THE DISCOURSE OF FUNDRAISING IN UK UNIVERSITIES: A CRITICAL DISCOURSE ANALYSIS

By

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Abstract

The research aimed at investigating how the discourse of fundraising is organised by universities in the UK. The study has been undertaken from a Critical Discourse Analysis perspective using two theoretical approaches namely argumentation and evaluation which have been utilised in analysing and understanding the mechanism of this discourse. The data was collected from the alumni webpages of five UK universities: Cambridge, Oxford, Edinburgh, Saint Andrews and University College London. From the argumentation perspective, the analysis revealed the macro structure of the argument as revolving chiefly around claims, goals, values, circumstances and means premises, which capture what the universities value and hold dear, why they care about such and the practical steps required to achieve such goals. While the argumentation approach unravels the macro structure of the discourse of the universities and how they persuade their alumni and friends to make donations, the evaluation theory was used in investigating the specific internal structure of the discourse, analysing more delicately and sensitively the specific values that the universities promote in their arguments. From the analysis, six evaluative categories: significance, capacity, variety, people, flexibility and novelty were identified as cumulatively constituting the core discursive and persuasive strategies of the universities. The findings of the research therefore suggest that the discourse of fundraising in UK universities takes a promotional posture revolving chiefly around argumentation and evaluative strategies to solicit funds from alumni, friends and the public.

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Chapter 1. Introduction

1. Introduction

Universities are increasingly becoming more conscious and actively involved in fundraising issues, programmes and activities. This is related to the recent rise of philanthropy which has 'attracted attention from policymakers, non-profit organisations, infrastructure groups, wealth managers and donor advisors' (Keidan, Jung and Pharoah 2014:7), and which has been attributed, by different scholars (Chomsky 1999, Bourdieu and Wacquant 2001, Rapley 2004, Harvey 2005, Friedman 2006, Abbey 2005, Galston 1995, Giddens 1998, Munck 2005, Clarke 2005, Fairclough 1993, 2012), to recent economic, political and sociological factors which have impacted on the current state of affairs of most universities. Fundraising is generally more associated with mainstream philanthropic contexts like charities and other non-for-profit organisations in which the focus is on achieving goals or providing services which are meant to support and solve pressing issues and needs of society, what Keidan, Jung and Pharoah (2014:7) refer to as 'the public good'. However, alumni and other forms of fundraising by universities which are typically not philanthropic organisations are becoming more visible in recent times (Keidan, Jung and Pharoah 2014:7).

Mainstream or charitable philanthropic fundraising has received a considering professional and scholarly attention with fairly established patterns identified by scholars (Bhatia 2003, Sullivan 2003, Connor 2003, Wagner 2003, Haas 2003, McCagg 2003, Ritzenhein 2003, Bazerman 2003 and Seiler 2003). Bhatia (2003) for instance has focused on the generic patterns of fundraising language in which he has compared the promotional nature of the language to that of commercial advertising and identified similarities in communicative purposes, distinguished the two and described fundraising as 'a form of moral action'. Sullivan (2003), Connor (2003), Wagner (2003), Haas (2003), McCagg (2003), Ritzenhein (2003), Bazerman (2003) and Seiler (2003) on the other hand have addressed, more delicately, specific aspects of fundraising language namely: the use of metaphor, the fundraising process, patterns of argument, exchange of values, emotional and logical appeals, the language of grant proposals, structure, awareness of audience and representation of identity and the language of fundraising within the online space. What these scholars and researchers suggest therefore are fairly stable features and patterns of fundraising which apply across different contexts with slight peculiarities. This therefore implies that there are specific and generic patterns of fundraising: the generic referring to those features that are common to fundraising and the specific being those that are peculiar to particular fundraising contexts. The ideas of the scholars discussed above are particularly useful because they dwell persuasively on the language of fundraising

However, within the context of Higher Education and universities, in particular, fundraising has not received adequate treatment and or commensurate scholarly attention as it is the case with charitable philanthropic fundraising. Not much is known about the specific features of university fundraising discourse and its organising principles. The current study therefore focuses on how the discourse of fundraising is organised by universities. The main aim is to understand how the mechanism of the language of fundraising is structured by universities, in this instance, universities in the United Kingdom.

This study has been undertaken from a critical discourse analysis (CDA) perspective dwelling chiefly on the discourse of fundraising in universities and focusing specifically on alumni webpages as the main source of data. Though the grand and overarching theoretical approach is CDA, two specific theoretical approaches have been adopted for the study. These are argumentation (Fairclough and Fairclough 2012) and evaluation (Martin and White 2005). The choice of these two approaches has been informed by the fact that they complementarily make for a more balanced and rigorous analysis addressing specific aspects of the data. The argumentation approach dwells chiefly on the structure of the discourse focusing on the claims and premises upon which the discourse is constructed. The evaluation approach on the other hand enables us to investigate the specific values captured in the premises and the entire discourse. This macro-micro perspective and affordance which the use of these two frameworks offers has proven useful in understanding the discourse in question.

The primary objective is to investigate how the language of alumni webpages is constructed with a focus on the argumentative structures utilised and the values they promote in the discourse. In order to achieve this aim, the research seeks to answer three research questions which are outlined below.

1.2 Research questions

As stated above, this study seeks to investigate how universities in the UK use language to persuade readers to make donations to them in their fundraising appeals and campaigns. In doing so, three research questions have been formulated to guide the investigation. These are as follows:

1. What argumentative structures do universities use to argue for donations from alumni and members of the public in their online discourse?
2. What evaluative strategies do universities use to persuade readers to make donations?
3. In methodological terms, to what extent does a combination of argumentation analysis and approaches to evaluative language help to understand the discourse of fundraising in Higher Education?

These questions serve as the guiding principle upon which the research is based, filtering through the literature review, theoretical framework, analysis, discussion of findings and conclusion.

1.3 Summary of the structure of the research

This research is organised into nine chapters. The first chapter is the Introduction which provides a background to the topic and specifies the research questions which set the agenda for the study. In the second chapter, the concept of fundraising in higher education in the United Kingdom is introduced and discussed in relation to its specific mechanism, structure and approaches and what distinguishes university fundraising discourse from other forms, styles and contexts of fundraising. Similarly, the grand theoretical tradition for the study, Critical Discourse Analysis (CDA), is introduced at a more preliminary level (and later taken up and discussed in detail in Chapter 8). Chapter three focuses on the method of data collection and analysis in which the methodological choices made are explained.

The fourth chapter is a theoretical review of argumentation. It reviews Toulmin's (1958), van Eemeren's (2014), Walton's (2006, 2012) and Fairclough and Fairclough's (2013) approaches. The practical argumentation model following Walton (2006, 2012) and Fairclough and Fairclough's (2013) model has been adopted for the current study. The major approach favoured and utilised for analysis is Fairclough and Fairclough's (2013) while Eemeren's concept of normativity is also reviewed in relation to its relevance to the current study.

Chapter 5 is an in-depth data analysis based on the argumentation framework established in Chapter 4. Chapter 6, like Chapter 4, is another theoretical review but on approaches to evaluative language. Here the ideas and theoretical perspectives of Hunston and Thompson (2000), Lemke (1988), Bednarek (2006) and Martin and White (2005) have been reviewed, from which I have develop an approach for analysis of evaluation which is data driven and theoretical enriched, drawing chiefly from Martin and White's (2005) perspective on the subject. This is followed by evaluation analysis (Chapter 7) based on the theoretical framework drawn up in Chapter 6.

Chapter 8 is the Discussion of Findings from the argumentation and evaluation analyses. This chapter summarises and discusses the key findings of the study in relation to the research questions and theoretical frameworks established in chapters 4 and 6. This is followed by the Conclusion (Chapter 9) which is the last chapter of the study. The conclusion harmonises the various arguments into a single argument which is that the language of fundraising by universities and its organising principles demonstrate marked features of persuasive and promotional discourse reminiscent of commercial advertising (Bhatia 2003) but more specifically revolves around goals, values, circumstances and means as argumentation strategies to persuade donors: alumni, friends and the general public to provide financial support and to make other forms of donations to them. It is also important to note that the discourse is also laden with evaluations of significance, capacity, people, variety, novelty and flexibility which serve to further amplify, legitimise and situate the arguments of the universities for funding and support.

As stated above, there exists at the moment a dearth of scholarly research on the language of university fundraising. This research therefore is one of those limited number of investigations that are focused primarily on the language of fundraising within the context of the university and Higher Education in general. It is also important to mention here that this research has contributed in extending the boundaries of evaluation as it proposes and applies a modified set of evaluation categories drawing insights from Martin and Whites' (2005) appraisal framework but deriving directly from the data. The analysis of fundraising letters (Ritzenhein 2003) has been the commonly researched university fundraising strategy. In the current study a new site of fundraising (alumni webpages) has been identified and analysed from which our understanding of the discourse has been enriched and new insights gained. This therefore is another new perspective the current study has brought to bear on the body of knowledge of the field of university fundraising discourse in particular and fundraising in general, and it is hoped that this research will inform practice on university fundraising and inspire further research on the subject.

In terms of disciplinary audience, this research would primarily be useful to those interested in critical discourse analysis of Higher Education funding and fundraising. It would equally be useful to universities' alumni and development offices, university leaderships/administrators and foundations with interest in fundraising and endowments and capacity building, academics and other experts researching and/or teaching about fundraising in Higher Education, Higher Education umbrella and advisory organisations, funding bodies, fundraisers and those interested in university fundraising as form of ‘moral action’.

Chapter 2. Higher education funding and critical discourse analysis

2.1 Institutional changes in UK Higher Education funding

There is a growing tension and concern being expressed especially by universities and those who care about the current state of universities in the UK. The concern revolves around the manner in which universities are becoming like businesses in their efforts to seek extra sources of funding as government's funding is progressively on the decline. This development has elicited discussions, comments and reactions among various actors in the education sector and scholars, most of whom have lamented the implications of such a development for higher education and university education in particular in contemporary Britain. A number of scholars (Fairclough 1993, Brown 2010, Collini 2012, 2015, Thomas Hale and Gonzalo Vina 2016) have given an enduring treatment to this issue. Thomas Hale and Gonzalo Vina (2016) for example, have provided a background and insights to the situation clarifying with useful excursions into history and linking it up with the present. To them, this is a challenge to the universities as they race and hunt for money, students and status.

According to them, 'in an increasingly cut-throat global market, universities are developing new strategies to attract more money, students and top flight academics through their door. They are also turning to new avenues to raise funds' (Hale and Vina 2016: 5). The new strategies being developed, according to Hale and Vina (2016) include issuance of bonds, shares, stocks and other financial investment instruments. Citing the example of University of Cardiff, they provide insights into the recent fundraising strategies in UK universities. The case of Cardiff University being that, in February 2016, it raised £300 million through the issuance of a 50-year public bond with an interest of 3.1 percent. The plan of the university for the public bond being 'to use some of the money to develop its ''innovation campus'', which will include facilities in neuroscience and cancer research' (Hale and Vina 2016: 4). They maintain that Cardiff is only an example of the 'growing number' of UK higher education institutions turning to the capital market to fund expansion plans, and that in 2015 $1.39bn of UK higher education bonds were sold into global capital markets, recorded as the highest as at 2016 by Dealogic the university data expert and provider. What the above suggests is that universities in the UK are already part of the capital market and actually listed on a global capital market.

Hale and Vina (2016) agree to this development being atypical to universities but provide an explanation to this trend as being the by-product of 'the backdrop of a historic shift in the financial landscape of higher education' which has caused an acceleration 'towards a free market', as opposed to the over half a century ago when universities were financed directly by the government and students were supported by maintenance grants from the state. From the initial school fees of £1000 introduced by Blair's government, five years after which the top-up fees £3000 introduced. Then came the £9000 which came in 2010 and which has continued to the present irrespective of the demonstrations and negative reactions which greeted it. This is an agenda which the successive governments have well prosecuted by retreating progressively in their funding of higher education, allowing the cap on fees to be raised lifting restrictions on student numbers and putting no limit on the amount of fees to be charged to international students. Even the limited available state resources are channelled to the high achieving universities with state of the art science and research facilities: lecture theatres, laboratories, libraries and halls of residence, which is where universities are now channelling their resources, most of which are obtained through borrowings (Hale and Vina 2016). The funds from the state are available to the universities mostly on a competitive basis which implies that universities must compete for them and win based their teaching and research excellence among the other factors.

Hale and Vina (2016) refer to this development and process where the financial institutions and markets gain influence in the financial life and landscape of the universities as 'the financialisation of universities', and decry the consequences of such an emerging trend on the life of the universities as they see it as being raised to some 'fundamental questions about the place of universities in society'. One of the concerns they express is that in order to service their debts, the universities are looking at future student numbers, and as a result the students are looked upon as customers on the one and the students on the other hand consider themselves as consumers who are demanding return on their investment which comes in the form of a minimum of £44,000 loan burden. This purely business or quasi business transaction or what Collini (2012) calls a 'business-school model' has far-reaching negative consequences for the nature and quality of education chiefly because education is 'a public good' (Collini 2012) and not a business. One other related consequence of this business model is that universities 'are being forced to rethink the priorities and purpose of the education they provide' (Collini 2012), in which case there is a gradual shift from the role of universities as centres of public education to a more narrow-minded material outcome without which universities are considered as irrelevant.

Since students are now classified as customers (Molesworth, Scullion and Nixon 2010) and the lifting up of the ban on student numbers there is a perceived unmanageable increase in the number of students to emerge in universities without commensurate manpower to meet their needs and demands as consumers. In recruiting students, the international students are a huge source of income since the universities are allowed to charge tuition fees at their discretion and to any number of students they are able admit and accommodate within their facilities. This introduction of market forces into the sector is an unhealthy trend for the universities. The reality however shows that the Higher Education Council for England, for example, has progressively reduced its funding to universities from £7.1bn in the 2007-2016 academic session to just under £4bn (see Figure 1 below) for the present session (Hale and Vina 2016) leaving the universities grossly underfunded amidst growing student population and rising running cost. An example of a negative outcome of this development are demonstrations and strikes witnessed at University College London (UCL) triggered by anger by staff due to budget squeezes and higher accommodation charges, all in the bid to enable the University to survive in the face of dwindling government funding (Hale and Vina 2016).

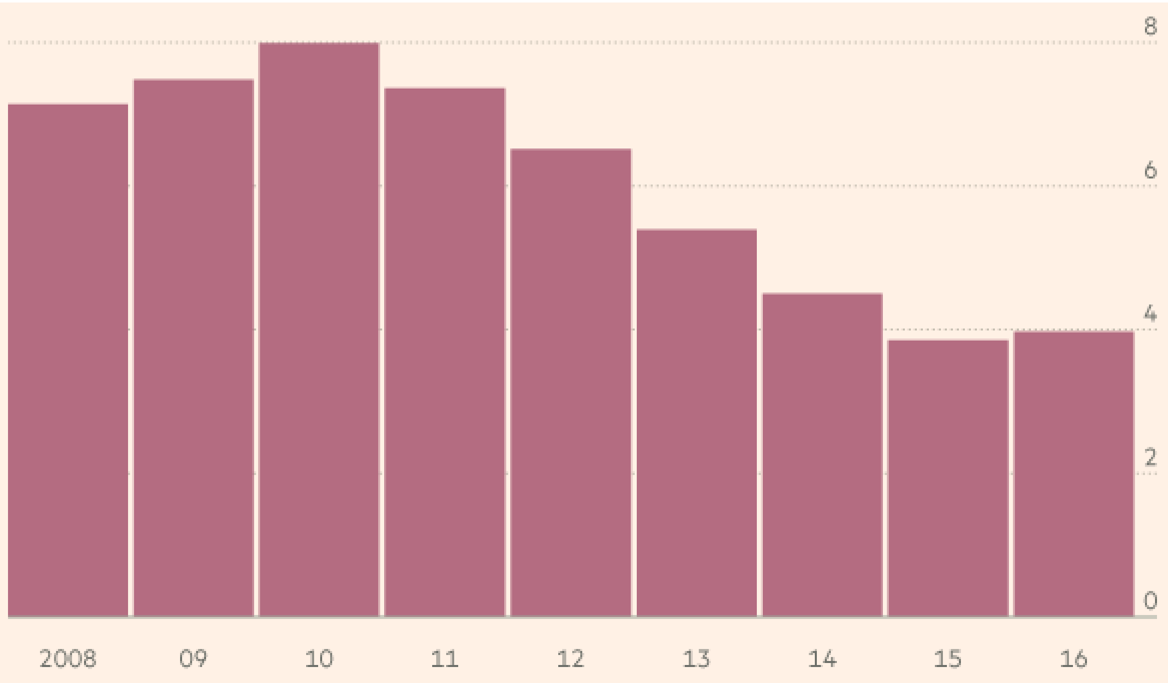


Figure 1. HECFE Funding to Universities in England from 2008-2016 (Source: Hale and Vina 2016)

Hale and Vina (2016) and Molesworth, Scullion and Nixon (2010) demonstrate with evidence of practitioners that the growing predilection of universities in UK with the expansion of resources is purely a marketisation strategy to win more applicants and consequently more students, which implies more income. The thinking being that the more state of the art the facilities of a university are, the more attractive it will become to applicants. If the term ‘marketing’ were to be applied in loose terms then the universities instead of marketing themselves through their quality of research and teaching they rather advertise themselves through their facilities, buildings and structures. This shift is a trend reminiscent of business and corporate organisations. In the present circumstance ‘universities and degrees as an export industry and an investment good for students’. This is in disagreement with Collini’s (2012, 2015) perspective who thinks universities are ‘a public good’, though in practice they are currently encouraged by the government to act as if they were competitive industries

Another strategy by universities to raise additional funds, identified by Hale and Vina (2016) and Brown (2010), is through collaboration with industry and to some degree with government where certain projects are jointly managed by both a company and the university such as in areas like accommodation and housing or sometimes to some degree, the government as it is the case with the UK universities’ bonds which have an ‘implicit guarantee’ from government as a risk mitigating strategy to assure investors to buy. Other collaboration options available include the research that is aimed or tailored at serving the specific needs of a company or organisation. In which case the organisation that commissions the projects funds it while the university supplies the needed expertise. In other instances, the university conducts the research and sells it to industry. These options are most recently explored more vigorously than ever before by UK universities, as a consequence of the persistent decline in governments’ funding of universities (as demonstrated in Figure 1 above).

This development poses many dangers at different quarters. One of them is the survival of the universities which are now let loose in a competitive market with a ‘survival of the fittest’ ideology supported by the government. Hale and Vina (2016) quote the then minister responsible for universities, Jo Johnson’s open approval of this competitiveness and its consequential implication of elimination/exit for underperforming universities. According to him ‘the possibility of exit is a natural part of a healthy, competitive, well-functioning market and the government will not, as a matter of policy, seek to prevent this from happening’. This clearly demonstrates government’s position on the marketization of universities and its withdrawal of support for (financially) ‘weak’ universities. The risky and gloomy picture this position of government paints is summarised by Hale and Vina (2016:3) as follows.

> The prospect of government sanctioned ‘exits’ marks the beginning of a further evolution in the relationship between the universities and the state. As government policy works towards creating an ever more competitive market for higher education,

> the highest-achieving institutions can hope to reap substantial rewards, in both revenues and status. But university leaders also face a far tougher climate; no longer protected by the state, their global position will depend on future investment and finding creative means of raising money. Without this, they risk not just falling behind, but failing altogether.

Such a submission, as above, conveys a deep sense of danger in which the university are, and which has the likelihood of worsening as time goes on. But as sad and worrisome as this climate in the higher education is, it seems to be an inevitable reality that is staring before our very eyes.

2.2 UK Higher Education funding discourse

It is also important to state that this similar concern, as discussed above, has been expressed by other scholars. One of whom is Norman Fairclough (1993) who raised similar concerns even when such an issue was only emerging. His concern is that the orders of discourse of universities in Britain is being restructured on the model of more central market organisations (143). What he calls the 'marketisation of discursive practices in universities' widely referred to as the 'marketization of universities' (143). At the time Fairclough (1993) wrote this article on marketization he had the burden to prove that what he was talking about was actually already and ongoing in universities, as he argues that

> it may on the face of it appear to be unduly retrospective for an academic to attempt to analyse universities as examples of marketization, but I do not believe it is; recent changes affecting higher education are a typical case and rather a good example of processes of marketization and commodification in the public sector more generally. (143)

It was an emerging trend at that time with processes which, as Brown (2010), Molesworth, Scullion and Nixon (2010) and Hale and Vina (2016) have demonstrated, have become entrenched in the system such that it can be noticed at face value as opposed to those earlier stages. Fairclough (1993) advances reason for this shift to a more marketised mode as a consequence of the pressure from government under which universities are increasingly operating as if they are mere businesses competing to sell their products to consumers (143). One of such pressures is the necessity imposed on universities to raise an increasing proportion of their funds through private sources and to bid for funds through competitive tenders (143).

Funding seems to be the major factor responsible for this shift by universities towards a business model.

This trend, according to Fairclough (1993), has come with organisational changes by universities which are more reminiscent of a market mode. Such changes which take a corporate dimension include: financial autonomy, managerial approaches like appraisal and training, university planning, a progressively increasing emphasis on marketing and the reclassification of students as customers (143). These developments require a huge systemic transformation and readjustments on the part of academics and staff in order to cope with the new order of discourse emerging.

Emerging from this encroaching market mode of operation, Fairclough (1993) suggests is a promotional culture in which ‘the discursive practices of higher education are in the process of being transformed through the increasing salience within higher education of promotion as a communicative function’ (143). Fairclough (1993) building on two questions investigates the discursive practices of these post-traditional features. The two questions are: a) what is happening to the authority of academic institutions and academics and to authority relations academics and student and academic institutions and the public? And b) what is happening to the professional identities of students and to the collective identities of academic institutions. These questions he uses to investigate empirically drawing examples from sample university publications in which he has demonstrated how the orders of discourse of a market kind are encroaching into the university.

Fairclough (1993) therefore submits as follows:

> i) the decline of stable institutional identities that which could be taken for granted, and a much greater investment of effort into the construction of more entrepreneurial institutional identities. ii) a corresponding decline in implicit (unspoken) authority of the institution over its applicants, potential students and potential staff. iii) a reconstruction of professional identities of academics on a more entrepreneurial basis, with the foreground of personal qualities. (157)

Fairclough’s submission above provides some insights into the emerging tendencies in higher education in Britain, their consequences and implication for the quality and standard of education. He therefore concludes that the emerging trend does not seem to have a positive but rather negative impact on higher education and should therefore be resisted. According to him, ‘critical discourse analysis cannot solve this problem, but it can perhaps point to the need for a struggle to develop such a new 'language' as a key element in building resistance to marketization without simply falling back to tradition' (159).

Collini (2012) argues that the insistence by government that universities should justify the funds allocated to them and to look for alternative sources of funding is a 'business school model' which does not fit into the nature and purpose of a university which is that of a public good and not a profit making venture. He sees this as a great disservice to British Universities, a misplacement of priorities and a misunderstanding of what universities are for (86-87)

Regarding the core nature of universities as a public good, Collini (2012) using the analogy of Thorstein Veblen that the university houses 'the highest aspirations and ideals' which may even go beyond the usual understanding of even the activities of education and research. The cultivation and care of these aspirations and ideals, he suggests, 'entails a certain kind of withdrawal from society's everyday activities, an indication of a concern with considerations that are longer term and less material' (86). He, like Veblen, insists that the university's highly elevated conception and the popular apprehension of it coincide, and that irrespective of how many people in recent years have had more access to university education, 'there still lingers this popular conception, almost a longing, that the university should be a protected space in which thoughts and ideas of this kind can be pursued to the highest level' (87). He therefore adds that irrespective of the current realities of attending university today, 'there remains a strong popular desire that they should, at their best, incarnate a set of 'aspirations and ideals' that go beyond any form of economic return.

On the mainstream issue of higher education in the UK becoming businesses he notes that higher education in Britain is heavily laden with paraphernalia of market simulation such like 'measurement (rather than judgement) with targets, benchmarks and league tables' (159). This he considers as an official licencing of universities into the market place of higher education business and as an active withdrawal of government's direct funding to universities (164-165).

Collini (2012) re-emphasises this business tilt by universities demonstrating how discursive practice and features reminiscent of a business or commercial nature have found their way into university discourse, most of which were not there two decades or so ago. What he refers to as a misleading analogy between a university and a commercial company. Some of these concepts and terms include such concepts like 'mission statement', 'excellence,' 'international excellence', 'measure our productivity', 'value added', 'line management structure', 'public output', student throughput', 'brand recognition' and 'efficiency'. He maintains that 'we have become so used to this analogy that we hardly notice it any more, nor do we much notice how many of the terms used in speaking about higher education are in fact transplants from the commercial world' (134). The thinking of those who believe in treating universities as businesses is that their efficiency can then be measured and improved but Collini (2012) argues against such a perspective that 'the unintended by-product of that may be that we concentrate our energies a bit more on doing things that are reportable. It is a mistake to think that if you make people more accountable for what they do, you will necessarily be making them more efficient at doing it' (135), in that it destroys the two most important sources of efficiency in intellectual activity: cooperation and individual autonomy, but for which a bureaucratic system leaves little room (134). Collini's perspective bears much semblance with Fairclough's (1993) on the marketization of universities in Britain and their conclusion follow a similar trend that such encroachments are unhealthy and should be challenged and resisted.

