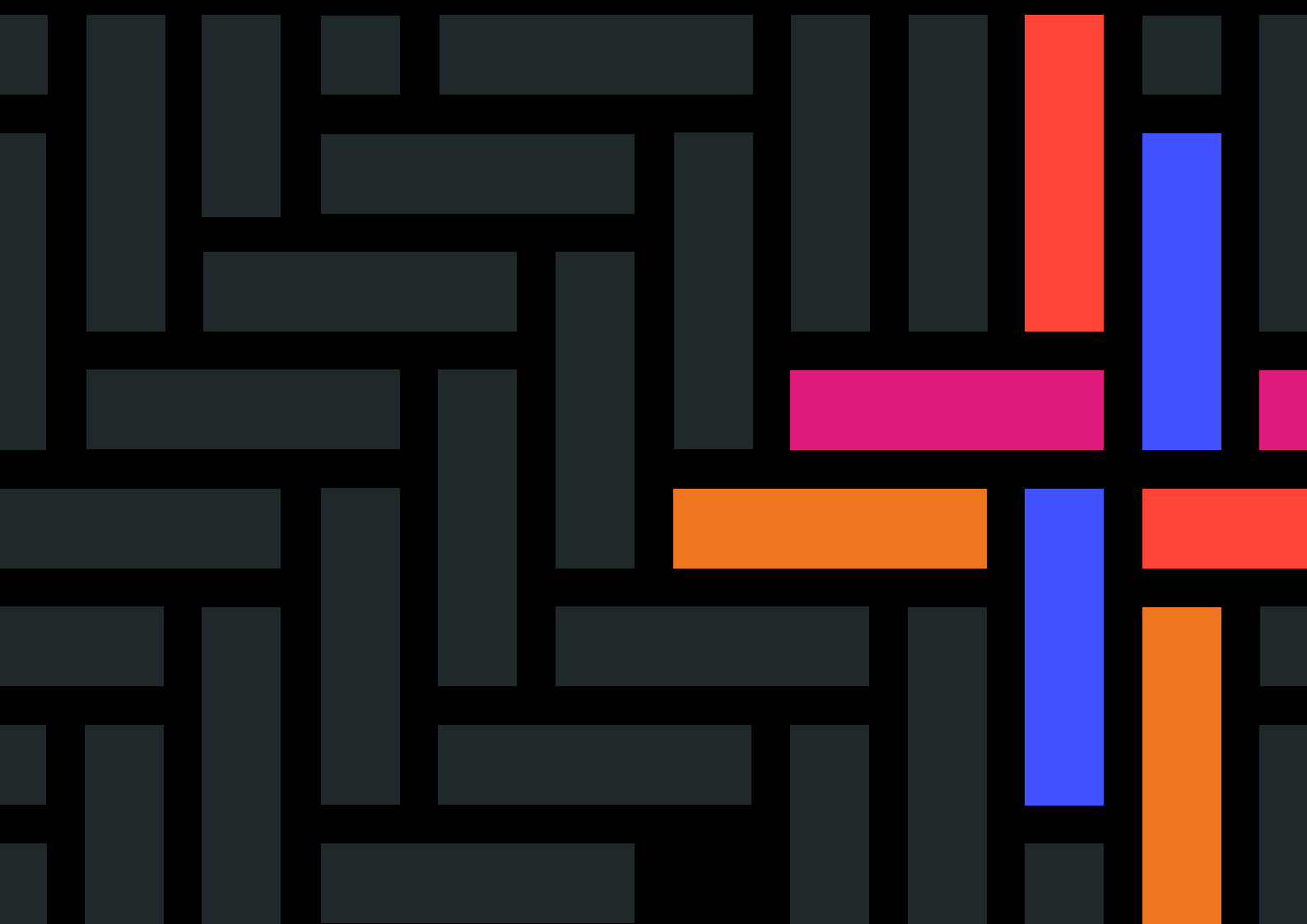
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A guide to creating a **video resource** for Campus

Video

Thank you for agreeing to contribute to Campus. We accept resources in the form of written features and short videos – or even a combination of the two. This guide is for video resources. There is a separate template for written 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.

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).

How to submit a video for Campus

Videos should be three to five minutes long. The format can be very simple – you speaking clearly to camera. Recording via a mobile phone or laptop is fine as long as the image and sound are clear.

Please avoid excessive branding in the video – this is a resource, not a promotional piece of content.

We recommend sending us your draft script before you start recording, so we can provide relevant feedback on the content. Read your script aloud to make sure it is the right length for the video.

Video files are often too big for email. Please send us the video file via Wetransfer or another free file-sharing platform.

Examples of well-constructed video resources:

Using gamification as an incentive for revision

Advice for early career researchers on handling workplace inequality, prejudice and exclusion

Think-pair-share: how to structure online classes

Filming practicalities

Videos should be filmed in landscape, with a minimum resolution of 480p. Please do not use a substitute background image.