It is important to mention that the trend observable in the universities is a manifestation of a growing wave of neoliberal ideologies with their attendant emphasis on the market. Here Bourdieu and Wacquant's (2001) perspective on globalisation and its relationship with the state and the market is very revealing of how the global market discourse is propagated with the intention to win acceptance and compliance. The lexical selections, associations and prosodies which Bourdieu and Wacquant identify as seen below bear much semblance with those found in the persuasive fundraising discourse of UK universities

State	→	[globalization]	→	**Market**
constraint				freedom
closed				open
rigid				flexible
immobile, fossilized				dynamic, moving, self-transforming
past,				outdated future, novelty
stasis				growth
group, lobby, holism, collectivism				individual, individualism
uniformity, artificiality				diversity, authenticity
autocratic ('totalitarian')				democratic

Source: Bourdieu and Wacquant 2001:4

Bourdieu and Wacquant (2001) have emphasised that this is a rhetorical strategy to win people over and to persuade them to submit to certain ideological perspectives. The modified evaluation approach adopted for this analysis has several terminologies in common with Bourdieu and Wacquant's (2001) even though it was drawn through a bottom up approach. This suggests a global trend and move towards a market mode of operation which has permeated modern discourses both at the local and global levels. The use of this new liberal speak vocabulary like freedom, openness, democracy, diversity, authenticity, flexibility, dynamism, transformation, novelty and growth cumulatively generate and constitute a certain ethos appeal by those in the global, economic, political and social market space. Such a new speak seems conspicuously present in modern university discourse as a new order of discourse which is a by-product of the larger political, economic and social realities of our time, a reality in which the university itself is being forced into becoming a market or a business.

The focus of the present study therefore is to investigate the mechanism of the discourse of fundraising by universities in the UK and the linguistic strategies deployed to persuade donors, friends and alumni.

2.3 Theoretical Background – Critical Discourse Analysis

In the sections above, I have outlined the distinction between marketised and 'public good' conceptions of universities, and I have related this to claims made about shifts towards a more marketised form of discourse. In this section, I shift focus and address the general theoretical perspective adopted by this thesis in order to make sense of the relations between institutional and discursive change. The general theoretical tradition for this study is critical discourse analysis (CDA). Critical discourse analysis (CDA) is an approach which studies language in relation to power, ideology and other social practices. This approach is pioneered by Norman Fairclough (1993, 2000, 2010, 2012, 2013) and his contemporaries (Blommaert and Bulcaen 2000, Wodak and Meyer 2001, Bloor 2007, van Leeuwen, 2008). In defining CDA, Fairclough conceptualises it thus:

> By critical discourse analysis I mean discourse analysis which aims to systematically explore often opaque relationships of causality and determination between (a) discursive practices, events and texts, and (b) wider social and cultural structures, relations and processes; to investigate how such practices, events and texts arise out of and are ideologically shaped by relations of power and struggles over power; and to explore how opacity of these relationships between discourse and society is itself a factor securing power and hegemony (1993:135).

Fairclough also proposes a three-dimensional framework of analysis for exploring such linkages in particular discursive events. These are: *text*, *discourse practice* and *social practice*. By 'text' he refers to discourse as a spoken or written language. 'Discourse practice', he maintains, is the production and interpretation of text, and 'social practice' as a form of social action which is socially shaped as well as socially constitutive. He sees these three as complementary ways of reading a complex social event.

In a related dimension, Blommaert and Bulcaen (2000) in their theoretical review of CDA have identified some of the key areas of interest to CDA which include political discourse, ideology, racism, economic discourse, advertising and promotional culture, media language, gender, institutional discourse, education and literacy. They add that 'in all these domains, issues of asymmetries, exploitation, manipulation and structural inequalities are highlighted' (451). What can be implied from the above is that CDA tries to unravel such asymmetries and tendencies of exploitation, domination, manipulation, inequalities and hegemonies in discourse which are chiefly inherent in most political and argumentative discourses.

Fairclough and Fairclough (2012) have introduced the theory of argumentation in CDA and have used it to account for and analyse the discourse of the financial and economic crisis. Argumentation theory is significant to CDA in that it is a useful approach in unravelling and understanding some of the opaque discursive tendencies meant to persuade, convince, promote, deceive, manipulate or justify certain positions using semiotic resources in a systematic, logical and rhetorical manner and how these are constructed and representation. It also seeks to extend the analysis of discourses beyond mere representation to how it informs decision and action through goal construction, claims, means and values. As CDA's concern is with investigating such tendencies, argumentation theory offers itself as a valuable tool kit for CDA. In this study, Fairclough and Fairclough's ideas about argumentation in discourse will be utilised as basis for the understanding of the shaping of university funding and fundraising discourse, and the legitimation of the political and economic dynamics of the discourse.

Equally relevant is the concept of evaluation (Martin and White's (2005) appraisal) which accounts for the construals speakers make in their spoken and/or written discourses and the kinds of responses they seek to invoke from the listeners and readers. This approach has been utilised by different scholars, most times using different terminological preferences like appraisal (Martin 2000, Martin and White 2005), stance (Barton 1993, Beach and Anson 1992, Biber and Finegan 1988, 1989, Conrad and Biber 2000, DuBoi 2007), modality (Halliday 1994, Perkins 1983), evidentiality (Chafe 1986, Chafe and Nichols 1986), connotation (Lyons 1977), affect (Ochs 1989, Besnier 1993), attitude (Halliday 1994, Tench 1996), intensity (Labov 1984), and hedging (Holmes, 1988, Hyland 1996) among others. For the purpose of the present study, in addition to the argumentation approach, a modified evaluation framework drawing chiefly from Martin and White's (2005) approach has been adopted to account for those features of the discourse that the argumentation approach does not allow us to investigate.

Theo van Leeuwen's (2008) concept of legitimation as a new tool for CDA is also of relevance for this study. To him, legitimation is a strategy for providing answers to spoken or unspoken questions. He sees legitimation as a discursive technique for justifying actions. Legitimation relates closely with argumentation, or it may be considered an aspect of legitimation. Fairclough and Fairclough (2012) classify it as a type of argument. Therefore, it will be utilised in this study to analyse how universities use language to justify and make a case for fundraising, and the implicit and explicit manipulations, regulations and ideologies that come into play.

Worthy of note is the fact that university fundraising language constitutes a form of marketised discourse due to the very fact they seek for funding outside their traditional sources of income using a business-like or philanthropic model. Therefore, investigating marketization of universities from a critical discourse analysis point of view affords the opportunity to not only describe the process but to also question, reveal as well as challenge some underlying assumptions that have been taken for granted. The concept of marketization of universities in both its broad and narrow senses is brought under thorough scrutiny from a critical discourse analysis point of view.

A descriptive approach to the subject would certainly not be as sufficient as a critical one in highlighting the ideological and political significance of university discourse. CDA therefore offers itself as a useful toolkit for analysing discursive events beyond their descriptive value. In the present research, the trend of marketization of universities forms the subject matter of the analysis while CDA captures the theoretical perspective from which the subject is approached. The relationship between CDA and the marketization of universities is one in which CDA constitutes the theory and lens from which the discourse is situated while marketization provides the empirical context for investigation.

In summary, the theoretical framework for this study is CDA drawing largely on the ideas of Fairclough (1993, 2000, 2010, 2012) and his contemporaries, with a specific focus on argumentation theory and evaluation. In the chapters that follow, these approaches have received a more enduring treatment, both theoretically and empirically.

2.4 Summary

The review above has provided a useful background to the context of my research. It has demonstrated and clarified the underlying forces behind the current state of affairs in higher education funding and particularly the universities. It has shown that the current fundraising strategies adopted by universities in the UK are a by-product of government's reduction of funding to universities which consequently compels them to become like businesses or to utilise a business model to their operations. CDA is seen as a useful approach from which this emerging trend can be analysed more critically. The gains of a CDA approach is that it challenges opaque assumptions most of which are rendered as a given. For instance, the approach challenges the assumption that it is right and normal for universities to raise their own funds. It also investigates the power relations at work and the economic and political factors necessitating such a trend and the implications thereof. The analyses in the next chapters provide more practical insights into the discourse thereby invoking a critical assessment of the entire process.

Chapter 3. Methods and Data

In this chapter, I discuss the data that I collected, and the methods used to analyse that data, within the broad CDA theoretical framework.

3.1 Data

The data has been drawn from alumni webpages of selected UK universities. The selected universities are namely University of Cambridge, University of Oxford, University of Edinburgh, University of St Andrews and University College London. The choice of these universities has largely been due to their historical, political, cultural and academic status among the league of British Universities, which is why they have recently been referred to as 'the incumbents' (GOV.UK, 2018). These universities are referred to as the 'incumbents' because of several reasons, one of which is their age and the impact they have made which gives them an edge over the younger relatively recently established universities. Another reason is the quality of their research and alumni most of whom have well established positions of influence in society. These universities therefore have links with the political, educated and social elites. In summary the word 'incumbents' as used here and as earlier intended (GOV.UK, 2018) refers essentially to the well-established and influential universities. They have a high social, economic and political capital, what in business terms may be referred to as a large 'market share' of the higher education sector in Britain.

These universities have been chosen because since they are the well-established universities, they to some extent capture the state of affairs in British universities and I therefore had a preference for them to ascertain the extent to which they have (or have not) discursively responded to recent changes, rather than looking at the discourse of newer universities most of which (as my preliminary investigation revealed) do not have well-established alumni departments and fundraising campaigns. Another important criteria for the choice of these universities is their league table ranking drawing from QS ranking and Times Higher Education both of which place them among the top universities in the UK.

More specifically, the choice of these university pages was informed by two factors. First, considering the fact that alumni online fundraising is an emerging and relatively new trend, strategy and site of fundraising, it is not all universities that have fully developed alumni pages to capture their fundraising programmes and activities, and therefore the universities that have more established alumni/fundraising pages were chosen in order to capture in full the mechanism of the discourse. Secondly, the universities chosen are among the most established ones and their choice is informed by the need to investigate the strategies of these prestigious, old universities, to give a relatively homogeneous sample and therefore a degree of internal comparability rather than to represent any larger population in straightforward ways.

It is important to observe that the websites were not the initially intended source of data. Rather, the first set of data that were contemplated were alumni letters. However, it was not easy to collect alumni letters since they are private communication to individuals. I made enquiries at the Alumni and Development Department at the University of Birmingham, but it did not yield many results in that the information at the level of production was not allowed to be availed to me and also there was no bank of alumni letters or such other material from which I could have obtained data. I also made efforts to collect and analyse Vice-Chancellors' congregation speeches to determine the extent to which they constitute a form of fundraising strategy. This too was met with challenges of availability and the broad scope of those speeches. This made the collection process cumbersome and difficult to collect a large sample of data. Due to these challenges, alumni websites were considered and explored. Their advantage over the letters are that they are public materials, accessible and readily available online at any time.

This choice was however not a random one. It first started with a preliminary investigation when the alumni websites of over 20 UK universities namely University of Leeds, University of Sheffield, University of Wolverhampton, University of Hull, Birmingham City University, University of Coventry, University of Worcester, University of Brighton, University of Westminster, University of Nottingham, Nottingham Trent University, University of Manchester, Manchester Metropolitan University, University of Leicester, University of Cardiff, University of York, University of Lincoln, University of Huddersfield, Aston University, University of Newcastle, University of Bangor, University of Exeter and University of Aberystwyth were sampled to determine their fundraising content. It was discovered that most of the relatively younger universities have less developed fundraising programmes or less strength in them. Some of these universities have alumni websites but are basic and weak in their discursive construction of argument for fundraising. The contents of these websites are mostly informative about events such as class reunions and other social events among their alumni.

One of such is the University of Wolverhampton which has an alumni page which provides relatively useful information to its members but lacks in depth in comparison to Cambridge or Edinburgh, for example. The website has an outline of items which constitutes a summary of its content namely: Stay in touch, Benefits and services, News and publications, Events, WLV Volunteers, Alumni Associations, Social networking, Graduate services, Graduation ceremonies, Contact us, Donate, Videos & Testimonials and Privacy Policy. Most of these items are, however, not fully developed in terms of content and textual density. Clicking on the ‘Donate’ link, which is supposed to be one of the core fundraising segments, reveals about three to five lines soliciting for help to improve on the landscape of the university, support pioneering research or provide access to quality education for future students. This is seen in the extract below.

> We want our alumni to be proud of their alma mater and the work that we're doing to provide the best experience for students and opportunities for all.
>
> You can help us to achieve this vision by making a difference in a number of ways. Whether that's through our volunteering or mentoring programmes, or giving back by supporting one of our key investment projects, every little bit helps.
>
> You could help to change the landscape of our University, support pioneering research or help future students access education. **(Source: University of Wolverhampton-Donate)**

The above extract lacks in its discursive construction of values, goals, means and circumstances. It does not seem to provide any convincing and elaborate justification of what the University cares about, and which the reader is expected to support. The argument here does not convey the necessary justificatory intensity to make a case for funding and therefore does not capture the full force of its persuasive import. The solicitation is rather more informative than argumentative/persuasive, even though they seem to make some evaluations about the kind of experience they desire for their students.

Another point observed is that there is little or no reference to such crucial issues like history, culture, sports and old buildings. Equally observed is that, unlike the older, more established universities, the University of Wolverhampton does not have a fundraising campaign. This is revealing of a lack of depth and robustness in the discourse. In this instance, the university does not construct its argument in a convincing manner and lacks in textual density as well. Therefore, analysing a website like this may allow for less than usual to be seen about the university and may be less representative of the prevailing discourse by the universities on the matter.

The more established and entrenched universities (the incumbents) were the ones that had more developed fundraising programmes and activities. As a result, I chose those that have more standardised or developed fundraising programmes in order to ensure that more useful, balanced, and representative insights are gained from the investigation. The data collection process through regular visits to the websites spanned from January 2014 to May 2015. Since websites are subject to frequent modifications, the data for this study is limited to the period stated above.

The table below summarises the contents of the alumni websites of the five universities selected for this study.

Table 1. Summary of the contents of the alumni webpages of the selected universities

University	Title	Number of Words	Total
Cambridge	Sports, performing arts and extracurricular	51	
	Museums and collections	160	
	Give to a college	65	
	Academic subjects and disciplines	52	
	Enhance our environment	56	
	Support our people	128	512
Edinburgh	School of Biological sciences	224	
	The Edinburgh Campaign	117	
	The next phase	69	
	St Cecilia’s Hall	189	
	The McEwan Hall	187	
	Old College Law Campaign	299	
	Scholarships and bursaries	108	
	Sport	229	
	Principal’s bursary fund	111	
	Edinburgh fund	155	1688
Oxford	The Campaign	79	
	Student support	144	
	Academic posts and programmes	163	
	Buildings	193	
	Investing in Talent	225	804
St Andrews	Legacy Bequests	288	
	Sport	122	
	Priority Capital Projects	227	
	Martyrs Kirk postgraduate library	250	
	Students Association	270	

	St Salvator's Quadrangle improvement project	138	
	Scholarships	91	
	The 600th anniversary scholarship	146	1532
UCL	Where you can help	97	
	Help support students	98	
	Help your department	83	
	Help teaching and research	173	
	Leave a gift in your will	182	633
Total		**5169**	**5169**

3.2 Methods

The data was then subjected to analysis based on the two theoretical frameworks: argumentation and evaluation. For argumentation Fairclough and Fairclough's (2012) model was adopted while for evaluation on the other hand, a modified version building largely on Martin and White's (2005) appraisal framework was utilised. For each of these aspects, analysis operates at two levels: the quantitative and the qualitative. The analysis begins with the quantitative analysis in which specific instances of particular features are counted and presented in tables from which some patterns and tendencies emerge. This is then followed by a more detailed qualitative analysis in which the emerging tendencies are identified and discussed based on the analytical variables set up in the theoretical framework. The analysis and the discussion of findings are based on the research questions for the study as already outlined in Chapter 1.

Argumentation and evaluation are outlined in much more detail in the chapters that follow, as are the adaptations that I have made to these frameworks. At this point, I would like to indicate in more general terms why I selected these approaches to text analysis as my key methods.

I have chosen the argumentation and evaluation approaches for this research because an initial intuitive reading of the alumni websites of the selected universities revealed certain tendencies chiefly argumentation, promotion, evaluation and multimodality in the pages. A closer reading suggested that the universities were making some form of argument than just being informational in their discursive practices – they were, at least, making a claim about a desirable course of action, and giving reasons, however implicit, for this claim. Therefore, the argumentation approach drawing closely from Fairclough and Fairclough's (2012) model was adopted as the first theoretical approach and was utilised for the analysis, from which useful insights were gained from the nature and structure of the discursive practices of the universities' solicitation for support from their readers. However, even though the argumentation approach enabled an understanding of the structure of the discourse and its points of emphasis: claims, values, goals, circumstance and means, it proved inadequate in the following ways. The first was that some of the analytical variables outlined by Fairclough and Fairclough (2012) were not adequately and explicitly present in the discourse under study, such as counter claims which are more common in deliberative forms of argument. The second, which relates to the first, is that the values underlying the arguments were mostly implicit which meant that the argumentation approach was unable to capture their full force. Related to this, beyond some broad categories, the argumentation approach itself is insensitive to details of what *kinds* of values and evaluations are involved in particular acts of persuasion. The third is that the alumni websites, which constitutes the data for the analysis, have a modular and dispersed structure, unlike that of a traditional political speech, making it difficult for a sustained argument to be maintained.

In order to investigate the values which the universities promote and base their arguments, the evaluation approach was adopted to enable a more in-depth analysis that is sensitive to the specific values implicated in the discourse. It allows for a micro to macro approach or vice versa to the analysis which is why it was preferred above other seemingly alternative approaches such as the promotional discourse approaches (like those of Bhatia, (1998, 2005), Halmari and Virtanen, (2005), (Hoang and Rojas-Lizana, (2015), Bülow-Møller, (2005), Gaspard (2013).). The evaluation model I have adopted for my analysis is Martin and White's (2005) approach which they term 'appraisal'. I have however slightly modified their model in relation to the peculiar features of my data, out of which I have developed six analytical variables, namely: significance, capacity, people, novelty, variety and flexibility.

A combination of the two theoretical approaches: argumentation and evaluation, in a complementary manner for the analysis of the discourse of fundraising in UK universities has proven most useful, revealing and illuminating of the specific discursive features of the discourse. The benefit of combining these two approaches is that it enhances a more balanced and in-depth analysis of the data. While the argumentation framework enables us to analyse the structure of the argument, the premises and the entire discourse more broadly, the evaluation approach on the other hand provides the toolkit for sieving through the data in a more detailed manner such that the values promoted by the universities are investigated in a more detailed, delicate and rigorous manner in order to understand the full force of the mechanism of the discourse.

A longitudinal, more diachronic approach to the research could have been most rewarding and enriching of the discourse but it was not possible, for two reasons. First, the nature of the data (websites) does not allow for its content to be stored in a retrieval system for future reference and research. This therefore makes it difficult for a diachronic investigation. Secondly, the trend being observed is an emerging order of discourse which has not had prolonged historical roots to warrant a robust longitudinal investigation of this magnitude. It is hoped that as the trend becomes more entrenched, it will be possible to track it more diachronically.

In summary, the data for the study is drawn from the alumni pages of five British universities and is analysed from a CDA (Fairclough 1993, 2000, 2010, 2012, 2013) perspective but focusing more specifically on argumentation (Fairclough and Fairclough 2012) and approaches to evaluative language (Martin and White 2005).

Chapter 4. Theoretical perspectives on argumentation

4.1 Introduction

In this chapter, a review of the theoretical perspectives on argumentation is undertaken. The concept of argumentation, the major contributors and theorists in the field and their orientations, the major approaches on the subject and specific models that have some relevance and bearing on my research are explored.

4.2 The concept of argumentation

The concept of argumentation, due to its wide scope spanning from philosophy, logic to linguistics, has received the attention of scholars with a wide range of orientations. As a result it has been variously defined based on the persuasions of scholars: both classical (Aristotle and Plato) and modern (Toulmin 1958; van Eemeren 1992, 2001, 2002, 2009, 2010; van Eemeren and Grootendorst, 1992; Eemeren, Grootendorst and Henkemans 1996; Eemeren and Garsen 2009; van Eemeral et al 2014; Johnson 2000; Audi 2006; Walton 2006, 2007, 2012; Blair 2012; Fairclough and Fairclough 2012). Van Eemeren (2010), whose definition is taken here provisionally as a starting point, defines argumentation as 'a communicative and interactional (speech) act complex aimed at resolving a difference of opinion before a reasonable judge by advancing a constellation of reasons the arguer can be held accountable for as justifying the acceptability of the standpoint(s) at issue' (29). Eemeren et al (2014) clarify that this difference of opinion may be 'real' or 'imagined' and in most instances 'the difference of opinion does not take the shape of a full disagreement, dispute, or conflict, but remains basic: There is one party that has an opinion and there is another party that is in doubt as to whether to accept this opinion' or in defence of a view not shared by other parties (2). This clarification is helpful in that it makes room for a more expanded understanding of argumentation beyond the narrow view that it must involve some form of practical disagreement or exchange of standpoints. The canonical feature of argumentation therefore is the expression of an opinion or standpoint which by default presupposes the existence of other points of view or voices, real or putative, even if not actively engaged in the discourse. Therefore, not all argumentation must be deliberative or involve a live and direct opponent for it to pass as such. This applies appropriately to my research where the arguments are seemingly mono-directional in which there is no specific target opponent but yet an argument is expressed construing the position of the universities about funding and support they solicit and the justification therein. I will show how this relates to the structure of their argumentation later in this thesis.

Eemeren et al (2014) further add that argumentation has four basic features: it is a 'communicative act complex consisting of a functional combination of communicative moves', an interactional act complex 'directed as eliciting response', involves 'putting forward a constellation of propositions the arguer is accountable for' and also involves 'appeal to an addressee as a rational judge' (5). Van Eemeren and his contemporaries (van Eemeren 1992, 2001, 2002, 2009, 2010; van Eemeren and Grootendorst, 1992; Eemeren, Grootendorst and Henkemans 1996; Eemeren and Garsen 2009; van Eemeral et al 2014) have pioneered modern research in argumentation scholarship and constitute the research community called the Amsterdam School of Argumentation which has had an enduring impact on contemporary thinking on argumentation. However, other argumentation schools, frameworks, theories and approaches have also emerged, most of which take their roots from the classical perspectives but also benefit complementarily from other modern approaches. In the lines below these approaches are reviewed.

4.3 Approaches to argumentation

Argumentation theory incorporates the study of argumentation in all its manifestations and varieties, and there are many approaches and theoretical perspectives to argumentation namely formal, informal, dialectical, rhetorical, critical, descriptive, empirical, evaluative, normative and prescriptive.

Following a more classical tradition, which is the grandfather of the field, argumentation is divided into three main interrelated approaches: logic, dialectics and rhetoric. Blair (2012) summarises this relationship among logic, rhetoric and dialectics as follows: 'rhetoric is the theory of arguments in speeches, dialectics the theory of arguments in conversations, and logic the theory of good reasoning in each' (148). He maintains his argument drawing from the views of Brockriede (1978), Wenzel (1980), Habermas (1984) and Tindale (2004), that 'logic studies the *Product* of argumentation, dialectic its *procedure*, and rhetoric its *process* (149). This perspective on the distinction and functional trichotomy among the trio is an illuminating way of approaching the concept of argumentation and its theoretical orientations. He also identifies another useful product/process distinction in argument following O'Keefe (1977 and 1982), where argument as *product* refers to what 'one has' to which 'the norms of logic apply' and as a *process* referring to what 'one makes' to which 'the norms of rhetoric apply' (149).The product/process dimension is an informed way of disambiguating the different shades of meaning to which the term argumentation/argument could be put.

In contemporary argumentation, however, these three (logic, dialectics and rhetoric) have been collapsed, recategorised and studied under two main approaches: the dialectical and the rhetorical. Logic in current thinking is studied under dialectics and it is referred to by some scholars as formal argumentation deriving such a concept from the classical concept of 'formal logic'. Each of these perspectives – the dialectal and the rhetorical – has its own paradigms. While the dialectical approach focuses on strategic functions of 'argumentative moves', the rhetorical perspective investigates the notion of 'strategic manoeuvring in argumentative discourse' (Eeremen and Garssen 2009). The emphasis of the protagonists of the rhetorical approach is on 'factors and processes inducing persuasiveness'. Empirically, the rhetorical perspective to argumentation follows a more qualitative approach but with the possibility for occasional incursions into the quantitative. Those who follow the dialectical paradigm on the other hand focus attention on 'empirical research that makes clear to what extent the elements pertinent to the argumentative acting of ordinary arguers and the standards these arguers adhere to agree with those included in the dialectical model'. They are more interested in 'explorative qualitative research as well as in quantitative research' from which generic conclusions are drawn (Eemeren et al 2014:11-12).

The rhetorical and the dialectical traditions still remain the two major approaches of argumentation and they sometimes appear to be irreconcilable and antagonistic to each other, a seed sown by the Sophists (pioneered by Plato) who challenged Aristotle's rhetorical approach to argumentation. From these main perspectives, other more specific approaches and models have evolved, some of which are reviewed below.

4.4 Models of argumentation

Within the major approaches – rhetorical and dialectical – to argumentation a number of models have been developed to account for how argumentation is produced, analysed and evaluated. These include Toulmin's (1958), Fairclough and Fairclough's (2013), Eemeren and colleagues' (van Eemeren 1992, 2001, 2002, 2009, 2010; van Eemeren and Grootendorst, 1992; Eemeren, Grootendorst and Henkemans 1996; Eemeren and Garsen 2009; van Eemeren et al 2014) pragma-dialectic approach, the linguistic approaches discussed by Eemeren et al (2014:479-510) most of which are pioneered by scholars from Non-English speaking European contexts namely the Grize's Natural Logic (Grize 1982,1986, 1996, 2004), the Ducrot and Anscombre's Semantic Approach (Ducrot (2004)), the Francophone Discourse Analytic Approaches (Amossy 2006, 2009, 2010) and The Luganese Semantic-Pragmatic Approach

(Rigotti and Greco Morasso 2009). Most of these approaches share similarities and dissimilarities in varying degrees, but each has its specific focus with some occasional overlaps with other approaches.

Even though there are many different and useful approaches to evaluation, my focus is more on those within the rhetorical/functional tradition since my goal is on investigating how the universities make argumentation to persuade donors in their philanthropic fundraising discourse. Most especially, since the goal of the universities is not only to persuade but also to inspire action from the reader, I am focused more specifically on *practical argumentation* models. In doing so, two of the models (Toulmin 1958 and Fairclough and Fairclough 2012) are reviewed in line with their relevance to my research and how they have enabled a more informed understanding of the subject. Additionally, even though Eemeren's pragma-dialectic approach is more dialectically aligned, it is reviewed here in line with his emphasis on the normativity of argumentation, which is of relevance to my research. To gain a more holistic view of the models being reviewed, the concept of practical argumentation is first reviewed below before introducing the specific chosen frameworks.

4.5 Practical argumentation

Practical argumentation is a branch of practical reasoning, which is one of the modern forms and perspectives of representation in contemporary argumentation theory. It deviates from the traditional notion of argumentation which pays a greater amount of emphasis on reasonable persuasion, resolving a difference of opinion about a standpoint (Kock 2003, 2006) or the validity of arguments as being fallacious (or not) under certain conditions, but rather focuses on inspiring action. Practical argumentation does not necessarily jettison reasonable, meaningful or acceptable argument but prioritises action over and above other features, conditions, criteria, goals and outcomes. It could be simply termed as argumentation for action or actioned argumentation. Walton (1990, 2006, 2007, 2012) is of those scholars who have given practical argumentation an enduring treatment, and this segment of the review benefits from as well as dwells heavily on his insights (and those of other scholars who share a similar perspective) on the subject.

Walton agrees with Kock's (2006) criticism of the other argumentation schemes like those of van Eemeren and Houtlosser (1999, 2000, 2001, 2002) as overlooking the deliberative (practical) component of argumentation: 'a form of decision making that comes to a conclusion about which action to take given choices among alternative courses of action' (30). Walton therefore maintains that ‘The purpose of a deliberative discussion is not to prove that a designated proposition is true or false but to select a prudent course of action by looking at the reasons for and against this action compared with the alternative actions available in a given situation’ (31). This, according to him (Walton 2012), differentiates practical reasoning/deliberation from persuasion. He provides the preliminary example below to demonstrate how such an argument looks

My goal is to be in London before 4:30.

The 2:30 train from here arrives in London at 4:15.

So, I shall catch the 2:30 train.

He further explains that there may be many intervening factors like cost of transportation that might have influenced the choice of the train option at a particular time considering the fact that the train is not necessarily the only available option for going to London. This type of reasoning according Walton (2012) operates as follows

> Practical reasoning is carried out by an agent (or group of agents), an entity that has goals (intentions) and can carry out actions. Practical reasoning is made up of a chain of practical inferences. A practical inference has two premises. One states that an agent has a certain goal, meaning something that she thinks ought to be realized if possible. The other premise cites some form of action as a means, or part of a means, of carrying out the goal. Goals are often stated at a high level of abstraction. (31)

Walton (2012) however emphasises that sometimes there may be a conflict of goals based on the fact that individual preference may require some form of negotiation; a feature which makes practical reasoning a form deliberative rhetoric involving the ‘chaining together of practical inferences of the following form, where the first-person pronoun represents an agent’ (Walton 1990, 2012:32). The model of practical reasoning therefore involves a set of propositions represented as *A*, *B*,*C*, or so, as the case may be, which lead to outcomes that carrying out an action can be described as bringing about a stated proposition by making it true. This notion of practical argument is called instrumental practical reasoning as they can be made true or false by an agent. The model of instrumental practical reasoning is captured below

Bringing about *A* is my goal.

Bringing about *B* is a necessary (or in some cases sufficient) condition for bringing about *A*.

Therefore I should bring about *B*.

Walton 2012:32

The structure of the model involves the goal premise which is the first premise, the conditional premise which is the second premise and which expresses a relationship of some kind and then a conclusion which captures a practical ‘ought to’ statement (Walton 2012:32)
There are also instances where the practical argument is initiated by a multi-agent in which case a group of agents collectively carry out some shared goals or at least negotiate on how to proceed with some kind of group action. This involves a ‘should’ in the conclusion which is a ‘practical “ought” that expresses a kind of prudential imperative that binds these agents.’ (Walton 2012:32).

Another very important component of practical reasoning is that it is defeasible, meaning that it leads to a conclusion that is only provisionally acceptable, subject to the asking of appropriate critical questions. The key critical questions according Walton (2012:33, 2013) are:

(Q1) Are there alternative courses of action apart from *B*?
(Q2) Is *B* the best (or most acceptable) among the alternatives?
(Q3) Should goals other than *A* be considered?
(Q4) Is it really possible to bring about *B*, in the situation?
(Q5) What bad consequences of bringing about *B* should be taken into account?

These questions introduce and reinforce a critical dimension to the argumentation, implying that if the questions are answered sufficiently, then the argumentation survives as the best and appropriate course of action but if not adequately answered, then it fails to pass as the best course of action and as such is set aside in favour of a more appropriate alternative course of action (Walton 2012:33).

Walton (2012, 2013) also introduces another aspect of practical reasoning which is based on value rather than instrumentality as it the case with the first discussed above. This is called value-based practical reasoning. While in most contexts, instrumental reasoning is sufficient to determine which course of action is the most appropriate, there are other situations like deliberations in political and or democratic settings, where values need to be taken into account in order to arrive at the most appropriate decision or course of action. Value-based practical reasoning adds complexity to the entire process. These values could be positive or negative, and in reference to the critical questions raised above, in Q5 the term "bad" is used to denote negative value, and in Q2, the term "best" is used to denote a comparative rating of values.' (Walton 2012:34, 2013).

The concerns of value-based practical reasoning is the justification of actions based on three points: the action, the goal, and the reason why the goal is desired, namely, an underlying value. Here for an action to be considered as the best or most appropriate, some reasonable justification must be provided in relation to other competing alternative causes of action. Values are therefore are 'social interests that support goals by explaining why goals are desirable.' (Atkinson, Bench-Capon, and McBurney 2004: 88, Walton 2012:34). The example below captures how value-based practical reasoning is structured.

> Friendship requires that I see John before he leaves London.
> The 2:30 train arrives in London at 4:15.
> So, I shall catch the 2:30 train.
> Walton 2012:34

In the above example, the social value of friendship is invoked as a basis for the action initiated. The scheme for a value-based practical argument can therefore be represented as below

> I have a goal *G*.
> *G* is supported by my set of values, *V*.
> Bringing about *A* is necessary (or sufficient) for me to bring about *G*.
> Therefore, I should (practically ought to) bring about *A*.

Walton (2012) identifies another strand of value-based argumentation which he refers to as 'argument from value' in which the argument for a particular action is not purely based on justification but on how such course of action reinforces a shared value, set of values or beliefs by the parties involved. This scheme grounds its justification in social appeal in which such a proposed action is dependent or links directly with shared values and beliefs of what the society approves or abhors. It could therefore, be from positive or negative values as represented below

Variant: Argument from Positive Value

> Premise 1: Value *V* is *positive* as judged by agent *A* (judgment value).

Premise 2: The fact that value *V* is *positive* affects the interpretation and therefore the evaluation of goal *G* of agent *A* (if value *V* is *good*, it supports commitment to goal *G*).

Conclusion: *V* is a reason for retaining commitment to goal *G*.

Variant 2: Argument from Negative Value

Premise 1: Value *V* is *negative* as judged by agent *A* (judgment value).

Premise 2: The fact that value *V* is *negative* affects the interpretation and therefore the evaluation of goal *G* of agent *A* (if value *V* is *bad*, it goes against commitment to goal *G*).

Conclusion: *V* is a reason for retracting commitment to goal *G*. (Walton 2012:36)

This is argument from values is very significant since 'Deliberation is often based on goals and values, and the rhetorical speaker who wants to influence public deliberation must ground persuasive argumentation on what are taken to be the goals and values of the groups who are taking part in the deliberation and who will decide the outcome.' (Walton 2012:37). Taking together cumulatively the various strands of practical reasoning, Walton (2012:37) has summarised an ontology for the schemes as shown below

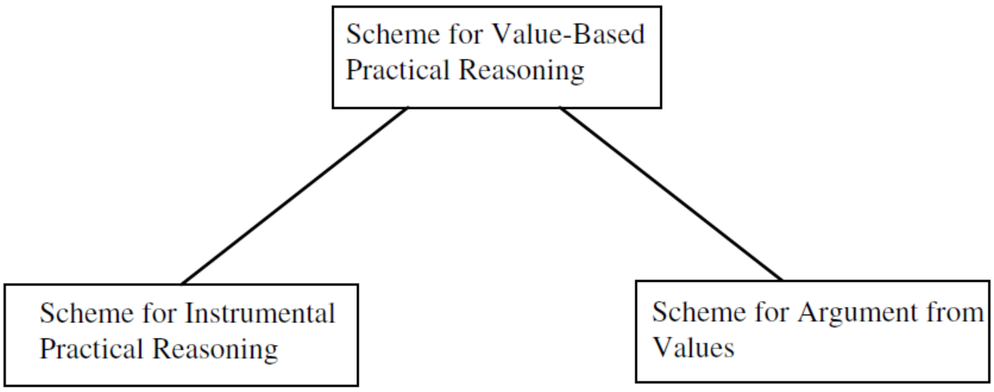


Figure 2. Ontology for practical reasoning schemes with values (Walton 2012:37)

The practical argumentation model as reviewed above, offers itself as a useful toolkit and analytical resource for the production, analysis and evaluation of argumentation along goal-action oriented and critical perspectives. In the remaining segments of this review, specific attention is paid to practical argumentation models. Those reviewed are Toulmin's (1958) and Fairclough and Fairclough's (2012) and to a specific extent van Eemeren's Pragma-dialectic model (2010) in relation to its normative component and how it enables a more delicate and sensitive investigation of the argumentation advanced by universities in their philanthropic fundraising discourse.

4.6 Toulmin's model

In developing his model of argumentation, what he calls 'the layout of argument', Toulmin (1958) declares that 'An argument is like an organism. It has both a gross, anatomical structure and a finer, as-it-were physiological one' involving a complex set of stages beginning with 'the initial statement of an unsettled problem to the final presentation of a conclusion'(87). He identifies two 'rival models': the *mathematical* and the *jurisprudential* (88), for the production, study and analysis of argumentation. From a procedural perspective, he equally mentions that the structure for analysing micro-argument has been customary since Aristotle's time chiefly organised along a simple three-proposition layout involving 'a minor premise, a major premise and a *so* conclusion' (89). Even though he agrees with and appreciates the simplicity of the traditional classical model as a merit, argues that this simple layout may not be sufficiently elaborate to account for all the forms of argument one may encounter in some contexts. Following a jurisprudential orientation, he proposes his model, which he believes brings more sufficiency, elaboration and complexity to bear on argumentation.

His model has six components/premises, the first being the *Claim* (C) or conclusion where the speaker makes an assertion and commits himself to it and whose merits he seeks to establish. The second component he identifies as following the claim is an evidential premise which he calls the *Data* (D), which constitutes the facts upon which the claim is based (90). He terms his third proposition the *Warrant* (W) which is the authorising/authenticating force for the data and claim. It goes beyond just the provision of additional information, as he clarifies that these are

> propositions of a rather different kind: rules, principles, inference-licences or what you will, instead of additional items of information. Our task is no longer to strengthen the ground on which our argument is constructed, but is rather to show that, taking these data as a starting point, the step to the original claim or conclusion is an appropriate and legitimate one
>
> Toulmin 1958: 91

He also usefully adds that the warrant premise in some instances, 'the same English sentence may serve a double function: it may be uttered, that is, in one situation to convey a piece of information (Data), in another to authorise a step in an argument (Warrant), and even perhaps in some contexts to do both these things at once' (1958: 92). The warrant according to him is 'in a sense, incidental and explanatory, its task being simply to register explicitly the legitimacy of the step involved and to refer it back to the larger class of steps whose legitimacy is being presupposed' (92). He distinguishes between data and warrant based on the degree of explicitness involved. Whereas data is appealed to explicitly in evidential terms, warrant is appealed to implicitly. He uses a legal analogy to demonstrate this distinction in which he equates data as referring to answering 'question of fact' and warrant as answering 'question of laws' (92). These three propositions: claim, data and warrant constitute what Toulmin (1958) terms the 'first skeleton of a pattern for analysing arguments' (92) as illustrated in his schematic diagram below.

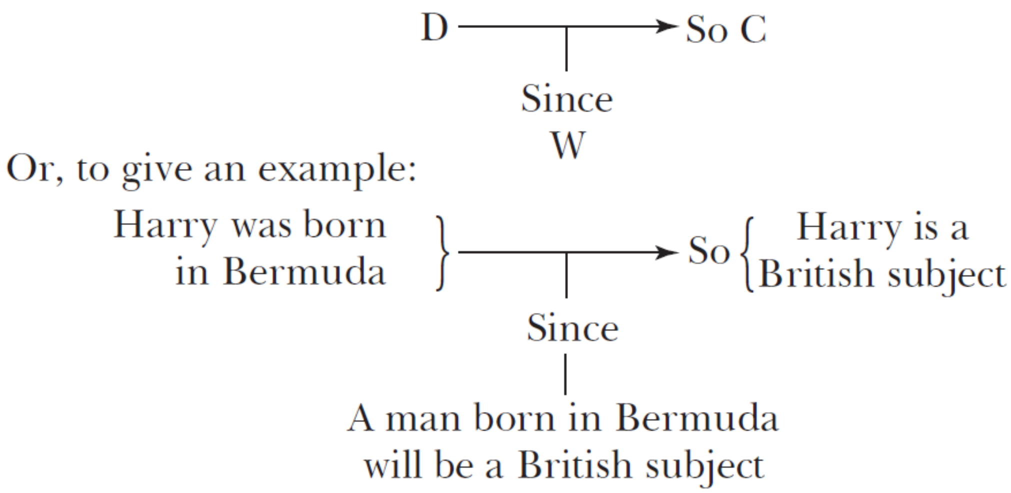


Figure 3. The First Skeleton of the Pattern for Analysing Arguments (Toulmin 1958:92)

Toulmin (1958) offers a prose description of the above diagram follows: 'a man whom we know to have been born in Bermuda is presumably a British subject, simply because the relevant laws give us a warrant to draw this conclusion.' (93). He further adds that 'Warrants are of different kinds, and may confer different degrees of force on the conclusions they justify. Some warrants authorise us to accept a claim unequivocally based on relevant and appropriate data, in which case such adverbs like 'necessarily' are used to capture its authenticity. Other warrants authorise us to make the step from data to conclusion either tentatively or subject to conditions, exceptions, or qualifications, in which case such qualifiers like 'probably' and 'presumably' are used (93).

Toulmin (1958) argues that, even though this first skeleton of the pattern of argument provides a sound foundational starting point for the understanding and analysis of argumentation, it may not be sufficient to account for all the questions that may arise and which may require additional propositions to make for a more complete, balanced and cogent conclusion. There may therefore arise ‘the need to add some explicit reference to the degree of force which our data confer on our claim in virtue of our warrant. In a word, we may have to put in a *qualifier*.’ (93). Just as it is customary in legal contexts to prove beyond reasonable doubt why the facts fit a particular case comfortably, the role of the *qualifier* (Q) is to demonstrate explicitly why the warrant leads to the conclusion (93). There may however be an exception to the conditions warranting the conclusion, in which case the modal conditional of *rebuttal* (R) may need to be included in the layout to account for instances where the warrant may not find applicability. This introduces some useful level of complexity to the structure of argumentation. The role of the rebuttal, therefore, is to show whether the warrant ‘must inevitably be applied in this particular case, or whether special facts may make the case an exception to the rule or one in which the law can be applied only subject to certain qualifications.’ (93), ‘indicating circumstances in which the general authority of the warrant would have to be set aside’ (94). To represent these propositions in the schema or layout of argumentation as seen in the diagram below ‘we may write the qualifier (Q) immediately beside the conclusion which it qualifies (C), and the exceptional conditions which might be capable of defeating or rebutting the warranted conclusion (R) immediately below the qualifier.’ (94). Again, using the example of the conclusion that ‘Harry is a British subject’ Toulmin (1958) provides a prose description of this second, more complex, stage of the analysis that

> our claim that Harry is a British subject may normally be defended by appeal to the information that he was born in Bermuda, for this datum lends support to our conclusion on account of the warrants implicit in the British Nationality Acts; but the argument is not by itself conclusive in the absence of assurances about his parentage and about his not having changed his nationality since birth. What our information does do is to establish that the conclusion holds good ‘presumably’, and subject to the appropriate provisos. (Toulmin 1958: 93-4)

The layout of the above illustration is given below.

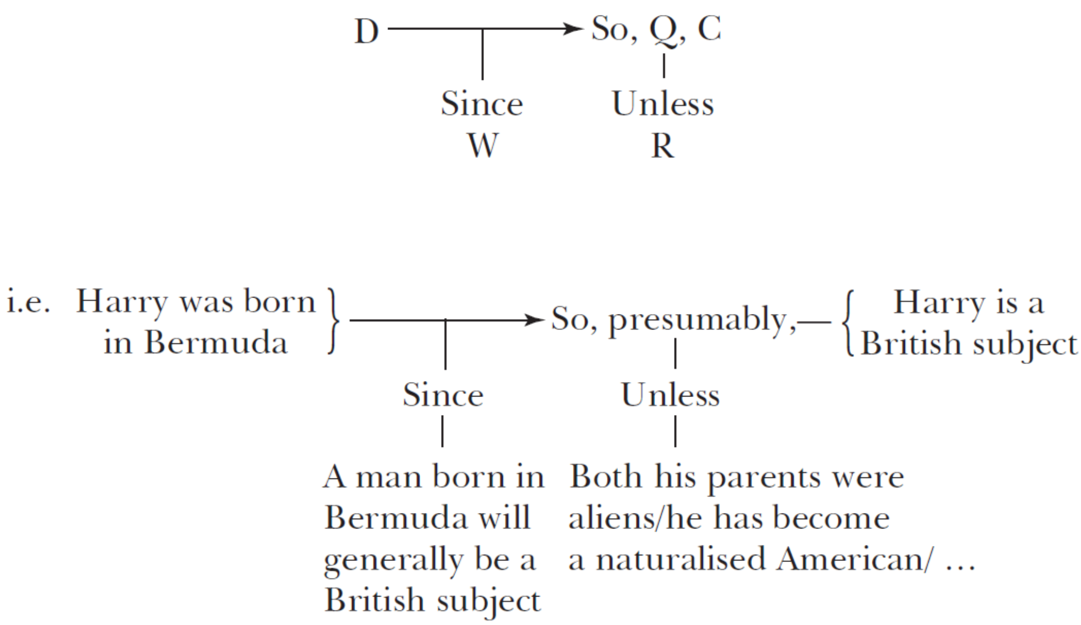


Figure 4. A Preliminary Diagrammatic Representation of Toulmin's Argumentation Model Containing Five Components (Toulmin 1958:94)

He further introduces an additional (final) component to the pattern, which relies heavily on the applicability of the warrant in a particular context. This he calls the *backing,* which refers to other assurances without which the warrant may lack authority or currency. The backing acts as a support base for authenticating or establishing the authority of a warrant and it varies from one field of argument to another. The final structure of the layout is as represented below.

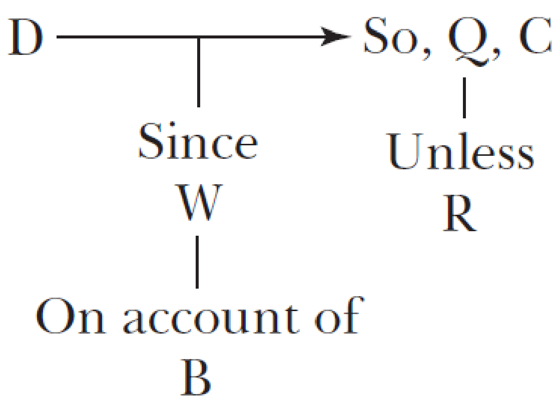


Figure 5. The Schematic Structure of Toulmin's Six Stage (1958) Argumentation Model (reproduced from Toulmin 1958:97)

Using the Harry's example, this schema is illustrated in the diagram below.

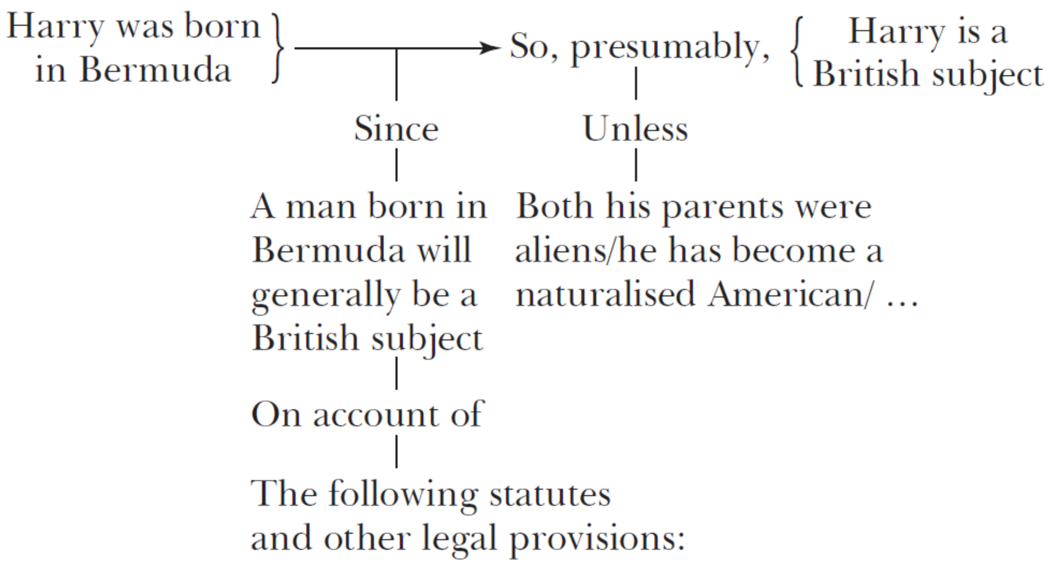


Figure 6. An illustrated Version of Toulmin's Layout of Argumentation Containing the Six Propositions (Toulmin 1958:97)

Toulmin (1958) uses three examples to illustrate this point and to clarify on the operations of backings in argument. The examples are

> A whale will be (i.e. *is classifiable as*) a mammal', 'A Bermudan will be (*in the eyes of the law*) a Briton', 'A Saudi Arabian will be (*found to be*) a Muslim'—the words in parentheses indicate what these differences are. One warrant is defended by relating it to a system of taxonomical classification, another by appealing to the statutes governing the nationality of people born in the British colonies, the third by referring to the statistics which record how religious beliefs are distributed among people of different nationalities (96)

We can see from the above that the applicability or backing of the warrants in the three arguments/conclusions is based on three different justificatory support factors, forces, conditions and conventions. The first claim is backed up by a scientific classification scheme which authoritatively validates the conclusion that if a particular living organism is classified by specialist taxonomists a belonging to a particular sub-class within the animal kingdom, then it is considered an established backing for a conclusion to such effect. The second backing is a legal one in which it appeals to an existing law or legal framework which confers British citizenship to people born in British colonies or British protected areas or overseas British territories. The last is a conventional or notional one which has some statistical support to it which has shown that people from that particular part of the world are generally, mostly and usually 'Muslims'. As a result, this would therefore be considered as a sufficient justification for the conclusion. One thing particularly unique about backings and which differentiates them from warrants is that they are more categorical and widely established and subject to verification as opposed to warrants which are more hypothetical than authoritative in nature (98). It is however important to note that the existence of a rebuttal in the schema allows for propositions to be tested and set aside or accepted in the presence of overriding forces, information or conditions against/for a certain proposition. This therefore implies that the presence of any backing does not automatically accord the status of acceptability to a proposition: claim, data, warrant or qualifier, but is only useful in demonstrating what support the speaker/arguer may appeal to in order to drive home his argument.