Initial considerations	● What device are you using? ● Where is the camera? ● What is the backdrop? ● Is there any background noise? ● What is the lighting set-up?
Tech set-up	● Use a laptop, desktop computer or mobile device with an effective camera and microphone. ● If your computer microphone is not reliable, use a headset with a mic you can plug in. ● Make sure your recording device is plugged in to a power source or has plenty of battery to complete the recording.
Physical set-up	● Choose a quiet room, with little to no background noise such as traffic or weather (such as wind or rain), where you will not be interrupted. ● Sit with a plain background behind you – ideally a wall and not a window. ● Position yourself directly in front of the camera with your eye-line in the top third of the screen. ● Check the lighting. Keep lights in front of or above you – avoid bright lights behind you; this will throw your face into shadow. ● Turn off all notifications (email, Slack messages, WhatsApp, etc) on your device.
Recording the video	● The video should be three to five minutes long. ● Wait three seconds after you press record before you start speaking. ● Speak clearly. ● If necessary, slow your natural speaking pace down a bit. ● Wait about three seconds before you stop recording.

Video content: what to include

Introduction	Introduce yourself – give your name, job title and institution or company. Briefly explain what you will be talking about. Introduce the challenge or issue being addressed – and explain why it is important/could be improved. Avoid giving background on how the Covid-19 pandemic has changed higher education – we all know this, so we don't need to keep repeating it.
Advice	Explain the potential solutions/methods/strategies that will meet or overcome a challenge or improve outcomes. Provide practical detail and examples that will enable the viewer 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 framework to apply, what style of communication is most effective, etc. Break up your advice into clear sections to keep the points clear and easy to follow. For example: "Three key tips..." (just as you would in a presentation). Explain how the approach outlined in the advice improves outcomes, drawing on personal experience or known research.
Conclusion	Briefly summarise the key points or takeaways you wish to leave viewers with.
Extra tips	You can keep the videos informal and chatty in style. Based on time constraints, it's best to stick to a few specific points rather than many – a short Campus video is not the right platform to express broader, far-reaching ideas. Keep the intro brief and try to get to the advice as quickly as possible. If you want to check that your script meets the brief, send a draft script to us to check or offer feedback before you record the video.
Supporting content	**Transcript:** We will provide a full transcript of the video. **Additional links:** We are happy to include links to relevant related content and resources below the video, so do share these with us.

Do

● **Do a test recording to check the sound, camera angle, lighting and your position before you start recording for your submission.**

● **Keep it brief – three to five minutes.**

● **Keep it simple – focus on one or two key takeaways.**

● **Always watch and check the video recording before sending.**

Don't

● **We are not an academic journal and do not publish references. So please don't include them.**

● **Don't overcomplicate the set-up or script – just you speaking clearly to a camera is perfect (but if you want to add in slides or infographics and have the tech know-how, then go ahead!)**

● **Don't get lost in the detail – decide on the key points you want to make and stick to them.**

● **Don't worry about needing high production quality – neat and casual conversations that situate you in a home or office setting are relatable for viewers.**

Written resource template for Campus

Written resources

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

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	**Written features: 750-850 words** **Introduction:** Provide a brief introduction to the challenge or issue being addressed – and explain why it is important/could be improved. **Body text:** Explain the potential solution(s)/method(s) that will meet or overcome this challenge or improve outcomes. ● 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. ● Include detail on how to apply the advice in different contexts. ● Subheadings, lists and bullet points can improve readability. Use where appropriate. ● Explain how the approach(es) outlined in the advice improves outcomes, drawing on personal experience or known research. **Conclusion:** Finish with a summary of key takeaways or summarising line on the potential future development of the ideas etc.

How to structure your resource, continued

Extra tips	● Use plain English and avoid jargon. ● Avoid acronyms wherever possible. ● Keep sentences short, clear and concise. ● Use an active voice. For example: "The teacher marked the assignment" (rather than: "The assignment was marked by the teacher"). ● Don't assume detailed knowledge of a subject. Include links to explainers. ● Use three or four subheads to split the resource into sections. This is easier to read and navigate than one long text block. ● Subheadings should be evocative, make use of keywords and be informative in their own right. Avoid "Conclusion", for example. ● Use bullet points where appropriate, such as when listing options. ● If you quote someone, please include their job title and institution or company. ● For in-text reference or evidence to support claims, use a hyperlink to the paper or abstract. Campus does not publish footnotes or endnotes. ● Anecdotes and humour improve readability – don't be afraid to use them. Presentation structure works well – introduction, body, conclusion.
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. For Campus+ partners, this will include a link through to your institution's profile page. 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).