This model introduces some fundamental dimensions and perspective to the theory and analysis of argumentation. One of which is the complexity it introduces to replace the traditional classical simplified and heavily insufficient model based on a three premise approach: the minor, the major and the claim/conclusion. The elaborate nature of this approach enables it to account for a wider range of intellectual, social and cultural issues that are at stake in argumentation contexts and which require some enduring attention from the perspective of the speaker and the analyst alike. The gains of this approach and its relevance to my research is that, first, it is orientated towards the rhetorical tradition, which is in consonance with my perspective. The second is that it is a model of practical argumentation which is also the theoretical direction of my research, and the third is the comprehensive nature of the approach accounting for both implicit and explicit propositions at work in the process. However it does not seem to include a normative component which is of key relevance to my research, since the modern thinking in argumentation is not only about what an argument is but what it should be, and most importantly, since my research is critical discourse analysis orientated, the normativity component becomes most significant in bringing critical insights to bear on the analysis. As a result, additional argumentation models, most of which have benefitted from Toulmin's (1958) approach are further explored and reviewed. One of such is the model of practical argumentation proposed by Fairclough and Fairclough (2013) in their analysis of political discourse. This approach is reviewed below. Another model which is also considered relevant and which is also reviewed below is Eemeren's (2010) Pragma-dialectic approach which involves elements of normativity meant to assess the quality and nature of argumentation as meeting or not, some set normative standards.

4.7 Fairclough and Fairclough's (2012) model

In presenting their model of argumentation which they call a framework for analysis and evaluation of practical reasoning, Fairclough and Fairclough (2012) distinguish between two kinds of reasoning: practical and theoretical. Practical reasoning according to them is 'reasoning concerning what to do'. It is reasoning in response to problems addressed to us as *agents* acting in particular *circumstances* and aiming to achieve certain *goals* (36). The circumstance are in most instances problematised states of affairs, contexts, situations, facts and realities. They are problems around us in relation to our values which need to be resolved by taking certain actions or means. Theoretical or epistemic reasoning on the other hand is reasoning concerning what is or is not true. Their summary of the two kinds of reasoning is that theoretical reasons are reasons for believing, while practical reasons are reasons for action, the appropriate action (36). These two kinds of reasoning have differences in purpose and conclusions. A conclusion about what we should do and would be good to do (a normative conclusion) in the light of our circumstances and our goals, and a conclusion about what is probably true (a descriptive conclusion) in view of what we know.

Practical reasoning involves an imaginative effort on the part of the arguer to think of as many considerations that might have bearing on the situation as possible. The likely possibilities include: what does the agent want to achieve (*goal*)? What other goals does he have and how would these be affected by the action in question? What are the agent's *values,* what are his concerns, what does he care about? i.e what engages him, what matters to him, what is important to him, what does he hold dear and attach importance to, and why? Practical reasoning is therefore a way of responding to a practical problem or question while practical argument is a premise-conclusion structure that corresponds to that reasoning. The action to be taken to achieve that goal is the *means.* Practical reasoning is in many respects similar to deliberation, or better still a kind of deliberation in that it involves a weighing of options in relation to their compatibility with the agent's goals and values (Fairclough and Fairclough 2012:35-38)

Fairclough and Fairclough define an argument as a set of statements (explicit or implicit), one of which is the conclusion (*claim*) while others are the premises. In the case of practical argumentation, the claim for action is usually a *means* to an end or (means to) a goal. They (Fairclough and Fairclough) also draw their insights from the perspectives of other argumentation theories like van Eemeren and Grootendorst (1992, 2004), Johnson (2000), Walton (2006, 2007). They see argumentation as a dialectical approach and as a form of social practice in which persuasion is the intended purpose. This normative approach is core to Fairclough and Fairclough's model of argumentation in that they see argumentation as a theory of action and speech act. They see practical reasoning as a form of conductive as well as plausible argument. It is conductive in that it involves the weighing of 'pros' and 'cons', of various considerations that are thought to have a bearing on the claim, and the conclusion is drawn 'on balance'. By this they mean practical reasoning can be approximated to a Habermasian concept of 'communicative rationality' (Davies 1997:10, Fairclough and Fairclough 2012:38) which goes beyond merely instrumental rationality of finding the best means to one's goals, or the most cost-effective solution, but involves a process of weighing possible goals and values against each other in a process that is as extensive as possible and aims to decide whether what we value or aim for is worth valuing or aiming for. It is also plausible because, in reasoning practically, agents come up with a claim for action as a presumptive means to an end or goal. The claim can be accepted presumptively unless there are stronger, overriding reasons against it. Even when a claim for action seems reasonably supported, some additional premise may lead us to revise the argument or to reject the original claim. But in the absence of any overriding reasons against it, we can presumptively accept the proposal for action as a reasonable one, as the right thing to do (Fairclough and Fairclough 2012: 36-39).

Fairclough and Fairclough make a proposal for the structure and representation of practical reasoning in political discourse drawing insights from other existing approaches (Audi 2006, Walton 2006, 2007) but developed in a new direction and structure. Their model maintains that the 'hypothesis that action A might enable the agent to reach his goals (G), starting from his circumstances (C), and in accordance with certain values (V), leads to the presumptive claim that he ought to do A.' (44).

One of the striking differences between their approach and those of others like Audi and Walton is that they see practical argumentation from the perspective of deontic modality in which the source of obligation does not originate from the putative agent of the action proposed but from the speaker of the sentence or statement. The source of modality or obligation is not the doer (subject) agent but the external speaker. For insance, in the example 'Agent ought to do A to achieve B'. There is no necessary coincidence between agent and the speaker.

A simplified and concise layout of the model could be summarised as follows

- Action A is the appropriate course of action = *Claim for Action*
- This is what this project would achieve = *Goal*
- This project is important because it cares about this and that = *Value*
- The situation that has led to this proposal is = *Circumstance*
- The instrument or way to achieve this project is = *Means*

The diagram below also further represents the approach

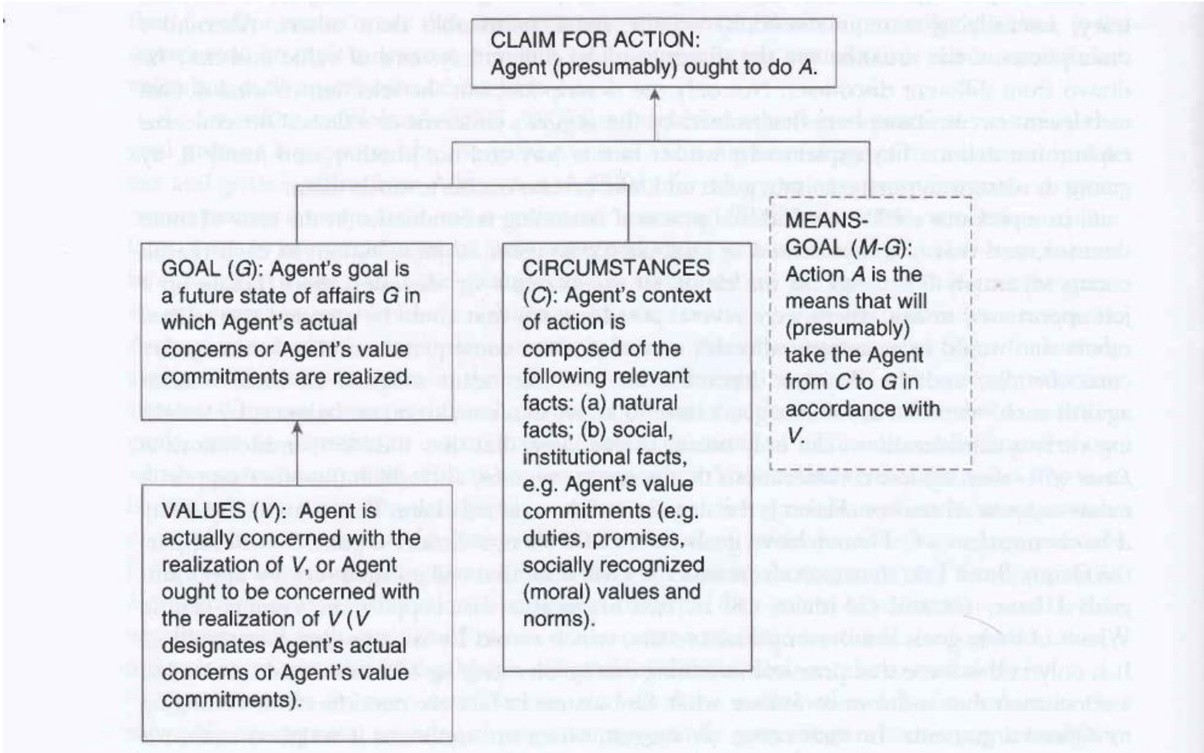


Figure 7. A Diagrammatic Representation of Fairclough and Fairclough's Argumentation Model (reproduced from 2012:48)

Another useful contribution of this model is that it does not only serve as a tool for analysing an argument but also for evaluating it, thereby making the approach not only descriptive but also critical. This introduction of the critical perspective in the analysis of argument is a useful tool for evaluation of arguments and a genuine contribution to critical discourse analysis and to the study of argumentation in particular, as it affords the analyst the opportunity to weigh the validity, quality and soundness of the argument and draw some indices of conformity or nonconformity to normative standards.

We can see from the above that Fairclough and Fairclough's (2012) model shares useful similarities with and draws from Walton's (2006, 2007) conception of practical reasoning but appears more expanded and elaborated as it contains five premises: claim, value, goal, means and circumstance. The specific naming of these premises (claim, value, goal, means and circumstance) is a useful addition to the theory of practical argumentation as it adds clarity to the layout, and the emphasis on value is indicative of the fact that his approach is not just an instrumental practical reasoning type but a value-based one which originates ‘from values’, implying that the proposed courses of action are usually grounded in what is considered to be a shared significance to both parties to the argument. That Fairclough and Fairclough’s (2012) model is a value oriented mode of practical argumentation makes it a useful and suitable theoretical approach for the analysis of the philanthropic fundraising discourses of the universities, which an intuitive reading has revealed are heavily value-laden.

Equally important and worth noting about this model is the fact that it introduces a more developed critical component which necessitates a weighing of available options to determine and accept presumptively in until a superior one emerges. Another similar point is the fact that the approach empowers the critic to evaluate a piece of argumentation as worthy or not based the standard set out in the model. This is one of the strands of the normative nature of the approach which enables the critic not only to analyse the argument but to also assess and evaluate it. The normativity component of argumentation even though finds expression in both Walton’s (2006, 2007, 2012, 2013) and Fairclough’s and Fairclough’s (2012) framework of argumentation, seems to find more detailed treatment in van Eemeren’s (2010) Pragma-dialectic approach. In order to gain a more balanced understanding of this key issue of normativity, van Eemeren’s perspective on it is reviewed (below) and applied in the analysis in order to enrich the quality of the analysis and to give it a more holistic outlook.

4.7 Eemeren’s pragma-dialectic approach

As stated earlier, there are broadly two major approaches to argumentation: the rhetorical and the dialectical. Toulmin’s (1958) and Fairclough and Fairclough’s (2012) models, reviewed above, belong to the rhetorical approach while the pragma-dialectical approach, as the name suggests, is within the dialectical tradition. Even though my research is based on the rhetorical practical argumentation, the pragma-dialectic model offers itself as a useful theoretic lens from which argumentation can, not only be analysed but also assessed and analysed in relation to its sufficiency as meeting the standard requirements of argumentation or not. It is hoped that such an understanding will introduce some analytical rigour to the study and analysis of argumentation. Fairclough and Fairclough (2012) as reviewed above have also touched upon such issues of normativity, and so has Walton. However, due to the fact that the normativity component is more of a dialectical than a rhetorical feature of argumentation, and since van Eemeren (2010) has given it a fuller treatment, reviewing his perspective is therefore considered a useful step towards attaining a renewed, balanced and enhanced perspective and understanding of this feature of argumentation. It is equally a step towards bridging the differences between the dialectical and rhetorical approaches, a desire which Eemeren through his concept of strategic maneuvering (2010:87-93) shares and which is one of the major end goals of his pragma-dialectic approach.

The pragma-dialect approach to argumentation as developed by van Eemeren (1992, 2001, 2002, 2009, 2010) has emphasis on testing the validity and quality of standpoints both textually, methodologically and theoretically. It is a critical approach involving four principles, namely functionalisation, socialisation, externalisation and dialectification. One important point worth mentioning is that this approach follows the pragmatic and speech act tradition inspired by insights from such scholars like Searle (1969, 1979, 1995) and Grice (1975, 1989). As a result, it welcomes and takes into account context and other meta-textual factors in investigating and analysing a text as argumentative.

To van Eemeren (2010) the approach is relevant and unique in that it is useful for investigating argumentation both descriptively and normatively where all claims are critically tested to acceptability (van Eemeren and Grootensdorst, 1994; van Eemeren 2010), an analytical process which he describes as 'theoretically motivated and empirically justified' (van Eemeren 2010:9). The approach, as stated above, follows a pragmatic and speech act structure spanning across four stages, namely (i) indicating the difference of opinion at stake, (ii) identifying the procedural and material premises, (iii) surveying the arguments and criticisms that are advanced explicitly or implicitly and (iv) determining the outcome of the discussion that is reached in the conclusion (van Eemeren 2010:12). Even though due to a variety of factors, argumentative reality seldom resembles the ideal of critical discussion (van Eemeren 2010:13), it is still important to maintain that to any extent, greater or lesser, it approximates reality, the dialectical argumentation will surely contain these features either explicitly or implicitly.

According to van Eemeren (2010), for a normative view of argumentation to be achieved, scholars of argumentation 'have to combine an empirical orientation with a critical orientation towards argumentative discourse' (4). He further argues that 'in order to give substance to this challenging combination, a comprehensive research program must be carried out that ensures that argumentative discourse is not only examined empirically as a specimen of verbal communication and interaction but also measured against normative standards of reasonableness' (4). The use of the concept of 'normative standards of reasonableness' introduces and reinforces the fact that there is or there should be some expectations and requirements of what an argumentation should be or look like, implying that not every piece of discourse passes as argumentation but only one that meets certain 'standard requirements'. This melting pot of 'the descriptive empirical angle of research and the normative critical angle of research' construes the study of argumentation as a branch of 'normative pragmatics' (van Eemeren 1986; 1990). He clarifies his conception of this fusion as follows: 'In normative pragmatics, as I envisage it, argumentation scholars make it their business to clarify how the gap between the normative dimension and the descriptive dimension of argumentation can be bridged to integrate critical and empirical insights systematically' (5). From the foregoing two dimensions to argumentation have emerged, which are the normative/critical and the descriptive/empirical dimensions. While the descriptive analyses the argumentation textually and empirically, the normative evaluates it in a critical and systematic manner to ascertain the extent to which it is in consonance or not with the canons of argumentation or 'reasonableness' or reasonable verbal communication and interaction.

van Eemeren (2010:5-8) therefore proposes a comprehensive research programme consisting five interrelated components' (van Eemeren and Grootendorst 2004:9-41) as a framework for addressing the issues at stake in the argumentation enterprise. The programme according to him should on the one the hand have a 'philosophical component in which a philosophy of reasonableness is developed and a theoretical component in which, starting from this ideal reasonableness, a model of acceptable argumentation is devised' (5). It is important to note that two cardinal issues arise here at once: the question of how to determine what is reasonable argument and as a question, what is acceptable as argumentation. These are key issues in the normative dimension which operates at the meta-discourse level. In addition to the philosophical and theoretical components of the programme, the programme has, on the other hand 'an empirical component in which argumentative reality as it can be encountered in argumentative exchanges is investigated qualitatively and quantitatively.' (5). Just as the first segment of the programme introduces a philosophical and theoretical component to the programme, the second part which introduces a qualitative and quantitative dimension to it which investigates the text of the argument more delicately and textually. The next step in the programme is a systematic linking of both the normative and descriptive dimensions so as to make room for a more single and unified analytical interface for the argumentation. This is followed by the final stage of the programme where 'the problems are identified that occur in the various more or less institutionalised argumentative practices, and methods and designs are developed to tackle these problems systematically' (5). This programme it must be admitted is a complex one and has the tendency to be raised to several questions especially the ideal of what constitutes reasonable or acceptable argumentation as there seems to no consensus by scholars about it.

However, van Eemeren (2010) addresses the question of reasonableness and acceptability of argumentation by implementing the critical rationalist approach through a pursuit of 'the development of a model of critical discussion that gives substance to the idea of resolving differences of opinion on the merits by means of dialectically regulated critical exchanges in which the acceptability of the standpoint at issue is put to the test.' (van Eemeren and Grootendorst 1994:19-20, van Eemeren 2010:5). The practical implementation of this programme in delicacy derives directly from the outcome of the discussion between the protagonist and the antagonist of a standpoint which depends fully on the adequacy of the protagonist's responses to the antagonist's critical questions' (6). This interaction of the speech acts between the protagonist and the antagonist constitute what van Eemeren calls the 'the pragma-dialectical resolution procedure'. This systematic interaction can only lead to a reasonable resolution of the difference of opinion at issue if the discussion is in accordance with a proper regulation. The issues of the adequacy of the response of the protagonist to the antagonist's critical questions and 'proper regulation' which have direct bearing on the rules for critical discussion constitute the core characteristics of the normative component of argument which the pragma-dialectical approach emphasises.

Even though van Eeremen (2010) further develops the model for critical discussion into a set of rules based on the context of discourse, in which failure to observe such may lead to a fallacy, but for the purpose of my research I am more focused on what the normativity procedure looks like or how to arrive at such a normative component of argumentation. Therefore, my main implementation of his approach in my research does not extend to his discussion of fallacies but rather limited to the adequacy of the protagonist's response to the antagonist's critical questions as the basis for determining or assessing the normative sufficiency of argumentation. This normative programme as outlined above is therefore applied in my analysis of the arguments advanced by universities in their fundraising discourse. The essence of implementing this normative component is to add a critical touch to the analysis and to determine if the sufficiency, adequacy and rhetorical requirements are met or not, and by extension determine if the arguments are acceptable, successful or not as the case may be.

From the review of both van Eemeren's (2010) and Fairclough and Fairclough's (2012) approach, as seen above, it is observed that, while van Eemeren's (2010) discussion of the normative programme for analysing argumentation is very successful/comprehensive in providing a theoretical basis for evaluative argument normatively but is seemingly weak in providing a practical structure/model for implementation, Fairclough and Fairclough's (2012) model on the other hand provides a clear structure upon which argumentation could be tested as conforming or not to a set standard. My research has therefore gained complementary insights from both van Eemeren's (2010) and Fairclough and Fairclough's (2013) perspectives on argumentation, and these form the theoretical foundation upon which the analysis is based.

4.8 Summary of the review

The above review has focused essentially on the approaches to argumentation with particular emphasis on practical rhetorical argumentation and the notion of normativity in argumentation and its contribution to the analysis and evaluation. Basically, four models of argumentation have been reviewed. While the first three – Walton (Walton 2006, 2007, 2012), Toulmin (1958) and Fairclough and Fairclough (2012) – fall within the practical argumentation category, van Eemeren's (2010) resides within the dialectical orientation. From the review it has been discovered that each of these approaches has useful contributions to make in the argumentation analysis enterprise but it is also clear that utilising only one single of them will subject the analysis to some form of bias or limited in terms of sensitivity to the data in question. Therefore an eclectic complementary analytical approach is adopted drawing from Toulmin's (58), Fairclough and Fairclough's (2012) and van Eemeren's (2010). These models have been chosen ahead of the others because they bring to bear some level of systematicity to the argumentation process in that they spell out the criteria for constructing an argument based on sound/practical reasoning and evidence. Another useful contribution of these approaches is that they not only serve as a tools for analysing an argument but also for evaluating it, thereby making them not only descriptive but also critical. This introduction of the critical perspective in the analysis of argument is a useful tool for evaluation of arguments and a genuine contribution to critical discourse analysis and to the study of argumentation in particular, as it affords the analyst the opportunity to weigh the validity, quality and soundness of the argument and draw some indices of conformity or nonconformity to normative standards.

In applying the models eclectically, in terms of the visible structural framework to be used, Fairclough and Fairclough's (2012) model has been adopted to account for the layout of the argumentation in relation to the claims, values, goals, means and circumstances advanced by the universities in their philanthropic fundraising discourses. Toulmin's (1958) model is applied to complement that of Fairclough and Fairclough's (2012) especially with reference to the specific premises like data, warrant, qualifier, rebuttals and backings which add more rigour and balance to the analysis. It is important to mention here that the differences between Fairclough and Fairclough's premises and Toulmin's is more nomenclatural than semantic. Therefore, applying the two complementarily enhances a more delicate and sensitive analysis from which more enduring insights are gained. Van Eemeren's (2010) pragma-dialectical approach for the purpose of the present research is applied to evaluate the argumentation made by the universities. The role of the pragma-dialectical approach is to investigate the normative component of the universities' argumentation in order to assess the extent to which they meet some proposed standard or not.

Chapter 5. Argumentation Analysis

5.1 Argumentation structure of the webpages

As stated earlier, this analysis is based chiefly on Fairclough and Fairclough's (2012) framework of argumentation, with insights drawn from other scholars on the subject ((Toulmin 1958; van Eemeren 1992, 2001, 2002, 2009, 2010; Walton 2006, 2007, 2012; Blair 2012). Therefore, in this chapter the alumni pages are analysed based on their modelled argumentation variables and premises namely: CLAIM, VALUE, GOAL, CIRCUMSTANCE and MEANS. The essence is to see how these are constructed (or not) in the alumni pages.

In the sections below, selected extracts from the alumni pages of the five universities under study are analysed. As a starting point, each of the selected extracts is analysed based on Fairclough and Fairclough's (2012) framework. This section ends with a summary of the key points, findings and arguments emerging from the analysis. This is followed by an analysis of the differences among the universities in relation to how they structure their arguments, their points of departure, emphasis and de-emphasis, clarity of argument and semantic prosody in terms of degree of positivity and negativity. This section is followed by two other sections which pay particular attention to some unique features observed from the analysis which focus on the manner in which the premises are textually organised or rendered in the arguments. The next two sections critically evaluate the universities' argument and the Fairclough and Fairclough's (2012) argumentation framework. The analysis ends with a summary and conclusion of the major findings. In order to conduct the analysis in a more focused manner, it is prefaced with two questions which are intimately linked with the first research question for the study: 1) How do universities present arguments to solicit for donations? 2) How useful is Fairclough and Fairclough's (2012) argumentation framework in this context?

Extract 1: Support our people

In this extract (1) below, Cambridge, argues for support for its people, and advances some reasons to justify why such support is needed. These justifications relate intimately to the University's goals and aspirations. This need is a by-product of the current state-of-affairs in which the university funds itself. The relevance of such support is that it will lead to the development of leadership, the nurturing of the younger academics and the breeding of a new generation of talents. The structural layout of the argument for this extract based on Fairclough and Fairclough's (2012) model is as follows.

Support our people

> Our goal is to **renew and strengthen** our **investment in extraordinary people** by supporting our academic leadership, whilst **nurturing and developing** the **next generation** of talent. **Choose from supporting academic posts and fellowships, graduate studentships or bursaries for undergraduate students. (Source: Cambridge-Support our people)**

The CLAIM is 'support our people'. The GOAL is 'to renew and strengthen our investment in extraordinary people by supporting our academic leadership, whilst nurturing and developing the next generation of talents'. The MEANS is to 'choose from supporting academic posts and fellowships, graduate studentships or bursaries for undergraduate students'. The CIRCUMSTANCE is 'Over 7000 graduate students are the engine room of the University. Through hard work, diligence and determination they drive forward discovery and understanding. They are a crucial source of fresh eyes, fresh approaches and bold ideas. They ensure that our senior academics never get too comfortable with the status quo and that we never stop challenging our most basic assumptions. Our senior academics set the agenda. It is through their expertise and leadership that we discover extraordinary things and train the next generation.'

Here Cambridge's GOAL to 'invest in extraordinary people' and to nurture the 'next generation of talents' could be achieved through support to 'academic posts and fellowship…' which constitute the MEANS. This is necessary because students are the engine room of the University and the senior academics give leadership, mentoring and direction to the junior ones (CIRCUMSTANCE) which is why it is imperative to keep supporting and investing in them to continue with the University's vision and mission.

Extract 2: Support Students

Extract 2 like 1 above makes a case for support to students, in which Oxford states the purposes for which such support is being canvassed. Here the support being solicited and which weaves around its goals is targeted at benefitting five key segments of the University namely: schools, undergraduates, postgraduates, soft skills development and minority support. Based on the Fairclough and Fairclough's (2012) framework extract 2 is analysed below.

> To attract the very best students from across the globe, Oxford is committed to investing in outreach, bursary and scholarship support.

Students are supported in five key ways:

• Schools - Working with teachers, school children and potential University applicants across the country to raise aspirations so students can meet their full potential

• Undergraduates - Providing maintenance bursaries for over 2,500 undergraduates

• Postgraduates - Providing competitive, fully-funded graduate scholarships across departments, divisions and colleges

• Soft skill development - Providing mentors and funded internships worldwide to ensure our students have the transferable skills they require to successfully pursue career opportunities

• Minority support - Providing specific tailored support to minority groups, including the provision of disability and counselling services (**Source: Oxford-Support students)**

The CLAIM is to 'Support students at Oxford'. The GOAL is 'To attract the very best students from across the globe, Oxford is committed to investing in outreach, bursary, and scholarship support. Students are supported in five key ways:

Schools – Working with teachers, school children and potential University applicants across the country to raise aspirations so students can meet their full potential

Undergraduates – Providing maintenance bursaries for over 2,500 undergraduates

Postgraduates – Providing competitive, fully funded graduate scholarships across departments, divisions and colleges

Soft skill development – Providing mentors and funded internships worldwide to ensure our students have the transferable skills they require to successfully pursue career opportunities.

Minority support – Providing specific tailored support to minority groups, including the provision of disability and counselling services.'

CIRCUMSTANCE: 'At Oxford there are over 22,000 full-time students, with around 12,000 undergraduates and 10,000 graduates.'

The MEANS is 'Every gift, however small, can have a life changing impact.'

Here, Oxford's CLAIM 'support students at Oxford' is predicated on the GOAL to 'attract the very best students from across the globe', and the MEANS to achieve this is through a 'gift' from the reader.

Extract 3: St Cecilia's Hall

In extract 3, the crux of the argument is the restoration of old buildings of monumental, historical and cultural significance. The benefits of such a restorative project are the preservation of history, culture and musical excellence for posterity. A more delicate analysis building on Fairclough and Fairclough (2012) approach is found below.

> **A vision to restore and renovate Scotland's oldest purpose-built concert hall.**
>
> Commissioned by the Edinburgh Musical Society in 1763, St Cecilia's Hall offers an irreplaceable window into the past. Named after the patron saint of music, St Cecilia's is Scotland's oldest purpose-built concert hall, and the second oldest in the British Isles.
>
> **A hidden gem**
>
> This Georgian treasure, nestled in the heart of the Old Town, is a place where visitors can discover forgotten sounds and musical styles, learn about the beautiful instruments it contains, and find out about the cultures of the people who created and played them.
>
> **Musical Excellence**
>
> Our vision is to restore and renovate this historic venue, making it 'the' centre for excellence for the display, study, performance and enjoyment of musical instruments in Scotland and the UK. The new galleries will combine wonderful objects, live performance, research and teaching, sounds and stories; all set within the interiors of a refurbished and extended building.
>
> **Inspiring future generations**
>
> By investing in this Project we will ensure the future of this world-class Collection, outstanding Hall, and innovative programme for generations to come. **(Source: Edinburgh-St Cecilia's Hall)**

GOAL: 'Our vision is to restore and renovate this historic venue, making it 'the' centre for excellence for the display, study, performance and enjoyment of musical instruments in Scotland and the UK. The new galleries will combine wonderful objects, live performance, research and teaching, sounds and stories, all set within the interiors of a refurbished and extended building'. The Primary GOAL of Edinburgh is to make this hall a 'centre for excellence' by restoring and renovating it which will have potential benefits for music, performances, art and culture, research and teaching.

GOAL/VALUE: 'A vision to restore and renovate Scotland's oldest purpose-built concert hall'. 'By investing in this Project we will ensure the future of this world class Collection, outstanding Hall, and innovative programme for generations to come.' This GOAL here, as the CIRCUMSTANCE, is woven with the VALUING of history and its preservation for the future and posterity

CIRCUMSTANCE: 'This Georgian treasure, nestled in the heart of the Old Town, is a special place where visitors can discover forgotten sounds and musical styles, learn about the beautiful instruments it contains, and find out about the culture of the people who created and played them.' This hall serves as a musical as well as cultural centre and has much to offer if restored and renovated.

CIRCUMSTANCE/VALUE: 'Commissioned by the Edinburgh Musical Society in 1763, St Cecilia's Hall offers an irreplaceable window into the past. Named after the patron saint of music, St Cecilia's is Scotland's oldest purpose-built concert hall, and the second oldest in the British Isles'. This building is of historic and cultural significance which connects the present with the past which is why it is important to be maintained in order not to lose its irreplaceable worth and significance.

Extract 4: Priority Capital Projects

Here the argument is made support to the St Andrews to attend to priority projects which are of inestimable benefit to the University and the society at large. These projects are: the redevelopment of the sports centre, martyrs Kirk Research Library, student association building and the St Salvators's improvement project. For each of these an argument is advanced as can be seen below.

> **Sports Centre Redevelopment: £14m**
>
> Built in 1968, the Sports Centre struggles, in its current form, to meet the needs of an active student population that has quadrupled in size. The five-phase redevelopment will provide our community with refurbished pitches, a new tennis centre, a 400-seat sports hall and expanded gym facilities.

Martyrs Kirk Research Library: £2.5m

In 2012, the University acquired Martyrs Kirk, a nineteenth-century former church in the centre of St Andrews, which is being redeveloped as a new Arts Postgraduate Research Library. The renovation includes a dedicated room in which our collection of rare books and archives can be consulted by members of the University and the broader community.

Students' Association Building: £2m

A multi-million pound renovation will transform the current Students' Union — inadequate for our expanding and engaged student population — into a fit-for-purpose building, including new theatre and music facilities, a new multimedia suite and a modern headquarters for student societies and campaigns.

St Salvator's Quadrangle Improvement project: £700k

St Salvator's Quad has been our physical and spiritual home for celebrations, royal visits and foam fights for nearly 550 years. Now, important upgrades are needed if the Quad is to continue to meet the needs of a world-class university. The renovation will provide handicapped-accessible ramps, replace tarmac with flagstones, add lighting to building faces and refurbish iron and woodwork. **(Source: St Andrews-Priority Capital Projects)**

Sports Centre Redevelopment

CIRCUMSTANCE: ‘Built in 1968, the Sports Centre struggles, in its current form, to meet the needs of an active student population that has quadrupled in size.’ The sports centre facilities are been over-stretched by an ever-growing student population which therefore need expansion.

GOAL: ‘The five-phase redevelopment will provide our community with refurbished pitches, a new tennis centre, a 400-seat sports hall and expanded gym facilities.’ The university’s GOAL is to expand on the facilities to meet current needs.

Martyrs Kirk Research Library

CIRCUMSTANCE: ‘In 2012, the University acquired Martyr Kirk, a nineteenth-century former church in the centre of St Andrews which is being redeveloped as new Arts Postgraduate Research Library.’ This facility was not originally the University’s property, it was acquired recently which requires some upgrading to meet current demands and to be more useful for the University.

GOAL: 'The renovation includes a dedicated room in which collection of rare books and archives can be consulted by members of the University and the broader community.' The main aim or GOAL of this project therefore is to renovate the building and to make it a centre for rare books and collections and to make them available for the University community and the wider public.

Students' Association Building

GOAL: 'A multi-million pound renovation will transform the current Students' Union – inadequate for our expanding and engaged student population – into a fit-for-purpose building including a new theatre and music facilities, a new multimedia suite and a modern headquarters for student societies and campaigns.'

St Salvator's Quadrangle Improvement Project

CIRCUMSTANCE: 'St Salvator's Quad has been our physical and spiritual home for celebrations, royal visits and foam fights for nearly 550 years. Now, important upgrades are needed if the Quad is to continue to meet the needs of a world-class university.' We can see that the Quad serves very significant purposes, both spiritual and physical, and it is therefore worth keeping it in good state to continue serving the good purposes for which it is meant.

GOAL: 'The renovation will provide the handicapped-accessible ramps, replace tarmac with flagstones, add lighting to building faces and refurbish iron and woodwork.' The GOAL is geared towards giving it a new face through renovation.

Extract 5: Collections and Museums

A case is made here for the significance of University of Cambridge's collections and museums. The argument chiefly foregrounds the relevance, composition, age and functions of these collections, some of which include the deepening of the understanding of cultures and peoples across the planet as well as the raising of educational aspirations. A more systematic analysis using Fairclough and Fairclough's (2012) approach is found below.

> **Cambridge's collections have multiple lives**, embracing **public and private histories**, personal and scientific interest and the past and the present. They **illuminate** the wider activities, histories and environments of the people who made them and the

worlds they represent. We draw upon our collections to **conduct pioneering research**. By **investing in our collections and museums**, our ambition is **to deepen** public understanding of **cultures and people across the planet**.

Accumulated over nearly 300 years, the collections contain materials from the dawn of human activity and beyond, and objects **that stir our innate sense of wonder**. As well as being a vital resource for research, teaching and cross disciplinary exploration, they are an important means by which academic Cambridge **shares its knowledge** with the wider public, s**timulating** engagement with the subjects to which they relate. By animating concepts and ideas, they raise **educational aspiration** in **the most powerful way** there is: by appealing to the imagination. **(Source: Cambridge-Collections and Museums)**

GOAL: 'We draw upon our collections to conduct pioneering research. By investing in our collections and museums, our ambition is to deepen public understanding of cultures and peoples across the planet.' From the above it is clear that Cambridge's GOAL concerning Collections and Museums is to 'deepen public understanding of cultures and peoples across the planet.' This is what the University seeks to achieve.

CIRCUMSTANCE: 'Cambridge's collections have multiple lives, embracing public and private histories, personal and scientific interests and the past and the present. They illuminate the wider activities, histories and environments of the people who made them and the worlds they represent.'

'Accumulated over nearly 300 years, the collections contain materials from the dawn of human activity and beyond, and objects that stir our innate sense of wonder. As well as being a vital resource for research, teaching and cross-disciplinary exploration, they are an important means by which academic Cambridge shares its knowledge with the wider public, stimulating engagement with the subjects to which they relate. By animating concepts and ideas, they raise educational aspirations in the most powerful way there is: by appealing to the imagination.' Here the university tries to justify the relevance of the collections to the University and to society in general which are mentioned as relating to history, research, teaching, cross-disciplinary exploration, public engagement, stimulation and imaginative appeal.

Extract 6: School of Biological Sciences

The central argument in Extract 6 is on Edinburgh's vision to create one of the best and internationally recognised research clusters for the study of biology. The expected outcomes of this project, it is argued, will include collaboration, finding solutions to global challenges and the creation of a centre of excellence for the study of biology. An in-depth analysis based on Fairclough and Fairclough's (2012) framework is undertaken below.

> **Creating one of the world's finest research clusters for the study of biology.**
>
> The University of Edinburgh's £80m vision for the School of Biological Sciences is to create one of the world's finest research clusters for the study of biology.
>
> **A centre of excellence**
>
> A remodelled and augmented complex of buildings at our historic King's Building's campus is crucial to this ambition. The new complex will form a physical and metaphorical focal point for the research and collaboration of our 600+ biologists and their academic partners from around the University and the globe.
>
> **Solving global challenges**
>
> Biological Sciences is undergoing a hugely exciting revolution as we begin to increasingly understand the genome, how it is expressed in living organisms, how it can be influenced and even how it can be repaired or built from scratch.
>
> Edinburgh is at the forefront of these exciting developments, and the School's programme of research aims to use this expertise to help solve the great challenges facing humanity in the 21st century – disease, pollution, food security, creation of pharmaceuticals and more.
>
> **Collaboration**
>
> Collaboration is key to solving these problems and the new complex of buildings will ensure our broad range of scientists will have the space, the facilities and the opportunity to work together and make the breakthroughs that matter. **(Source: Edinburgh-School of Biological Sciences)**

GOAL: ‘Creating one of the world’s finest research clusters for the study of biology. The University of Edinburgh’s £80m vision for the School of Biological Sciences is to create one of the world’s finest research clusters for the study of biology.’

A centre of excellence

‘A remodelled and augmented complex of buildings at our historic King’s Building’s campus is crucial to this ambition. The new complex will form a physical and metaphorical focal point for the research and collaboration of our 600+ biologists and their academic partners from around the University and the globe.’

The power of Collaboration

‘Collaboration is key to solving these problems and the new complex of buildings will ensure our broad range of scientists will have the space, the facilities and the opportunity to work together and make the breakthroughs that matter.’

The primary GOAL of Edinburgh is to create one of the best centres for the study of biology in the world and in fact a centre of excellence and to provide a fertile environment for the flourishing of collaboration between academics within the University and from around the world.

VALUE: Solving global challenges

‘Biological Sciences is undergoing a hugely exciting revolution as we begin to increasingly understand the genome; how it is expressed in living organisms, how it can be influenced and even how it can be repaired or built from scratch. Edinburgh is at the forefront of these exciting developments, and the School’s programme of research aims to use this expertise to help solve the great challenges facing humanity in the 21st century – disease, pollution, food security, creation of pharmaceuticals and more.’

We can see here that Edinburgh intends to engage in this project because of what it is committed to, its VALUE which is ‘to help solve the great challenges facing humanity in the 21st century – disease, pollution, food security, creation of pharmaceuticals and more.’

Extract 7: Legacy bequests

St Andrews argues here for donations to be made to it in the form of legacy bequests. It maintains that it has over the years survived on such kinds of endowments, and therefore encourages the public to support it along those lines by making a will or endowment in favour of the University. The University enumerates some of those previously bequeathed endowments from which it has benefitted to include: the chairs of Hebrew and Mathematics endowed by Charles II and the playing fields and gymnasium by Andrew Carnegie. They argue that legacy bequests and endowments have had significant impact on the survival and growth of the University. The structural layout of the analysis is found below.

> Charles II endowed a Chair of Hebrew in 1688 and later the Regius Professorship of Mathematics. During his years as Rector, Andrew Carnegie presented St Andrews with playing fields and a fully-equipped gymnasium. By leaving a legacy bequest to the University, you can join the vibrant history of those who have made a difference by giving to St Andrews.
>
> A legacy bequest is one of the most personally significant gifts you can make to St Andrews. Since the foundation of the University, we have relied upon the generosity of committed supporters to keep St Andrews as a centre for academic pilgrimage supported by world-renowned research and first-class teaching.
>
> Legacy bequests from far-sighted benefactors have had a profound effect on future generations of students and have helped to make Scotland's first University what it is today— culturally diverse and internationally renowned for the quality of its teaching and research. Your legacy bequest will impact the University for decades and centuries to come by providing funding for some of our most significant projects from research into Neural Sciences to re-developing St Salvator's Quad.
>
> As the University embraces the significant milestone of its 600th Anniversary, we invite you to join those who have already made a difference by remembering the University through a gift in your will which could support:
>
> • Undergraduate and Postgraduate scholarship and bursaries;
>
> • Academic posts and research programmes in specific University schools and departments;
>
> • St Andrews' rich cultural heritage of historic buildings, libraries, collections and museums;
>
> • University sports facilities and activities, from golf to water polo

> Or, if you so desire, you can support these all and more by leaving a legacy bequest for the general purposes of the University. **(Source: St Andrews-Legacy bequest)**

VALUE: Since the foundation of the university, we have relied on the generosity of committed supporters to keep St Andrews as a centre of academic pilgrimage supported by world-renowned research and first-class teaching. The core VALUE or commitment of St Andrews as stated above is to remain a world class centre of academic excellence which implies that the University is committed to excellence.

GOAL: 'Your legacy bequest will impact the University for decades and centuries to come by providing funding for some of our most significant projects from research into Neural Sciences to redeveloping St Salvator's Quad'. One of its GOALS in this project is to invest in neural sciences and other related centres like St Salvator's Quad which needs redevelopment.

'Undergraduate and postgraduate scholarship and bursaries; academic posts and research programmes in specific University schools and departments; St Andrew's rich cultural heritage of historic buildings, libraries, collections and museum; university sports facilities, from golf to water polo.' Investment in student scholarships, bursaries academic and research posts, historic buildings, libraries, collections and museums also constitute part of the University's GOAL.

MEANS: 'By leaving a legacy bequest to the university, you can join the vibrant history of those who have made a difference by giving to St Andrews. A legacy bequest is one of the most personally significant gifts you can make to St Andrews.' One of the MEANS to help achieve this goal is by bequeathing a will or legacy donation to the University.

'As the University embraces the significant milestone of its 600th Anniversary, we invite you to join those who have already made a difference by remembering the University through a gift in your will'

'Or, if you so desire, you can support these all and more by leaving a legacy bequest for the general purposes of the University.'

CIRCUMSTANCE: 'Charles II endowed a Chair of Hebrew in 1688 and later the Regius Professorship of Mathematics. During his years as Rector, Andrew Carnegie presented St Andrews with playing fields and a fully equipped-gymnasium.'

‘Legacy bequests from far-sighted benefactors have had effect on future generations of students and have helped to make Scotland’s first University what it is today – culturally diverse and internationally renowned for the quality of its teaching and research.’

The CIRCUMSTANCE here gives a historical background to how the University has survived on legacy bequests over the years beginning from as early as 1688 and which has continued to impact the University to the present. The University is what it is today because of legacy bequests from benefactors. The CIRCUMSTANCE serves to prove the point that others have already bequeathed to the University and the reader could do same by following the good examples of other donors.

It is however important to observe here that this particular issue has received an unusual amount of textualisation involving some details which are not found in any other page analysed in this chapter as most of the premises receive a fair treatment. The GOALS are well spelt out with their different strands, the CIRCUMSTANCES are also well developed in historical terms, showing the various contributions other donors have made over the years and giving the reader clear and in-depth information on the MEANS. It is unique in that ordinarily matters of will are sensitive ones in that they relate to the passing away or death of the donor but here they are given more attention, maybe, to sufficiently persuade the reader into donating.

Extract 8: Where you can help

UCL argues for additional support for its students, departments, research and teaching. According to it, the improvements the University has witnessed depended largely on the donations and support from alumni and friends. Based on Fairclough and Fairclough’s (2012) model, Extract 8 is analysed below.

> **How do you want your gift to benefit UCL?**
>
> The generosity of alumni and friends has shaped UCL, from improving our campus to enhancing all aspects of the work that takes place here. Below you can find an overview of how you can benefit your university.
>
> If you are considering establishing a scholarship in your name or you wish to support a specific area of research you should visit our Leadership Giving page for further information.
>
> Help Support students

Help Support Your Department

Help Support Teaching and Research **(Source: UCL-Where you can help)**

CIRCUMSTANCE: 'The generosity of alumni and friends has shaped UCL, from improving our campus to enhancing all aspects of the work that takes place here. Below you can find an overview of how you can benefit the university.' UCL here establishes the basis for its survival by stating that alumni and friends have been instrumental to shaping the University and therefore requiring same support from the reader.

MEANS: 'Help support students; help support your department; help support teaching and research'. Building on the CIRCUMSTANCE above the University tells the reader what to do and in which areas, broadly though, he can support it.

Extract 9: Help your department

In Extract 9, a case is made for support to departments at UCL to enhance a worthwhile experience for their students. They argue that alumni support is an important source of funding for UCL. This extract is analysed below based on the Fairclough and Fairclough's (2012) model.

> Every department at UCL wants to make sure that their students have the best possible educational experience and are eager to enhance their reputation for research excellence. You can help them to achieve this by making a gift to your department.
>
> Alumni gifts provide Heads of Department with a vital source of funding. From supporting student scholarships to investing in new facilities, 100% of your gift will be directed to areas of the greatest importance within your department. **(Source: UCL-Help your department)**

CLAIM: 'Help Your Department.'

GOAL: 'Every department at UCL wants to make sure that their students have the best possible educational experience and are eager to enhance their reputation for research excellence'. The GOAL of every department of at UCL is to improve students' experience and research excellence.

'From supporting student scholarships to investing in new facilities, 100% of your gift will be directed to areas of the greatest importance within your department.'

MEANS: ‘You can help them to achieve this by making a gift to your department.’ A gift to the department is therefore the vehicle to transport them to their desired GOALS.

CIRCUMSTANCE: ‘Alumni gifts provide Heads of Department with a vital source of funding.’ Here the CIRCUMSTANCE states how alumni gifts have been instrumental to the survival of the University’s departments.

Extract 10: Give to a College

In Extract 10, Cambridge argues for additional support to sustain its collegiate system which according to it has been responsible for its success and achievements. This is analysed below based on Fairclough and Fairclough’s (2012) model.

> **Give to a College**
>
> **Cambridge’s collegiate system** is **vital** to the **success** of the university and the **achievement** of its people. Colleges **unite** different **generations**, **disciplines** and **backgrounds** in a **close-knit community** where **scholarship and discovery flourish**. Through membership of a college, our students **experience** a great deal **global university** at a human scale. Colleges are at the **heart** of the Cambridge **experience**. **(Source: UCL-Give to a College)**

CLAIM: ‘Give to a College’

CIRCUMSTANCE: ‘Cambridge’s collegiate system is vital to the success of the University and the achievement of its people. Colleges unite different generations, disciplines and backgrounds in a close-knit community where scholarship and discovery flourish. Through membership of a college, our students experience a great global university at a human scale. Colleges are at the heart of the Cambridge experience.’

Here Cambridge justifies its CLAIM of asking the reader to give to a College by giving reasons in support of its collegiate system and its importance to the entire Cambridge experience which includes the development of a community spirit and global university life.

From the analysis above, the key points and issues around which the arguments revolve are the need for support to enable the universities nurture and develop a new breed of leaders and talents. Equally related to the above is the development of soft skills and minority support. The restoration of old buildings which have cultural, social and historical significance features prominently as one of the core foci of the argument. Related to the above is the argument for the preservation and maintenance of the universities' collections and museums most of which house ancient artefacts of cultural, historical and educational relevance

The universities also solicit funds to enable them execute some of their priority projects most of which are of benefit not only to the university but to society at large. Another similar argument is the focuses on the universities' vision to make advances in science by upgrading their facilities such as laboratories and libraries to state of the art global standard. The goal of such advances in science and technology being to find solutions to global challenges. They therefore argue that their commitment is to society and not to themselves. This point serves as a kind of legitimation for the donations they solicit from their alumni, friends and the general public.

Other topical issues recurrent in the arguments are the need for support and donations in order to improve on the quality of learning and teaching, expand and upgrade departmental facilities and carrying capacities thereby providing the learners with the best educational experience and conducive learning environment.

The development of a sense of community also occupies centre stage in the arguments as they make a case for support to the collegiate system which has contributed immensely to their successes and achievements. In additional to the achievements and successes is the historical relevance of the system which has become part of the intellectual and social culture of the universities especially Oxford and Cambridge.

The above summary captures the topical issues which feature prominently and recurrently in the arguments of the universities. It is important to note that most of these arguments are largely GOAL-MEANS oriented and heavily VALUE-laden. This point is further discussed in the next two sections.

5.2 Differences between the universities

As the analysis above has shown, the trend of argument of the universities to a large extent follows a similar trend based largely on GOALS, MEANS, VALUES and CIRCUMSTANCES. However, there are noticeable differences in the degree to which different universities textualise particular premises, the density of text on the pages and the explicitness of their presentation, as some universities say more or include more textual content than others. For example, Cambridge and Oxford emphasise CIRCUMSTANCES, GOALS and MEANS as can be seen in the examples below

Cambridge a)

GOAL: 'to renew and strengthen our investment in extraordinary people by supporting our academic leadership, whilst nurturing and developing the next generation of talents'.

MEANS: 'choose from supporting academic posts and fellowships, graduate studentships or bursaries for undergraduate students'.

CIRCUMSTANCE: 'Over 7000 graduate students are the engine room of the University. Through hard work, diligence and determination they drive forward discovery and understanding. They are a crucial source of fresh eyes, fresh approaches and bold ideas. They are ensure that our senior academics never get too comfortable with the status quo and that we never stop challenging our most basic assumptions. Our senior academics set the agenda. It is through their expertise and leadership that we discover extraordinary things and train the next generation.'

Cambridge b)

GOAL: 'We draw upon our collections to conduct pioneering research. By investing in our collections and museums, our ambition is to deepen public understanding of cultures and peoples across the planet.'

CIRCUMSTANCE: 'Cambridge's collections have multiple lives, embracing public and private histories, personal and scientific interests and the past and the present. They illuminate the wider activities, histories and environments of the people who made them and the worlds they represent.'

'Accumulated over nearly 300 years, the collections contain materials from the dawn of human activity and beyond, and objects that stir our innate sense of wonder. As well as being a vital resource for research, teaching and cross-disciplinary exploration, they are an important means by which academic Cambridge shares its knowledge with the wider public, stimulating engagement with the subjects to which they relate. By animating concepts and ideas, they raise educational aspirations in the most powerful way there is: by appealing to the imagination.'

Oxford

GOAL: 'To attract the very best students from across the globe, Oxford is committed to investing in outreach, bursary, and scholarship support. Students are supported in five key ways:

Schools – Working with teachers, school children and potential University applicants across the country to raise aspirations so students can meet their full potential

Undergraduates – Providing maintenance bursaries for over 2,500 undergraduates

Postgraduates – Providing competitive, fully funded graduate scholarships across departments, divisions and colleges

Soft skill development – Providing mentors and funded internships worldwide to ensure our students have the transferable skills they require to successfully pursue career opportunities.

Minority support – Providing specific tailored support to minority groups, including the provision of disability and counselling services.'