Opinion piece guidance for Campus
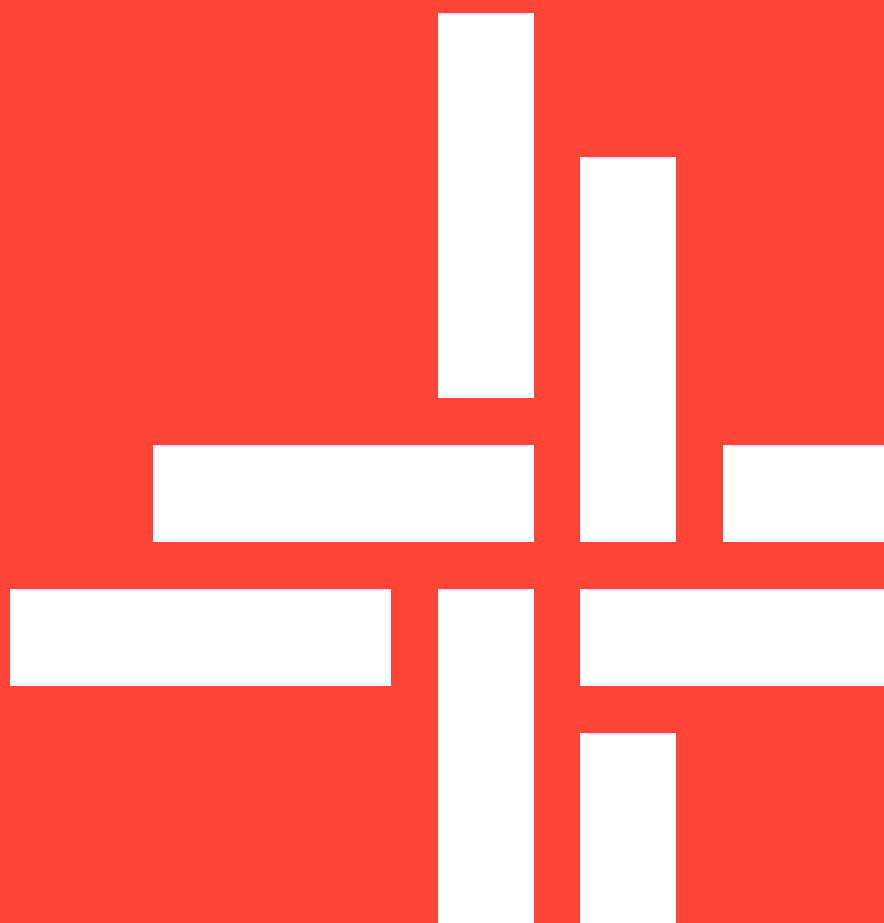
Opinion pieces

Views are resources based around a strong or strident opinion. They should propose practical solutions or guidance off the back of the opinions being espoused. Do not be afraid to be forthright or controversial in your views. Campus opinion pieces are written in a high-end magazine style.

The clear element of advice can take the form of overt, practical tips or ideas on how readers or the higher education sector might solve the issue(s) at hand, or at least begin to think about it. We're not expecting all the answers, obviously, but a View opinion piece should offer a (potential) way forward that brings even greater value to our readers.

The usual word count is 800 to 900 words. We do not publish footnotes, endnotes or references (use hyperlinks to explainers, studies, papers or abstracts instead, please).

You are writing for your peers but not for an academic journal. Use plain English and avoid jargon and excessively academic language – it's not generally common to speak in terms of "modalities" or "observed differential experiences" and the like. A good way to think of the tone is that of an intelligent conversation you might have over dinner with a friend who is educated but not au fait with academic lingo. Please do consult our Views section to get a feel for style if you're unsure.

How to submit a Views article to Campus

Articles should be submitted as a Word file of 800 to 900 words (this does not include the headline, standfirst or additional links). Please do not send PDFs as they cannot be edited. A Campus editor will provide feedback to the author or make edits directly into the Word doc. This might include minor text corrections but could involve major structural changes, questions and requests for more information or supporting evidence. The amended draft will be sent back to the author, who is then asked to address any outstanding feedback or questions and return a corrected version. When both editor and author are happy with the text, it 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.

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Examples of well-structured written resources:

The four-day week in higher education: can we make it work?

Why higher education should take an EDI lesson from Kendrick Lamar

When is a percentage not a percentage? The problem with HE marking practices

THE Times Higher Education | IHE Inside Higher Ed

Dos and don'ts for submitting an opinion piece to Campus

● Our readership is global higher education faculty and leaders who will be aware of the large trends in the university sector, so just as you wouldn't mention to a colleague that Covid had changed the HE teaching landscape, you don't need to reiterate that in your article.

● That said, don't assume readers will know what you're talking about. If you would explain a concept to a colleague from a different field at an international conference, you would similarly need a brief explanation in a Campus piece.

● Avoid pieces that say that "things are changing and we need to get on board with that". We are after pieces that dig deeper and/or focus on a specific area of/problem with/solution for HE.

● Ask yourself what, specifically, will your piece add to the conversation? Is it unique? Does it add a new perspective or way to understand an issue?

● The purpose of these pieces is not to explicitly state "we're doing this" and "we're doing that" but to demonstrate thought leadership and thus promote your institution in that way – by having it associated with articles that build a compelling argument, engage our readers and offer solutions to/insight into the issue(s) raised.

● Move beyond abstractions. Discussing the big ideas is fine, up to a point, but we also need to see why this is important and how it relates to/can be applied to real-world situations. Don't spend too much time discussing the macro changes that HE is going through – most readers are aware of them. Use the (somewhat limited) word count to concentrate on the unique and insightful point(s) that you want to make.

● Offer ideas and guidance on how readers and/or the sector might solve the issue(s) at hand, or at least begin to think about them. We're not expecting all the answers, obviously; offering a (potential) way forward brings even greater value to our readers.

Campus