CIRCUMSTANCE: At Oxford there are over 22,000 full-time students, with around 12,000 undergraduates and 10,000 graduates.

MEANS: 'Every gift, however small, can have a life changing impact.'

St Andrews includes even more textual information incorporating VALUES as well, as the example below shows

St Andrews

VALUE: 'Since the foundation of the university, we have relied on the generosity of committed supporters to keep St Andrews as a centre of academic pilgrimage supported by world-renowned research and first-class teaching.'

GOAL: 'Your legacy bequest will impact the University for decades and centuries to come by providing funding for some of our most significant projects from research into Neural Sciences to redeveloping St Salvator's Quad'.

'Undergraduate and postgraduate scholarship and bursaries; academic posts and research programmes in specific University schools and departments; St Andrew's rich cultural heritage of historic buildings, libraries, collections and museum; university sports facilities, from golf to water polo.'

MEANS: 'By leaving a legacy bequest to the university, you can join the vibrant history of those who have made a difference by giving to St Andrews. A legacy bequest is one of the most personally significant gift you can make to St Andrews.'

‘As the University embraces the significant milestone of its 600th Anniversary, we invite you to join those who have already made a difference by remembering the University through a gift in your will’

‘Or, if you so desire, you can support these all and more by leaving a legacy bequest for the general purposes of the University.’

CIRCUMSTANCE: ‘Charles II endowed a Chair of Hebrew in 1688 and later the Regius Professorship of Mathematics. During his years as Rector, Andrew Carnegie presented St Andrews with playing fields and a fully equipped-gymnasium.’

‘Legacy bequests from far-sighted benefactors have had effect on future generations of students and have helped to make Scotland’s first University what it is today – culturally diverse and internationally renowned for the quality of its teaching and research.’

Edinburgh presents their argument in similar respects with Cambridge, Oxford and St Andrews but more value-laden than any of them especially their CIRCUMSTANCES as could be seen in the example below

GOAL: ‘Our vision to is restore and renovate this historic venue, making it ‘the’ centre for excellence for the display, study, performance and enjoyment of musical instruments in Scotland and the UK. The new galleries will combine wonderful objects, live performance, research and teaching, sounds and stories, all set within the interiors of a refurbished and extended building’.

GOAL/VALUE: ‘A vision to restore and renovate Scotland’s oldest purpose-built concert hall’. ‘By investing in this Project we will ensure the future of this world class Collection, outstanding Hall, and innovative programme for generations to come.’

CIRCUMSTANCE: ‘This Georgian treasure, nestled in the heart of the Old Town, is the a special place where visitors can discover forgotten sounds and musical styles, learn about the beautiful instruments it contains, and find out about the culture of the people who created and played them.’.

CIRCUMSTANCE/VALUE: ‘Commissioned by the Edinburgh Musical Society in 1763, St Cecilia’s Hall offers an irreplaceable window into the past. Named after the patron saint of music, St Cecilia’s is Scotland’s oldest purpose-built concert hall, and the second oldest in the British Isles’.

UCL on the other hand presents less developed less densely textualised arguments centring more on GOALS and MEANS with no VALUES and sparsely rendered CIRCUMSTANCES as the example below demonstrate

GOAL: ‘Every department at UCL wants to make sure that their students have the best possible educational experience and are eager to enhance their reputation for research excellence’.

‘From supporting student scholarships to investing in new facilities, 100% of your gift will be directed to areas of the greatest importance within your department.’

MEANS: ‘You can help them to achieve this by making a gift to your department.’

CIRCUMSTANCE: ‘Alumni gifts provide Heads of Department with a vital source of funding.’

The differences among the universities as analysed above are one of degree and not of kind. This is so because almost all of them score very high on the circumstance premise which is where they provide background and justification for their appeals but vary in terms of the extent to which they make their VALUES textually explicit. In terms of GOALS and MEANS a similar trend has been observed in which the GOALS are mostly those of the universities while the MEANS is expected from the reader.

5.3 Interwoven values and circumstances

As the section above shows, most of the premises are not presented separately or in a detachable manner but blended and woven together especially CIRCUMSTANCES and VALUES. The VALUE of the universities are mostly presented as CIRCUMSTANCES which necessitate the university to argue for or solicit support from the reader and in the course of doing so they try to justify what matters to them, what they are committed to, what they care about or in the process of presenting their VALUES they draw on their CIRCUMSTANCES which mostly take the form of historical background or state of affairs of the university or a particular aspect of it. Edinburgh’s argument for St Cecilia’s Hall, as can be seen below, is a good example

GOAL: ‘Our vision is to restore and renovate this historic venue, making it ‘the’ centre for excellence for the display, study, performance and enjoyment of musical instruments in Scotland and the UK. The new galleries will combine wonderful objects, live performance, research and teaching, sounds and stories, all set within the interiors of a refurbished and extended building’.

GOAL/VALUE: 'A vision to restore and renovate Scotland's oldest purpose-built concert hall'. 'By investing in this Project we will ensure the future of this world class Collection, outstanding Hall, and innovative programme for generations to come.'

CIRCUMSTANCE: 'This Georgian treasure, nestled in the heart of the Old Town, is the a special place where visitors can discover forgotten sounds and musical styles, learn about the beautiful instruments it contains, and find out about the culture of the people who created and played them.'.

CIRCUMSTANCE/VALUE: 'Commissioned by the Edinburgh Musical Society in 1763, St Cecilia's Hall offers an irreplaceable window into the past. Named after the patron saint of music, St Cecilia's is Scotland's oldest purpose-built concert hall, and the second oldest in the British Isles'.

We can see from the above that there is some VALUING of history, music, culture and a commitment to preservation for the next generation, all interwoven in the CIRCUMSTANCES and GOALS rather than being separated presented as different premises.

5.4 University's goal, readers' means

One fundamental feature of the universities' argument is a separation between the two variables of GOALS and MEANS. They argue for a course of action which is within their limits and which is their desire but the MEANS to achieve that action or project is the responsibility of the reader thereby invoking two agents in the process: the proposer-agent and the doer-agent. For example, while the GOAL of Cambridge is 'to renew and strengthen our investment in extraordinary people by supporting our academic leadership, whilst nurturing and developing the next generation of talents', the MEANS is to 'choose from supporting academic posts and fellowships, graduate studentships or bursaries for undergraduate students'. The person to 'choose' is not the university but the reader. The same applies to Oxford where their GOAL is 'To attract the very best students from across the globe, Oxford is committed to investing in outreach, bursary, and scholarship support.' The MEANS to achieve this is through a gift from the reader as they state, 'Every gift, however small, can have a life changing impact.' The same applies to St Andrews where its vision (GOAL) of 'providing funding for some of our most significant projects from research into Neural Sciences to redeveloping St Salvator's Quad' is only achievable 'By leaving a legacy bequest to the university, you can join the vibrant history of those who have made a difference by giving to St Andrews. A legacy bequest is one of the most personally significant gifts you can make to St Andrews.' 'As the University embraces the significant milestone of its 600th Anniversary, we invite you to join those who have already made a difference by remembering the University through a gift in your will'. Here an invitation is given to the reader to get involved in the realisation of the University's GOAL. This shift between who owns the vision and who funds it runs through all the universities as UCL also does not deviate from the pattern, as they argue that 'Every department at UCL wants to make sure that their students have the best possible educational experience and are eager to enhance their reputation for research excellence' (GOAL) while asking the reader to help achieve this 'by making a gift to your department'.

This dichotomy of ownership of GOALS and MEANS by different agents within the discourse is a crucial component of the arguments of the alumni pages. This is a consequence of the fact that they are arguing for a particular course of action to be undertaken by the reader, rather than by the university itself. This structuring is therefore not accidental but a deliberate persuasive and practical argumentation strategy. They are not only making an argument for action but a persuasive one which is why they specify who to act since they lack the MEANS which is why the need to appeal for support becomes necessary. However, they do not go full fledge like charities do to 'beg' for donations but rather maintain some level of decency, integrity and principles whilst still canvassing for financial support from the public.

5.5 Critical evaluation of the universities' argument

The arguments of the alumni pages, as analysed above, are peculiar in many respects and out of which some fundamental issues are observable.

The first noticeable feature is the lack of extended text and specific details. Some of the premises are not well developed and textualised in a manner as to furnish the reader with enough information to act. In most cases the question of 'how' the university wants to go about practically achieving a particular GOAL is not well spelt out. For example, Cambridge's GOAL of 'investing in extra-ordinary people' (Extract 1) is not clearly laid down. The reader is not told who these people are, what makes them 'extra-ordinary' and why the university intends to invest in them is vaguely stated. The same applies to UCL (as it is the case with all the other universities) where 'Every department at UCL wants to make sure that their students have the best possible educational experience and are eager to enhance their reputation for research excellence'. Universities seem to spend more time developing the CIRCUMSTANCES which are a form of backgrounding of their GOALS and desires than the GOALS themselves. They make appeal to things that are desirable and naturally not disputable such as supporting students, departments, investing in people, collections and museums and renovating buildings among others which are worthy projects but lacking the necessary practical details needed to adequately inform the reader. This vagueness has been alluded to by Fairclough (2000) as a kind of spin in which rhetorical style overrides truth and reality, 'the question about rhetoric and substance' (Fairclough 2000a: vii), a style reminiscent of neo-liberal discourse. The seeming presence of this style of discourse in the alumni pages is suggestive of an encroaching of a market mode of discourse into the universities.

Another issue that is noticeable from the arguments and which has also been mentioned in the analysis above is the manner in which some of the premises especially VALUES, GOALS and CIRCUMSTANCES are woven together in the argument. The CIRCUMSTANCES are mostly rendered in VALUE-laden terms or the GOALS presented in a VALUE-related manner such that it is not very easy to isolate each and analyse separately as an independent premise. University of Edinburgh (text 3 and 5) particularly leads in this direction together with Cambridge and Oxford (1, 10 and 2).

The question of who does what also arises from the arguments (as raised in 4.4 above). Ordinarily the originator or owner of the argument should also be responsible for the MEANS for the action but here there is a divide between who owns the project GOALS and who is responsible for the MEANS to execute it. One noticeable example is that Cambridge argues for investing in extra-ordinary people as the GOAL but ends up asking the reader to 'choose from supporting academic posts and fellowships, graduate studentships or bursaries for undergraduate students' as the MEANS. This style of argumentation is very unique and particular to this context and seems peculiar to the alumni pages.

5.6 Critical evaluation of the argumentation framework

The argumentation framework adopted for this analysis is Fairclough and Fairclough's (2012). As the analysis has revealed, the universities engage in arguments in their websites by persuading the reader to donate to or support the university. They draw on a rough argumentation structure involving CLAIMS, VALUES, GOALS, CIRCUMSTANCES and MEANS in the bid to convince the reader to make such desired donations, and the arguments to a greater extent are able to drive home the message as the analysis above has shown.

However, there are some components of Fairclough and Fairclough's (2012) framework which are not readily present, one of them being their deliberative, conductive and dialogic component. The argument flows from one direction without the invocation of counter arguments which is more common in political argumentation than in traditional university in-house discourse like the alumni pages. This is not necessarily an inadequacy of the argument but its peculiarity in context. We are therefore able to see certain things while we are unable to see others.

In Extract 11 below, St Andrews has argued that the sports constitutes an integral part of the University and specifies how useful it has being to the students which serves as the CIRCUMSTANCE premise laden with the VALUE of a commitment to healthy living and a balance between studies and fitness and specifies the means to towards achieving its GOAL of providing the best coaching facilities and promoting higher and wider participation by the students. The MEANS on other hand is expected to come from the reader. There is no mention of other alternative sources of funding. Additionally, there are not two physical or putative participants in the argument and therefore the University is the only speaking voice, and does not make available alternative causes of action neither is there any room for counter arguments or claims.

Extract 11

> **Sports**
>
> The University Sports Centre provides a perfect setting where everyone can take part in classes, train, or play sport at any level. With your help, we can provide the best coaching, equipment and facilities to encourage higher participation at every level.
>
> Over half of the student body at the University of St Andrews participates in sport, ranging from playing in recreational leagues, to competing in national and international championships. St Andrews students prove that a healthy body complements a healthy mind.
>
> Find out more about ways alumni, family and friends can get involved and help promote sport at St Andrews below. If you're interested in a specific sport, you can find a list of all Athletic Union Clubs here. **(Source: St Andrews-Sports)**

One other point is the degree to which each of the premises is dealt with in the alumni pages. Mostly not in an extended manner as it would in political discourse where a weighing of alternative options is involved and claims and counter-claims are involved in the entire process (as outlined in Fairclough and Fairclough's (2012)) which makes it more rigorous, more conductive and more deliberative.

Apart from the above issues there are some other components of the alumni pages which Fairclough and Fairclough's (2012) approach does not allow us to see or say, some of which include the promotional and evaluative nature of the pages. This therefore necessitates the incorporation of other analytical approaches like evaluative language and promotional discourse approaches, to give a more enhanced and balanced understanding of how universities' discourse of fundraising works. This is necessary because as useful as the argumentation framework is, it lacks the sensitivity to the rather thoroughly evaluative language contained in the webpages because of the interwoven nature of the VALUE premise with the other premises and its seeming implicitness in some instances. This blind-spot therefore requires another approach to complement as well as allow us to see that which the argumentation framework does not allow. In order to achieve a more robust analysis therefore requires adopting an approach that is more sensitive to or at least allows for an analysis of the evaluations that the universities make in their webpages. This explains why the evaluative approaches to discourse have been adopted dwelling chiefly on the ideas of Martin and white (2005) with some modifications in relation to the peculiarities of the discourse in question. This will be undertaken in the next chapter beginning with a scholarly review of approaches to evaluative to language and then followed by the analysis of the evaluations in the selected alumni webpages.

5.7 Conclusion

To conclude, we will return to the questions I started with and try to answer them.

Question 1: How do universities present arguments for donations?

The university alumni webpages present their arguments and are able to persuade the reader to donate based on CLAIMS and premises like VALUES, GOALS, CIRCUMSTANCES and MEANS but in a non-dialogic and non-conductive manner lacking the deliberative and counter-claim component. This could be termed a conative argument in which the source of action is the reader rather than the originator of the argument, a kind of you-should-do argument rather than we-will-do type. However, one thing that remains clear is that we are able to see that the universities are engaged in arguments to persuade the reader to support their projects and GOALS.

Question 2: How useful is Fairclough and Fairclough's (2012) argumentation framework in this context?

Fairclough and Fairclough's (2012) argumentation framework is useful in this context as it allows us not only to see how the university alumni pages constitute some form of argumentation but also how they fall short of it, since the approach is normative in nature serving both descriptive and critical purposes. It is able to give us insights into the peculiar nature of the arguments of the universities and the limits of such arguments in relation to the nature of the data and context, thereby providing a window for the exploration of further approaches as stated in section 5.6 above. Therefore, the focus of the next two chapters is on evaluation. starting first with a review and then ending with the analysis.

It is important to note here that even though the argumentation framework has proved useful in the analysis, it still has some limitations. One of such is the fact that the values underlying the arguments are mostly implicit which means that the argumentation approach is unable to capture their full force. There is a difficulty in attaching and establishing an explicitly corresponding relationship between the variables proposed by Fairclough and Fairclough (2012) and the data. There is some level of complexity that is involved in applying the approach in the analysis, one of which is the decision as to which segment(s) of the data represents or captures a particular variable. This is due to the fact that there are some observable overlaps among the variables in the text.

Equally related is the fact that the argumentation approach itself is not particularly sensitive to details of what *kinds* of values and evaluations are involved in particular acts of persuasion. This implies that the argumentation framework provides a model to fit in our data/text but does not necessarily provide a window into how the components/analytical variables and premises such as values and goals are construed in the text. We are not able to access, investigate and discuss the internal structure of each variable in the text in details using the argumentation model since it does not make such a provision.

There is also another challenge which applying the argumentation model has encountered, and which in this instance emanates from the data. The alumni webpages which constitute the data for the analysis, have a modular and dispersed structure making it difficult for a sustained argument and or analysis to be maintained. As a result, it becomes more tasking to lay hold on the premises more tangibly and differentiate one from another as it would be in a more extended text like political speeches which were the initial source from which Fairclough and Fairclough (2012) took their data.

The above limitations of the argumentation framework account for the reason for the choice of the evaluative approach, building chiefly on the ideas of Martin and White (2005), in order to complement the analysis. One of the gains, strengths and advantages of the appraisal framework is that it helps in investigating, more sensitively, the values the universities promote and base their arguments.

Chapter 6. Review of evaluation - scholarly and theoretical perspectives on evaluation

6.1 Introduction

The phenomenon of evaluation has attracted the attention of a wide range of linguists and scholars, and it has been studied under different but somewhat related headings and 'overlapping areas' (Thompson and Hunston 2000), based on the orientations and focuses of the scholars championing such perspectives. The most common and popular of these terminologies in the literature include: appraisal (Martin 2000, Martin and White 2005), stance (Barton 1993, Beach and Anson 1992, Biber and Finegan 1988, 1989, Conrad and Biber 2000, DuBoi 2007), modality (Halliday 1994, Perkins 1983), evidentiality (Chafe 1986, Chafe and Nichols 1986), connotation (Lyons 1977), affect (Ochs 1989, Besnier 1993), attitude (Halliday 1994, Tench 1996), intensity (Labov 1984), and hedging (Holmes, 1988, Hyland 1996).

As a result, a single, more unified meaning of evaluation is difficult to attain. But the evidence from the literature makes much promise of a reasonable semantic convergence in relation to what the different terminologies entail, as there are some notable links among the popular perspectives in use. In the lines that follow, an attempt is made to review some of these theoretical orientations, and to assess their utility for my investigation of university's persuasive appeals.

Thompson and Hunston's (2000) introductory chapter serves as a useful and seminal contribution to the study of evaluation. This 'Introduction' which passes effectively as a review article provides the foundational knowledge about the concept of evaluation and its operation. Among the many points which they address and clarify are the meaning of evaluation and its associated terminologies, the importance of evaluation, how to recognise evaluation and the parameters of evaluation. These points are further reviewed below as a basis for providing both a theoretical and conceptual foundation for the study of evaluation and also to show the perspective which the current research adopts and why. Thompson and Hunston's (2000) article is favoured here for two reasons. First, it follows a more functionalist approach which the current research also adopts, and secondly, it provides a useful starting point for the development of analytical categories upon which more finetuned parameters building specifically on the data (for the current study) are drawn. Most significant, however, is the fact that for a more general introduction of the concept of evaluation, Thompson and Hunston (2000) is a natural choice as it performs such a role most effectively, neutrally and pedagogically. Even though they (Thompson and Hunston 2000) are oriented functionally but they are able to assemble and integrate the various approaches and perspectives on the subject, clarifying and specifying the specific focus of each. This is very illuminating as it enables the analyst and most especially the learner-analyst to identify where he belongs and therefore carve his niche and follow it in a more theoretically informed manner.

Thompson and Hunston (2000:5) define evaluation as ‘the broad cover term for the expression of the speaker or writer’s attitude or stance towards, viewpoint on, or feelings about entities or propositions that he or she is talking about. That attitude may relate to certainty or obligation or desirability or any of a number of set values’. This definition reveals some fundamental issues about the concept of evaluation as it incorporates the many intervening components and foci notably attitude, stance, viewpoints and feelings and the dimensions of evaluation namely certainty, obligation and desirability among others. This definition is, though, admittedly broad and therefore requires further clarification and specificity in delicacy. But it serves as one of the most comprehensive definitions of the concept of evaluation.

Hunston and Thompson (2000) also specify that in the study of evaluation, there are two broad approaches: separating and combining. The separating approach studies the varying shades of evaluation like modality and attitudinal meaning as independent categories without housing them within a broad overarching terminology. They list Halliday (1994) who deals with modality and attitudinal meaning as two separate concepts, Martin (2000) and Eggin and Slade (1997) who prefer the term appraisal and Bybee and Fleischman (1995) who distinguish between modality and evaluation, as belonging to the separating approach where the various concepts are studied in isolation.

The ‘combining’ approach operates in the opposite direction of the ‘separating’ as it brings all the related concepts within the phenomenon under a superordinate term. Conrad and Biber (2000) for example uses ‘stance’ as a superordinate term to account for ‘epistemic stance’, ‘attitudinal stance’ and ‘style stance’ under one roof. Other notable scholars within the combining tradition include Biber and Finegan (1989), Stubbs (1996), Simpson (1993) and Stuart (1996). Hunston and Thompson’s own definition cited above is an example of this combining approach, seeking to be broad and inclusive.

One other point Thompson and Hunston (2000) mention which is worth paying attention to is the fact that evaluation has an established tradition in discourse analysis used in referring to elements of textual patterns (Labov 1972, Hoey 1983) and for analysing lexical expressions of the speaker/writer’s attitude (Carter 1987). They justify their preference of the term ‘evaluation’ above others on grounds of its syntactic and morphological flexibility, as it not only allows the user to evaluate but also allows the reader/listener to talk about the values ascribed to the entities and propositions which are evaluated.

On the importance of evaluation, Thompson and Hunston identify and discuss three interrelated functions of evaluation. These three functions could all be present in one discourse as they are mutually inclusive. The first is ‘to express the speaker’s or writer’s opinion and in doing so reflect the value system of the person and their community’ (p.6). This, according to them, is the most obvious function of evaluation which is why evaluations are made and for which they are studied. To express the opinion of the speaker/hearer means to convey to the reader ‘what the writer thinks or feels’. It goes beyond just a mere provision of information but the expression and ascription of some value-system and ideology which the individual and his community share. Identifying the speaker/writer’s thoughts, position and alignment is important as it reveals the ideology of the society from which the individual belongs, or of at least some people in that society. In a nutshell, the primary purpose of evaluation is to convey the feelings, thoughts, perspective or position of the writer/speaker and not a mere conveyance of neutral information.

The second function, which is equally related to the first, is to construct and maintain relations between the speaker or writer and hearer or reader. By this Thompson and Hunston (2000) mean that the writer exploits the resources of evaluation to build a particular kind of relationship with the reader. This kind of evaluation has been studied under such headings like manipulation, hedging and politeness (p.8). One of the major components of this function is manipulation in which the reader is persuaded to see things in a certain way and to therefore align with such. This is achieved chiefly in the manner in which the information is organised, presented and the values that inspire and underlie it, especially when things are rendered as conclusive or accepted facts such that the reader is located in a receiving position rather than given the choice to actively form his independent judgement about the entity or proposition. Hoey’s (1983) example about the construal of problem proves useful as he states that ‘expressing something as a problem, however makes it difficult for the reader not to accept it as such’ (p.95) and adds (in Hoey 2000) that ‘evaluation is particularly difficult to challenge, and therefore is particularly effective as manipulation’.

The second dimension of maintaining relationship is the adjustment of truth value or certainty attached to propositions. However, in fundraising contexts, the persuasive component comes readily useful and is mostly deployed by writers as a strategy to convince the reader into sharing their perspective. In comparative terms, as important and as inescapable as the first function of evaluation which has to do with registering opinions through feelings and thoughts is, in contexts such as the one within which the current research is based, the persuasive component is most relevant in that it is able to create a sense of solidarity between the writer and reader and thereafter inspire action on the part of the reader. It relates closely with what Du Bois (2007) calls 'intersubjective positioning' in which the speaker evaluates, positions, aligns and then invites the reader to do so (this point is further developed below). Expressing an opinion is good but not sufficient in that an opinion or evaluation is not an end in itself but a means to an end, and therefore the ultimate goal of establishing a relationship with the reader is the most significant goal of evaluation especially in persuasive contexts where a material action is required or at least expected from the reader. This particular function of evaluation applies most appropriately to my research objectives and will be further explored in the later part of this chapter in developing analytical categories to account for and demonstrate how the universities try to establish and maintain relationship with their readers as a persuasive strategy to endear support from them.

The third of the three importance of evaluation identified by Thompson and Hunston (2000) is that it helps in organising the discourse. This function is about giving some form of logic or structure to the discourse so that the reader is able to follow the trend of the writer's stream of thoughts. As stated above, my research is interested in the first and second functions of evaluation and most specifically the second one which focuses on maintaining relationship between the writer and reader via persuasion and manipulation.

Another important point which Thompson and Hunston (2000) address is the question of how to recognise a piece of information as evaluative; that is, what counts as evaluation. According to them, there are two approaches to this identification process: the conceptual and the linguistic approaches. The conceptual method sees evaluation as a 'question of identifying signals of comparison, subjectivity and social value' (Thompson and Hunston 2000: 13-14). By this they mean that from the conceptual perspective evaluation is comparative, subjective and value-laden, and therefore any of such features, instances or markers in a text constitute evaluation. The linguistic identification of evaluation on the other hand focuses chiefly on lexis, grammar and text as the three levels upon which evaluation can be realised. They (Thompson and Hunston 2000), after identifying and discussing the two main strategies for identifying evaluation, collapse and summarise the two into three key characteristics of evaluation as follows: evaluation involves comparison, it is subjective and value laden. This summary suggests that Thompson and Hunston favour and follow a more conceptual than linguistic approach. One salient point which Thompson and Hunston (2000:22) make is that they specify that the first two of the three: comparison and subjectivity are 'primarily grammatical' in nature while the third is 'inherently more lexical in nature'. This distinction between what is more grammatical and what is more lexico-semantic is a useful one, and helps in a greater measure in shaping my research which is conceptually oriented and lexico-semantic or 'discourse semantic' (to use Martin and White's (2005) terminology) in nature. This focus is so because the goal of this research is to identify those lexico-semantic and or discourse semantic features of evaluation which universities make and the values they ascribe to them. Therefore, grammar is not of paramount concern to my approach but rather lexis and meaning or the values and ideologies they inspire. The focus on evaluation as a marker of value is also useful in enabling and enhancing my development of specific functionally analytical variables suitable for my data, building chiefly (though in an extended manner) on Thompson and Hunston's (2000) central good-bad parameter of evaluation and associated categories.

A similar and equally useful point which Thompson and Hunston (2000) address is the parameters of evaluation which have generated a considerable amount of scholarly attention among linguistics giving rise to a number of evaluative indices and categories. They acknowledge the fact that the existence of different evaluative parameters is not unusual as evaluation can be done along several different parameters based on scholarly orientation. They state however that the good-bad (positive-negative) category is the one that naturally comes to mind but add three more related parameters: certainty, expectedness and importance (relevance). Their overarching position about these parameters is that as distinct as they are, they all still revolve intimately around the good-bad criteria in that the ultimate concern of certainty, expectedness and importance is about achievement of goals, which is considered good and failure of which is bad (Thompson and Hunston 2000: 23). This underlying good-bad orientation is important in bringing together a range of, in many ways quite disparate phenomena, under the umbrella of 'evaluative language'. On the other hand, identifying the specific parameters of evaluation used in discourse is important if our aim is to see what differences exist between evaluative tendencies in different texts or discourses. Indeed, a degree of distinction is central to my own reasons for making use of theories of evaluative language, since it is precisely what is lacking from the approach to 'values' in argumentation, as discussed in the previous chapter. For instance, we can consider the two cases below:

(1) Launched in 2008, the Oxford Thinking Campaign is the *biggest* and *most ambitious* fundraising campaign for Higher Education in Europe. Having surpassed the initial target of £1.25bn in 2012, the University has a new target of £3bn.

Funds raised through *the Campaign support three core priorities: student support; academic posts and programmes; and infrastructure*. All of this work is helping to *address major global challenges* to ensure a *better future for everyone*. **(Source: Oxford-The Campaign)**

(2) Our goal is to *renew and strengthen* our *investment in extraordinary people* by supporting our academic leadership, whilst *nurturing and developing* the *next generation of talent*. Choose from supporting academic posts and fellowships, graduate studentships or bursaries for undergraduate students. **(Source: Cambridge-Support our people)**

Both of these are oriented towards good and bad, and in argumentation terms, both display values of some kind. But the question is, what kinds of values do they display? What does University of Oxford, for example, have to say about why university funding is a good thing, and how does that compare to University of Cambridge, for instance? Hunston and Thompson (2000) certainly acknowledge different parameters, but, in seeking to give a broad introductory overview, their work is necessarily not so sensitive to these parameters as other work, especially that of Martin and White, to be discussed below.

In summary, this important contribution to evaluation by Thompson and Hunston (2000) provides a foundational background to the understanding and study of evaluation. It is however important to observe as they have equally acknowledged that evaluation is a broad field of study and may be approached from different perspectives based on context, nature of the text and the orientation of the scholar. In the current research which focuses on the discourse of fundraising in UK universities drawing its data from alumni webpages, a modified set of evaluative parameters have been developed to account for the specific peculiarities of the data. These evaluative categories have benefitted heavily from insights from the ideas of such notable scholar like Thompson and Hunston (2000), Martin (2000), Martin and White (2005), Lemke (1998), Du Bois 2007 and Bednarek (2006) among others, some of which are further reviewed below.

6.2 Functional Approaches to Evaluation

As stated earlier, evaluation could be approached from different perspective based on the orientation and focus of the scholar. My approach is a functionally and discourse semantic inclined one and as such the works which are more useful in shaping my analysis are those that are more functionally or lexical and discourse semantic oriented. Therefore, the scholars and or approaches reviewed here are those that share this orientation: Lemke (1998), Bednarek (2006), Martin and white (2005). The focus is on how they seek to categorise evaluative orientations.

One of those scholars who have made attempts at developing parameters of analysis for evaluation in discourse especially from the functionalist perspective is Lemke (1998) in his study of resources for attitudinal meaning focusing on evaluative orientations, in which he identifies seven semantic 'dimensions' (as he calls them) of evaluative attributes of propositions and proposals. He uses examples from some newspaper editorials to demonstrate how these dimensions of evaluation are realised in text. See Table 2 below.

Lemke's approach is relevant to my research in many respects. One of such being that it is attitudinal in focus and secondly it is semantically oriented as mine. Another equally important point of relevance and convergence is that his analytical categories bear semblance with those of other functionally oriented scholars and with those I have developed by inspiration from such scholars and in relation to the specific features of my data.

Similarly, Lemke makes very fundamental statements about the need for and significance of evaluation. The first is that 'we need to better understand just what evaluative and attitudinal meanings it [language] allows us to make about propositions and proposals, actions and events, persons, phenomena, and things', and that it is therefore important 'to know in what different ways the same basic sorts of attitudinal meanings can be made, and how these are instantiated in primary units such as the clause or the nominal group and across longer stretches of cohesive text'. The other salient point he makes aligns with Thompson and Hunston's (2000) classification of evaluation into two basic prosodies: good-bad. According to him

> On each dimension the proposition has a position that can be either positive to some specified degree, or negative to some degree. It is also a characteristic of the semantics of evaluative attributes of propositions that they are bipolar: for every positive attribute there is a complementary negative one. (Lemke 1998:4)

Lemke's evaluative dimensions include 1) desirability/inclination e.g. 'FORTUNATELY, the senate has shown that it can rein in THE EXCESSES OF the house' with the words/phrases in capital letters as the 'evaluators' (in his words) or markers of evaluation. This evaluative parameter construes expectations which may be met or not, positive or negative as the case may be. 2) Warrantability/probability e.g. 'Western experts BELIEVE that the largely untapped oil and natural gas of the Caspian Sea countries COULD MAKE that region the Persian Gulf of the next century'. The key evaluation import here is the possibility or the tendency for something to be as the rich natural resources of the Caspian Sea make room for the possibility of it becoming the Persian Gulf of the next century, as construed in the words 'believe' and 'could make'. 3) 'Normativity/appropriateness' capturing that which is necessary and right to be done e.g. 'At the same time, change is urgently NEEDED to ALLOW it to fill a dangerous vacuum'. The use of the phrase 'needed to allow' complemented by the adverbial 'urgently' inscribes an evaluation of something that is necessary to be done. 4) 'Usuality/expectability' which captures what is familiar/usual (or not), strange or normal and therefore either expected or not, as the case may be. e.g. SURPRISINGLY, despite all the caterwauling…, the party's MAINSTREAM MAJORITY may slowly be bending G.O.P. policy to fit their libertarian views on abortion'. This example inscribes an evaluation of something unusual/unexpected about the Republican Party in the US, that of bending its position on abortion led by 'the party's mainstream majority', which is why it is rendered as a 'surprise' since it is not in the party's nature and character to do so. 5) 'Importance/significance' construes that which is relevant, significant or important. e.g. 'To say this is not to deny THE SIGNIFICANCE OF symbols; only to question the extent to which they should BE CENTRAL TO the debate about effective policing in the light of negotiated change in political and social structures'. This evaluation revolves discursively around the significance and centrality of 'symbols' within the context in question. 6) Comprehensiveness/obviousness. This evaluative category presents something that is simple, easy, complex, visible, glaring, hidden or obvious as the case may be. e.g. 'There are NO EASY ANSWERS to the problem of policing arrangements in the North'. In this example, the evaluative prosody invoked is one of complication, complexity and difficulty, a lack of simplicity and the presence of incomprehensiveness associated with 'policing arrangements in the North'. 7) Humorousness/seriousness construing worthiness of attention, seriousness or lack/neednessless of it as the case may be. e.g. It is *hilarious* that John is coming/ may come, it is *ironic* that John is coming/ may come, it is *serious* that John is coming/ may come. (Lemke p. 4-6).

One thing that comes out clearly as the benefit and relevance of Lemke's parameters is that they are suggestive of the kind of lexico-semantic evaluation they construe. Table 1 below captures these dimensions in a more pedagogical manner using hypothetical examples to explain the focus of each of the categories. It is however important to observe that in real life data, the evaluations, as has been shown above, may not operate as distinctly as shown in Table 1 but rather capture the idea implied by such a category.

Table 2. Lemke's Evaluative Attributes of Propositions and Proposals

	Evaluation Category	Examples (hypothetical examples)
1	Desirability/Inclination	It is Simply *wonderful* that John is coming/ that John may come. It is really *horrible* that John is coming / that John may come.
2	Warrantability/Probability	It is quite *possible* that John is coming / that John may come. It is very *doubtful* that/ whether John is coming
3	Normativity/ Appropriateness	It is quite *necessary* that John come / that John is coming. It is quite *appropriate* that John come / that John is coming.
4	Usuality/Expectability	It is quite *normal* that John is coming/ may come It is highly *trivial* that John is coming/ may come
5	Importance/Significance	It is very *important* that John is coming/ may come It is really quite *trivial* that John is coming/ may come
6	Comprehensibility/ Obviousness	It is perfectly *understandable* that John is coming/ that John may come It is quite *mysterious* that John is coming/ why John is coming
7	Humorousness/ serious	It is just *hilarious* that John is coming! / that John may come It is *ironic* that John is coming / may come It is very *serious* that John is coming / may come

He maintains, however, that most of the evaluative categories he has identified occur with heavy overlaps in real naturally occurring language and some may occur in semantically different context and would therefore assume new meanings even if they carry a lexico-semantic marker that is typically reminiscent of a different dimension. This he terms the evaluative metaphor and the prosody of overlap where the lexical item and its ideational meaning are the only gateway, having entered into, are swept along a metaphorical transference from one domain, say significance, to the actual dimension of evaluation, say normativity for example. Building on Hasan's (1984, 1989) complementary principles of principles of 'structure' and 'texture', he also introduces the phenomenon of evaluative propagation to account for the linguistic scope of evaluation. He identifies a set of propagative patterns accounting for the scope of evaluation from the word to the textual levels. These propagative patterns include evaluative cohesion dealing with links created between elements of a text, syntactic propagation focusing on structural patterns and functional elements of grammar, projective evaluation where the connection is established through the use of 'the force credibility' to specify the warrantability of such a proposition, and extended prospective and retrospective evaluation which dwells on the dimension of importance by maintaining a chain across several components of a proposition and several domains of evaluation. In all these, one important point which Lemke makes is that all these evaluative propagative phenomena occur for all evaluative dimensions.

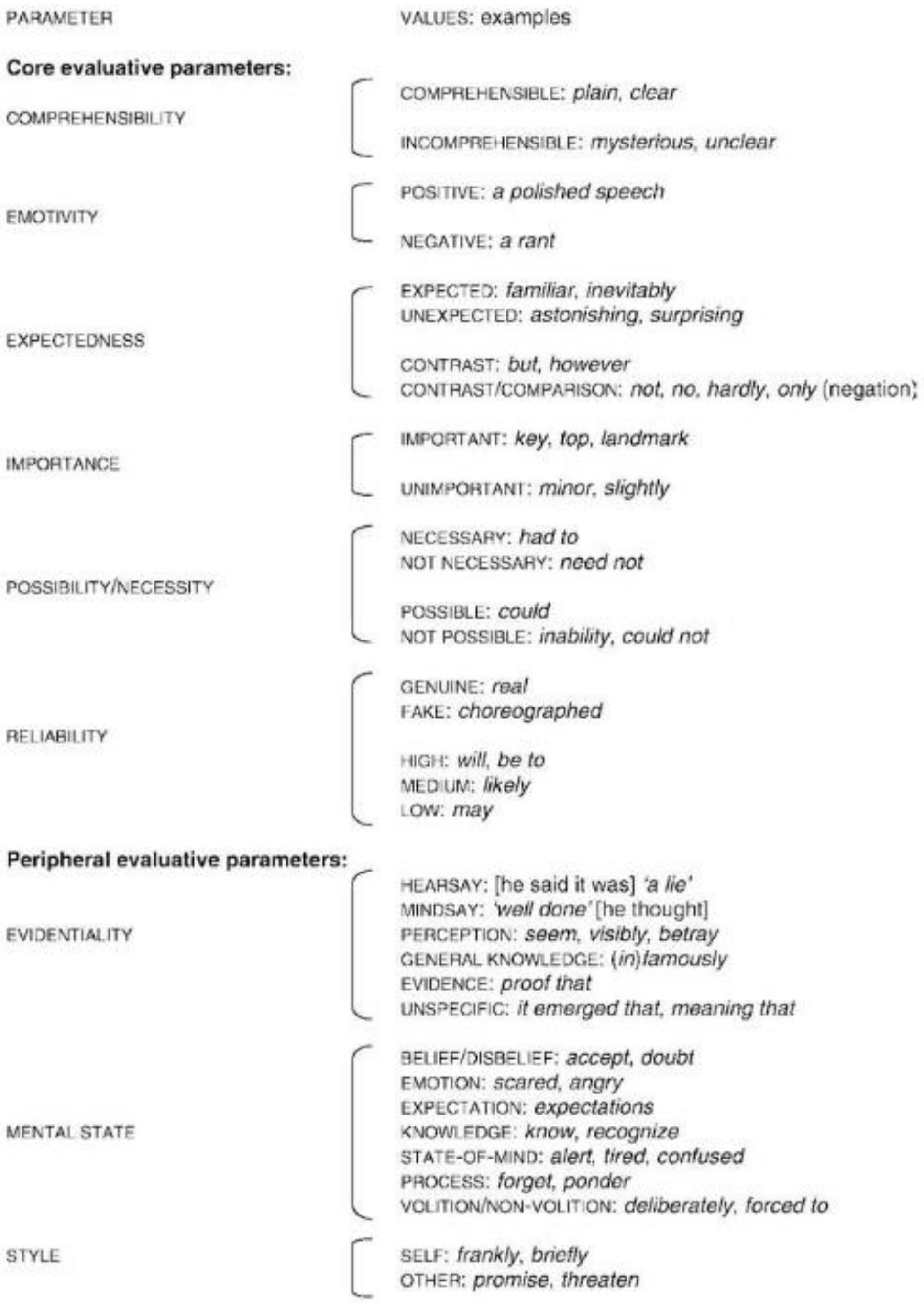
Lemke's evaluative categories are lexically identified and situated.However, a close reading of his analysis suggests that his analysis follows a more lexico-grammatical than a lexico-semantic trend revolving heavily around modality with more focus on propositions and proposals than entities. Even though this seeming shift from the lexico-semantic to the grammatical is not a deficiency but rather a matter of focus in delicacy, it lends itself to a conflation of the attitudinal, ideational, lexico-grammatical and discourse semantic features in a less sensitive manner. However, for my research, Lemke's evaluative categories have proven very useful as a basis and starting point for the formulation of evaluation categories that fit more comfortably with my data using a bottom up approach. Another gain from his approach is the lexico-semantic appropriateness and directness of his categories such that they are suggestive of their semantic import. This has helped in inspiring the naming of my categories with such a conscious goal of making them as suggestive and as semantically appropriate as possible. Equally important is his foregrounding of the good-bad evaluative prosody as key to all forms of evaluations of entities, propositions and proposals. The parameters which I have developed (which are discussed below) have therefore benefitted inestimably from Lemke's ideas as reviewed above.

Monika Bednarek (2006) is another scholar who has paid a considerable attention to the field of evaluation. Her work derives heavily and benefits from the functionalist scholars like Lemke (1998), Thompson and Hunston, (2000), Martin and white (2005) among others. The development of her framework begins with a comprehensive and exhaustive synthesis and review of existing approaches like stance ((Barton 1993, Beach and Anson 1992, Biber and Finegan 1988, 1989, Conrad and Biber 2000, DuBoi 2007)), appraisal (Martin 2000, Marin and White 2005), evidentiality (Chafe 1986, Chafe and Nichols 1986), affect (Ochs 1989, Besnier 1993), hedging (Holmes, 1988, Hyland 1996), modality (Halliday 1994, Perkins 1983), specifying the major focus of each, their strengths, weaknesses, convergences, divergences, overlaps and terminological preferences, after which she proposes her framework. She terms her approach which is a 'combining' one (Thompson and Hunston 2000) 'the parameter-based framework of evaluation' comprising of nine (9) parameters along which speakers can evaluate aspects of the world. She includes sub-values for each parameter which either refer to the different poles on the respective scale (core evaluative parameters) or different types of the parameter (peripheral evaluative parameters).

In reviewing existing approaches to evaluation, she finds the works of Lemke (1998), Hunston (2000), Martin and White (2005) Biber and Finegan (1988, 1989), Biber and Conrad (2000), Chafe (1986), relevant in varying degrees, but argues that 'none of these 'parameter-based' approaches seem broad enough to capture all aspects of the complex phenomenon that is evaluation' (37). She, however, points out that Lemke's (1992, 1998) approach is the 'most relevant to the establishment' of her framework (Bednarek 2006:36-37). Building on the inadequacies of these existing approaches, she proposes a framework that is 'both theory-driven (i.e. it takes into account previous research into different types of evaluation and tries to develop these further) and text-driven (i.e. it derives from the actual analysis of naturally occurring data which guided the establishment of the framework, in particular the various sub-values)' (37). She provides justification for the advantages, authenticity, relevance and appropriateness of her framework on many grounds. The first being that her framework is 'broader than some of the above-mentioned in that it includes not only evaluations of propositions (as e.g. in Francis 1995) but evaluations concerning all kinds of aspects: participants, processes, circumstances, events, actions, entities, states of affairs, situations, discourse, etc' (43). The point she argues here is that her approach has a more comprehensive scope than other existing approaches, adding that 'as far as the corpus at hand is concerned', her parameters seem exhaustive, but admits that 'research into different genres might point to additional parameters of evaluation. The parameter-based framework of evaluation is hence to be regarded as an open-ended approach, and in its present form allows the simple addition of more parameters as research into evaluation progresses' (44). The other points she raises as the advantages of her approach over others are those of open-endedness and flexibility which are related to the point on the seeming inclusivity of her approach, as she maintains that 'both this open-endedness, and the fact that the parameters, as we will see below, can be combined in order to express complex evaluations, give this approach much more flexibility than competing notions such as stance and appraisal (44), and the final point being the existence of overlaps and indeterminacies among the parameters rather than a hard and fast distinction between them.

Further, Bednarek (2006) makes a salient point which cannot be glossed over in a hurry and which is a key defining characteristic of evaluative approaches/parameters. The point being that 'the parameter-based framework of evaluation is hence to be regarded as an open-ended approach, and in its present form allows the simple *addition of more parameters as research into evaluation progresses*' (44, italicisation, my emphasis). This is true not only of her parameters but of all other approaches to evaluation depending on focus and orientation of the scholar, contexts, genre and peculiarity of the data, among other factors. In fact that is exactly the nature and fluidity of evaluation as it operates more organically that rigidly. But the relevance of this to me is that it forms a strong theoretical foundation and inspiration which has shaped the development my evaluation categories (discussed below), not 'simply added' though, to cater for the specifics of my focus and orientation, contexts, genre and peculiarity of my data.

As stated above, Bednarek (2006) divides her 'parameter-based framework' into two divisions: 1) the core evaluative parameters and 2) the peripheral evaluative parameters. 'The core evaluative parameters relate to evaluative qualities ascribed to the entities, situations or propositions that are evaluated, and involve evaluative scales with two poles, but also potential intermediate stages between them' thereby locating meaning on a 'cline of low to high force/intensity' (44). For example the set of words *good-great-brilliant* carry broadly the same evaluative meaning but with different levels of intensity and *bad-horrible-disastrous* equally convey a negative meaning with different evaluative intensities. These parameters convey different degrees of intensity for the same qualitative evaluation, and as such are able to demonstrate the extent of evaluation invested. So the evaluation here is one of degree and not of kind. She lists six parameters within this category which include comprehensibility, emotivity, expectedness, importance, possibility/necessity and reliability. See Figure 1 below.



PARAMETER	VALUES: examples
Core evaluative parameters:	
COMPREHENSIBILITY	COMPREHENSIBLE: *plain, clear* INCOMPREHENSIBLE: *mysterious, unclear*
EMOTIVITY	POSITIVE: *a polished speech* NEGATIVE: *a rant*
EXPECTEDNESS	EXPECTED: *familiar, inevitably* UNEXPECTED: *astonishing, surprising* CONTRAST: *but, however* CONTRAST/COMPARISON: *not, no, hardly, only* (negation)
IMPORTANCE	IMPORTANT: *key, top, landmark* UNIMPORTANT: *minor, slightly*
POSSIBILITY/NECESSITY	NECESSARY: *had to* NOT NECESSARY: *need not* POSSIBLE: *could* NOT POSSIBLE: *inability, could not*
RELIABILITY	GENUINE: *real* FAKE: *choreographed* HIGH: *will, be to* MEDIUM: *likely* LOW: *may*
Peripheral evaluative parameters:	
EVIDENTIALITY	HEARSAY: [he said it was] *'a lie'* MINDSAY: *'well done'* [he thought] PERCEPTION: *seem, visibly, betray* GENERAL KNOWLEDGE: (*in*)*famously* EVIDENCE: *proof that* UNSPECIFIC: *it emerged that, meaning that*
MENTAL STATE	BELIEF/DISBELIEF: *accept, doubt* EMOTION: *scared, angry* EXPECTATION: *expectations* KNOWLEDGE: *know, recognize* STATE-OF-MIND: *alert, tired, confused* PROCESS: *forget, ponder* VOLITION/NON-VOLITION: *deliberately, forced to*
STYLE	SELF: *frankly, briefly* OTHER: *promise, threaten*

Figure 8. Bednarek's Parameters of Evaluation (From: Bednarek 2006:42)

Evaluations of comprehensibility, according to Bednarek (2006) have to do with 'the extent to which writers evaluate entities, situations or propositions as being within or beyond the grasp of human understanding'. The primary focus is to construe the degree of clarity, explicitness, implicitness, ambiguity and vaguenesss as the case maybe, 'ranging from a cline of more or less comprehensible to more or less incomprehensible' (45). The example below demonstrates an instance of comprehensibility.

a) It was *clear* from the testimonies of witnesses that the police conducted a thorough investigation

This evaluative parameter bears much semblance with Lemke's (1998) parameter of 'comprehensiveness/obviousness'.

The parameter of emotivity is 'concerned with the writer's evaluation of aspects of events as good or bad, i.e. with the expression of writer approval or disapproval'. Evaluations of Emotivity are located on a cline ranging from more or less positive (for example: *polished, stoutly*) to more or less negative (for example: *fanatic, perverse*) (45). This evaluative category construes the writer/speaker's feelings towards the entities, propositions and things he writes/speaks about. These feelings are dichotomised in a continuum into good-bad or positive-negative. This category falls within the good-bad category as outlined by Thompson and Hunston (2000) even though they do not consider it as operating within a cline as Bednarek (2006) does. What this parameter implies is that the way a writer uses language is suggestive of his position towards it as positive/negative, approving or disapproving or as considering it as a good or bad thing.

Expectedness 'involves the writer's evaluations of aspects of the world (including propositions) as more or less expected or unexpected' (Bednarek 2006:48). This category construes the writer's opinion about a proposition, action or thing as either meeting (or not) with set expectations or predetermined outcomes, or in conformity or in conflict with established norms, values and beliefs. This parameter is in many respects similar with Lemke's (1998) 'usuality/expectability'. This example below from Bednarek (2006:49) construes unexpectedness

> The killer blow began when General John de Chastelain, head of the international decommissioning body, delivered an *unexpectedly* brief and vague report on the IRA's latest disarmament

In the above example the report presented was not expected especially as it was brief and vague. Another example could be seen below, in this instance, unlike the one above, meeting up with expectations.

> Magu was *expectedly* not confirmed by the Senate yesterday based on the supposed DSS report against him.

In this example, the non-confirmation of Magu by the Senate was not a shock or surprise to the public as it was already expected that it would be so.

Importance is also one of Bednarek's parameters which evaluates the world (and discourse about it) according to the speaker's judgement of its status in terms of importance, relevance and significance' (Bednarek 2006:50). Lemke (1998) also terms this parameter as 'importance/significance. Evaluations of this kind express the relevance of a particular proposition, proposal, thing or entity. Bednarek adopts a broadly conceptual approach including all terminologies linked with fame, popularity, influence, authority, significance, importance and relevance along a scale running from important to unimportant. Below is one of her examples construing evaluations of importance.

> A *significant* weather vane among MPs, Mr Yeo claimed it had only been a 'very small number of people who have been conspiring'

Another way to understand this parameter would be in relation to the worthiness or unworthiness of a thing, entity or proposition. Another example is found below.

> The dissolution of the committee on human rights was a *crucial* step in the right direction

The parameter of possibility/necessity in Bednarek's (2006) words 'deals with what has traditionally been described as deontic or dynamic modality, i.e. with the writer's evaluation of what is (not) necessary or (not) possible'. To her, the 'two notions (possibility and necessity) are in fact closely connected and can be associated with the same parameter because they are logically related'. This parameter falls within what Lemke (1998) calls 'normativity/appropriateness'. It construes what is required/right to be done. The example below captures it with the modal verb 'should' as the evaluator

> . . . and this is how it *should* be: Pelé acting as an ambassador for the sport on a visit to Newcastle yesterday

Pele's behaviour is here evaluated as a necessary action to be taken by someone of his influence and status in the world of sports.

The last within the core evaluative parameters is reliability which construes matters of authenticity, reliability, certainty, confidence and likelihood (Bednarek 2006:52). Evaluations of reliability are connected to epistemic modality unlike those of possibility/necessity which are linked with deontic modality. She identifies five values subsumed within reliability, namely: fake, genuine, low, median and high. This parameter is similar to what Lemke (1998) calls 'warrantability/probability'. Two of Bednarek's examples below construe the genuine and fake values respectively.

> The sense of shock felt among Britain's senior police officers yesterday was *genuine*.
>
> Scores of defiant delegates sat on their hands rather than be whipped into a mood of *artificial* enthusiasm.

The peripheral evaluative parameters on the other hand tend to focus on classifying rather than scaling the evaluations within the same semantic category. A good example would be the classification of 'hearsay, mindsay, hearsay, mindsay, perception, general knowledge, (lack of) proof and unspecified' as kinds/types (and not clines) of evidentiality reflecting the sources of the evaluation and its authenticity. One major difference between the core parameters and the peripheral parameters is that the former operate on a cline or scale while the latter do not but operate as different forms rather than levels of the same idea. The difference among core evaluative categories for a semantic set is one of degree while that of the peripheral is largely one of kind of the same semantic group. Bednarek (2006) includes three parameters within this category namely: evidentiality, mental state and style.

Evidentiality 'deals with writers' evaluations of the 'evidence' for their knowledge' (Bednarek 2006:53). She identifies, as stated above, six subclasses of evidentiality which correspond with the sources of evidence or proof. These include: hearsay emanating from a 'sayer' or a specified external source (eg. He *said* the president is incompetent); mindsay issuing from 'the thoughts/feelings/experiences' of an external 'Senser' (eg. He *thought* they were right); perception dealing with cognitive processes (eg. There are *signs* they were right); general knowledge 'based on communal epistemic background shared by the audience and the writer' (eg. It's *well known* they were right); proof which 'relates to an evaluation of the sourced proposition as being based on some sort of 'hard proof '' or concrete evidence (eg. *Evidently*, they were right) and unspecified encompassing a range of evaluators which express different evidential specifications that cannot be grouped under one functional label' commonly use with the neutral pronoun ‘it’ (eg. It emerged that they were right). (Bednarek 2006:53-54, Halliday 1994:119, 140). The primary concern of evidentiality is therefore to prove the location/source/direction from which information in propositions has originated.

Mental state is the second peripheral evaluative parameter. It refers to ‘the writer’s evaluation of other social actors’ mental states’. It’s ‘sub-values are associated with the different kinds of mental states actors can experience: beliefs, emotions, expectations, knowledge, wishes/intentions’ (Bednarek 2006:54). The examples below construe emotion, expectation and knowledge respectively

> But rookie officers face jail as *appalled* chiefs plan charges for hate views caught in BBC film

> The day began with *high expectations* as No 10 announced that elections to the Stormont Assembly would be held on November 26

> University researcher Dr Dominic Malcolm was involved in a recent study showing that nearly half of all players *knew* other pros who took recreational drugs

Style is the third of the peripheral parameters. It is concerned with ‘the writer’s evaluation of the language that is used, for instance, comments on the manner in which the information is presented, or evaluations of the kind of language that is used’ (Biber et al. 1999: 975, Bednarek 2006:56-57). Style according to Bednarek (2006) operates at two levels: self and other. She identifies four sub-values as follows

> neutral: e.g. SAY, TELL
> illocutionary: e.g. DEMAND, PROMISE
> declarative: e.g. ACQUIT, PLEAD GUILTY
> discourse signalling: e.g. ADD, CONCLUDE
> paralinguistic: e.g. WHISPER, SCREAM.

It is worth reiterating that Bednarek’s (2006) framework is reasonably exhaustive and provides a conceptual basis for evaluation especially within the discourse-semantic and functionalist tradition. Her approach has also enjoyed and benefitted from other existing frameworks and approaches on evaluation which have contributed in shaping hers. One point she makes which is equally worth emphasising (and which is in agreement with Lemke 1998) is the fact that there is a huge interplay among these evaluative categories in real life data such that some lexical items may construe more than one evaluative parameter at the same time, implying that some evaluations could be combined. According to her 'in a single utterance, two or more parameters of evaluation can be expressed, though there may be potential restrictions on combinations of parameters. We can describe this as a 'collocation' of evaluative parameters' (59). She gives the sentence below as one such example construing evaluations of expectedness, reliability and possibility as captured in the words 'surprising', 'perhaps' and 'can' respectively.

> *Surprisingly, perhaps,* order is among them, as *can* be clearly seen where a passive is used in the subordinate clause

Bednarek's approach therefore readily offers itself as a useful framework for the study of evaluations for many reasons. First it is both theory and data driven. Secondly, it has chosen parameters which are semantically and conceptually suggestive of evaluative import. Thirdly, the classification of her parameters into two major divisions: 'core' and 'peripheral', brings some additional insights to bear on the subject. The fourth reason being her location of evaluative parameters on a cline/scale in conformity with Martin and White's (2005) notion of graduation. The representing of force/intensity along a cline as discussed by Bednarek (2006) contributes in illuminating the concept of graduation as discussed in the appraisal framework and in adding a fresh and complementary dimension in understanding the operation of evaluation in discourse. For my research particularly, Bednarek's (2006) framework is of one those from which insights have been gained in developing my approach which like hers is both theory based and data driven. The point she makes about evaluation being open-ended and flexible finds expression in my research in which the specific values upon which the evaluations in my data are based are unique and require specific analytical categories to analyse them more effectively. The advantage of the approaches of scholars like Lemke (1998), Martin and White (2005) and Bednarek (2006) is that they have contributed in laying the foundation and in shaping my perspective on the subject which have made my approach a modified rather than a completely new one, in terms of focus and even in terminology.

6.2 Martin and White

Martin and White (2005), as discussed above, are among the scholars whose works have influenced mine, and in the following lines, their approach is reviewed paying particular attention to their category called 'attitude' and its utility to my research.

Appraisal theory (Martin 2000 and Martin and White 2005) is a discourse semantic approach for analysing the kinds of evaluations that writers/speakers enter into in communication. By evaluation they refer to the kinds of positions and stances which speakers/writers adopt with respect to the topic or issue being discussed. These stances could be to agree/disagree, accept/reject, align/disalign, approve/disapprove, criticise/praise…. These stances function in construing the writer's/speaker's feelings (which could be positive or negative) and opinion towards a subject matter, and in so doing try to establish some solidarity with the addressee: known or putative, thereby developing a community of shared feelings and values with the audience with the view to orienting them towards the writer's/speaker's point of view and to invite them to think, act or respond in a certain manner (Martin and White 2005). Martin and White (2005) summarise this in the Introduction to their seminal book on the subject as follows

> This book is concerned with the interpersonal in language, with the subjective presence of writers/speakers in texts as they adopt stances towards both the material they present and those with whom they communicate. It is concerned with how writers/speakers approve and disapprove, enthuse and abhor, applaud and criticise, and with how they position their readers/listeners to do likewise. It is concerned with the construction by text of communities of shared feelings and values, and with the linguistic mechanisms for the sharing of emotions, tastes and normative assessments. It is concerned with how writers/speakers construe for themselves particular authorial identities or personae, with how they align or disalign themselves with actual or potential respondents, and with how they construct for their texts an intended or ideal audience (P.1)

The appraisal approach was developed in Australia by Martin and White (2005) drawing chiefly from Halliday's (1984, 1994/2004) metafunctions of language based on his Systemic Functional Linguistic (SFL) approach in which he views language as performing three interrelated functions: the ideational, the interpersonal and the textual (what he calls metafunctions). Martin and White's (2005) appraisal approach focuses on the interpersonal function, and sees evaluation as having to do seemingly exclusively with this function, as the quotation above suggests, . They define appraisal as an approach for analysing, exploring, describing and explaining 'how evaluation is established, amplified, targeted and sourced' and how stances are adopted, textual personas are constructed and interpersonal positionings and relationships are managed. (Martin and White 2005:9, Grammatics.com, 2017)).

They classify the appraisal resources into 'attitude' which focuses on construal of feelings in text, 'engagement' which deals with 'sourcing of attitudes and play of voices around opinions in discourse' and 'graduation' which accounts for gradability and scalability of feelings and categories in discourse (Martin and White 2005). They further subdivide attitude into 'affect', 'judgement' and 'appreciation'. Affect covers 'resources for construing emotional reactions'. Judgement deals with resources and strategies for assessing behaviour based on normative principles. Appreciation incorporates resources and devices for 'construing the value of things'. Engagement concerns itself with the ways in which the speaker/writer positions himself or is positioned with respect to the 'value positions being advanced and with respect to potential responses to that value position'. Graduation is concerned with adjusting the degree of evaluation. These Appraisal resources are further elaborated below.

Attitude is a framework for mapping feelings as they are construed in text. These feelings could be positive or negative and could relate to our emotion or state of mind, about people or things and natural phenomena. Even though other scholars like Painter (2003) have addressed this system of meaning from such perspectives like emotion, ethics and aesthetics, Martin and White (2005) classify it into affect, judgement and appreciation.

'Affect is concerned with registering positive and negative feelings' in relation to how happy or sad, confident or anxious, excited or bored we are or feel. Affect which is also referred to as 'emotion' and could be realised across a range of grammatical forms such as the modification of participants and processes, affective mental and behavioural processes and modal adjunct as well as the use of other grammatical metaphors (Martin and White 2005:46).

Martin and White (2005) use a binary oppositional system to classify affect drawing from Halliday's (1994) ideas. The first factor focuses on whether the feelings are construed as positive or negative. The second factor dwells on whether the feelings are realised as a surge of emotions, as behavioural processes or as mental and relational processes.

The third category deals with whether the feelings are directed at a person/thing or to a general non-specific target. The gradability of feelings from two ends of the scale: lower and upper is the fourth variable. This is often realised through modality and lexicalisation that grades along an evenly clined scale. The fifth factor concerns itself with the construal of the feelings as either involving intentions or reactions. The last variable groups emotions into three sets dealing with happiness/unhappiness, security/insecurity and satisfaction/dissatisfaction. The happiness/unhappiness set covers emotions relating to affairs of the heart such as sadness, hate, happiness and love. The security/insecurity group is concerned with emotions relating to ecosocial well-being such as anxiety, fear, confidence and trust, and the satisfaction/dissatisfaction category deals with feelings relating to pursuit of goals like ennui, displeasure, curiosity and respect (Martin and White 2005:46-52).

Judgement deals with 'attitudes towards behaviour which we admire or criticise, praise or condemn', 'it construes our attitude towards people and the way they behave'. Martin and White (2005) divide judgements into those construing 'social esteem' and those oriented to 'social sanction'. Those of social esteem have to do with 'normality': how usual/unusual someone is, 'capacity': how capable they are and 'tenacity': how resolute they are. Judgements of social sanction on the other hand concern with 'veracity': how truthful someone is and 'propriety': how ethical someone is. The grammatical distinction in the systems of modalisation (Halliday 1994) links normality to usuality, capacity to ability, tenacity to inclination, veracity to probability and propriety to obligation.

Appreciation which is the third attitudinal resource deals with evaluations of things and natural phenomena in terms of how they are valued. Such evaluations could either be positive or negative and could be graded from high to low. Martin and White (2005) divide appreciation into three subsystems: 'reaction', 'composition' and 'valuation'. Reactions are further divided into 'impact' and 'quality' dealing with how fascinating things are and how they appeal to us. Composition is also further divided into 'balance' and 'complexity' capturing how they hang together and how easy they are to follow and valuation construing how worthwhile they are.

Attitudes can be explicitly rendered through the use of attitudinal lexis which tell the reader directly how to feel. These explicit formulations of attitude are called 'inscribed' attitudes or 'direct realisations' of attitude. In such instances, there is a word/lexical item that construes an attitudinal evaluative effect.

However, there are other instances where the text does not explicitly or directly contain an attitudinal lexis but calls for, and in some sense leads to some evaluative effect as it alerts the reader to feel in a certain way. In such formulations, the selection of ideational meanings sufficiently induces and elicits some form of evaluation. This is so because since evaluation is a dialogistic endeavour, the feeling a text engenders in the readers has the potential to cause them to feel or view the material/person being evaluated in a certain light, either positively or negatively. These 'indirect realisations' or 'implicit evaluations' could either 'evoke', 'invite', ‘invoke’, ‘provoke’, ‘afford’ or ‘flag’ an attitude based on the degree of investment of the authorial voice and the selection and organisation of ideational information in the text. The broad subdivisions of the kinds of attitudinal evaluations are therefore ‘inscribed’ attitudes accounting for the direct/explicit evaluations and ‘invoked’ evaluations covering all the varying shades of indirect/implicit formulations and realisations such as evoking, inviting, provoking, affording or flagging attitudes (Martin and White 2005).

Engagement is an appraisal resource for accounting for how writers/speakers position themselves in relation to others and take stances in texts. Martin and White (2005) build on Bakhtin’s (1995) notions of dialogism and heteroglossia to define engagement as ‘all those locutions which provide the means for the authorial voice to position itself with respect to, and hence to ‘engage’ with, the other voices and alternative positions construed as being in play in the current communicative context’ (94). These dialogistic and intersubjective positions of authorial voice are broadly classified by Martin and White (2005) into ‘expansive’ and ‘contractive’. They are expansive when they open up the space for dialogic alternatives and contractive when they close down the space for dialogic alternative positions.

They classify dialogistically expansive locutions into those which ‘entertain’ and those which ‘attribute’. Those that entertain indicate actively that their position is one out of other possible positions and thereby make room for those voices or possibilities. These kinds of dialogistic perspectives are studied under such headings like ‘epistemic modality’ (Palmer 1986, Coates 1983) and ‘evidentiality’ (Chafe and Nichols 1986). In entertaining positions, the authorial voice does not sound too overtly conclusive but rather with such a conscious awareness that other voices may exist and may not necessarily share the same view. This in a way is a strategy to build rapport and solidarity with the opposing voices due to the fact that the speaker does not treat their position dismissively or with disdain even though he may not share their point of view. The writer/speaker is strongly committed to a viewpoint but is nonetheless prepared to signal recognition that others may not share this value position. Such modal verbs and adverbs like *may, might, possibly, probably* and such hedges like *seem, appears* are some of the ways of expressing entertaining evaluations.

Attributing locutions are propositions which align the opinion to an external voice or authority. Attributing propositions could either ‘acknowledge’ or ‘distance’ from the position. Acknowledging propositions are those which do not over specify a detachment of the writer/speaker from the proposition being advanced. This is achieved through the use of such neutral reporting verbs like *say, report, state, declare, announce, believe* and *think.* Distancing propositions on the other hand clearly indicate an explicit detachment of the authorial voice from the attributed material. *Claim* is one of the commonest verbs used in indicating distance in attribution (Martin and White 2005:104-117).

On the other hand, contractive locutions, which serve to exclude other alternative positions, are classified by Martin and White (2005) into two broad categories namely those that 'disclaim' and those that 'proclaim'. Those which disclaim are formulations which directly reject or supplant some dialogic alternative. This takes either the form of 'denial' by directing rejecting a particular value position through the use of negation or to 'counter' by replacing an existing proposition.

Proclaiming evaluations unlike disclaimers are formulations which instead of directly rejecting or countering contrary positions rather act to limit the scope of other dialogistic alternatives in the ensuing discourse. Proclaiming evaluations are subdivided into those that 'concur', 'pronounce' and 'endorse'.

Those which concur are formulations which overtly announce as agreeing with or sharing the same knowledge as the projected dialogic partner or the putative addressee. This is express through locutions like *of course, naturally, not surprisingly, admittedly* and *certainly*. These formulations recognise or admit to sharing knowledge with the position expressed but with the aim of countering rather than accepting it. Concurrence in this instance is a strategy for establishing some solidarity with the alternative voices in order to expose its weaknesses. The category of endorse or endorsements refers to 'those formulations in which propositions sourced to external sources are construed by the authorial voice as correct, valid, undeniable or otherwise maximally warrantable'. Such verbs like *show, prove, demonstrate, find* and *point out* serve to express endorsements. Here the authorial voice takes sides with a particular expressed position and legitimises it against other alternative positions. Here the authorial voice takes over or at least shares responsibility for the proposition with the cited source and considers it as the most superior of all other existing alternative voices. Pronouncement is the last sub-resource of proclamative evaluations and it is expressed through what Martin and White (2005) call 'authorial intervention' where the authorial voice visibly defends a certain proposition through emphasis and explicit intervention expressing a reasonable degree of authority, certainty and commitment to the value position it advocates or with which it takes sides. The essence of such formulations and the emboldening of the authorial presence is to assert the 'warrantability' of the proposition and to set it against other diverse positions.

We can see from the above that the interaction between expansive and contractive evaluative resources in text by writers/speakers explains the notion of engagement in appraisal theory.

Graduation is an appraisal subsystem concerned with up-scaling and down-scaling of meaning in text by writers/speakers. The canonical term for describing it is ‘gradability’ (scalability) and it is further categorised into ‘focus’ based on prototypicality and preciseness and ‘force’ construing gradability according intensity or amount. Focus applies most particularly to categories which are not directly scalable from the perspective of intensity and quantity but from the extent to which they belong to a certain category or not or as being full-fledged or of marginal membership. When the focus is upscaled to indicate full-fledge or typical belongingness, it is called ‘sharpening’ and when it is construed as being of peripheral membership it is called ‘softening’. Such formulations like *true* student, *real* teacher, *genuine* christian serve to sharpen the evaluation of the student, teacher and christian, and construals like *sort* of apology and *kind* of crazy are softening evaluations conveying a sense of partial belongingness/presence.

Force is concerned with evaluations in relation to degree of ‘intensity’ and ‘amount’ representing its two major divisions: ‘intensification’ and ‘quantification’. Intensification deals with assessment or scaling according to degree of intensity of qualities and processes. It concerns itself with items which are not gradable in terms of number or quantity. The primary lexicogrammatical forms of intensification are ‘isolation’ and ‘infusion’. Isolation refers to instances where the intensification is achieved by an independent word and infusion when the intensification is realised within the word/lexical item itself. Insolation has other subsystems like ‘maximisation’ in which the highest degree of intensity is expressed (eg *extremely* important), ‘lexicalisation’ in which the a non-grammatical but rather lexical item is used to construe intensity, (‘*hot* ice’ for example) and ‘repetition’ where a particular lexical item is repeated or a set of semantically similar lexical items are assembled together to create an intensification effect (Martin and White 2005).

Quantification involves scaling according to amount and extent in terms of time and space which could either be concrete or abstract. Like intensification, quantification too could be realised through isolation (eg *large* man) and infusion (eg a *mountain* of a man) as well as through lexical metaphor (eg *mountainous seas),* and these could either be upscaled or downscaled.

Graduation could therefore be summarised as an evaluative resource for construing the writer/speaker’s assessment in terms of degree, extent and quantity of the material been evaluated, and which in so doing positions him in a certain way in the discourse and lends his voice in the bid to establish some rapport and solidarity with the audience (identified or putative), inviting them to identify with him or share his point of view or stance.

Martin and White's (2005) appraisal framework as reviewed above is one of the most comprehensive in the field of evaluation especially within the functionalist and discourse semantic tradition. One important utility of this framework for my research is that it has given a fair treatment to attitude as an evaluative category which is also the focus of my research. This therefore provides useful theoretical insights for my study, understanding and analysis of evaluation. As a result, a preliminary attempt was made to apply it in the current research but as useful as its resources are, they did not fit comfortably into the data for the study. Therefore, a modified evaluative approach taking a bearing from Martin and White (2005) and other scholars like, Lemke (1998), Hunston (2000), Thompson and Hunston (2000) and Bednarek (2006) was developed in line with the peculiarities of the data in question. This approach is here presented below.

It is important to emphasise that the theoretical perspectives of scholars like Lemke (1998), Thompson and Hunston (2000) and Bednarek (2006) have all contributed in varying degrees in shaping my theoretical understanding and enrichment of my knowledge of the phenomenon of evaluation. One further point is that there are more common core areas of convergence among them than there are divergences. They share some terminologies such as comprehensibility, importance, significance, obviousness, expectedness/expectability, normativity, probability and usuality among others. They all share the view that the dichotomy between the good/bad, positive/negative is an integral characteristic of evaluation. The location of evaluations on a cline construing degrees of investment by the speaker/writer is also shared especially by Martin and White (2005) and Bednarek (2006). Another similarly important common strand that runs through them is that their approaches follow a more lexico-semantic than a grammatical approach. Consequently, their proposed parameters make room for a delicate location in a fine-grained manner how evaluation is marked and those lexico-semantic items that house such evaluations and the specific values and 'subvalues' (in Bednarek's 2006 words) they construe and how that contributes in constructing their argument, positioning and alignment in the discourse, in my case the persuasive appeals by universities for funds.

However, as stated above, none of these approaches if taken individually, but rather collectively, is adequate in addressing the complex concept of evaluation, most particularly in my data which is drawn from a source and discourse that is an emerging one, and to which scholars have not paid adequate attention. This therefore requires the development of an approach more eclectic, flexible and data driven in nature, which is what my proposed approach seeks to achieve.

6.4 Du Bois' (2007) Stance Triangle

Another notable scholar whose research has influenced the study of evaluation is Du Bois (2007) in his study of evaluation using the terminology 'stance' from which he has developed the concept of 'the stance triangle' to account for the interplay of evaluation in discourse.

According to him, 'stance can be approached as a linguistically articulated form of social action whose meaning is to be construed within the broader scope of language, interaction and social cultural value', and which 'has the power to assign value to objects of interest, to position social actors with respect to those objects, to calibrate alignment between stancetakers, and to invoke presupposed systems of sociocultural value' (Du Bois 2007:139). His goal in the article under review is 'to develop a language for describing the phenomenon of stance and to clarifying the role it plays in the larger contexts of language and interaction' (Du Bois 2007:139), and to him the realisation of such a theory means to provide 'a general account of the mode of production of any stance and of its interpretation in in a context of interaction', and to do so requires the development of a research agenda capable of drawing from and harmonising all the multifaceted perspectives, disciplines and dimension of the phenomenon, an agenda which he achieves in what has come to be widely referenced by scholars as 'the stance triangle'.

As a starting point for his theoretical orientation, he situates stance within the confines of dialogicality: the relation and engagement between one actor, other actors or among participants in a community of discourse (Bakhtin [1934] 1981, Voloshinov [1929] 1973), and intersubjectivity which is the interaction between one actor's subjectivity and another's. In executing his research agenda, Du Bois (2007) begins from a foundationally gradualist perspective by identifying the different kinds of stance, then proceeds further to contextualise stance by asking relevant questions on the concept and providing illuminating answers, after which he situates and discusses the role of subjectivity and positioning and the configuration of intersubjectivity and alignment in the stance act before introducing 'the stance triangle'.

Under types of stance, he acknowledges the existence of a variable number of stance related categories namely 'evaluation' (Conrad and Biber 2000, Hunston and Sinclair 2000, Hunston and Thompson 2000, Labov and and Waletzky 1967, Lemke 1998, Linde 1997, Macken-Horarik and Martin 2003, Thompson and Hunston 2000), 'assessment' commonly used in conversation analysis (Godwin and Godwin 1992, Godwin 2006, Pomerantz 1984) and ‘appraisal’ (Martin 2005 and Martin and White 2005). He however identifies three dimensions of stance namely evaluation, positioning and alignment. He defines evaluation as ‘the process whereby a stancetaker orients to an object of stance and characterises it as having some specific quality or value’ (Du Bois 2007:143). Positioning he defines provisionally as ‘the act of situating a social actor with respect to responsibility for stance and for evoking sociocultural value’ and alignment as ‘the act calibrating relation between two stances, and by implication between two stancetakers. He however wonders whether it is more useful to treat such classifications as types of stance or as facets of it and argues in favour of a non-proliferatory, more harmonised approach incorporating evaluation, positioning and alignment as different components of a single unified stance act. (Du Bois 2007:145).

In contextualising stance, he identifies three key points to take into account and which he renders as questions each of which point to a specific component of the process of interpreting stance. The first question is ‘who is the stancetaker?’ This question relates directly to the participant, actor or originator of an evaluation and he adds that the knowledge of the social actor(s) responsible in a stance makes a huge positive difference in the interpretation of a stance utterance. The second question is ‘what is the object of stance?’ According to him (Du Bois 2007), ‘to make sense of a given stance we need to know not only who is speaking, but what they are speaking about’, and advises that the referential object or target towards which stance is being directed must be well identified and understood, as such a ‘referential grounding’ (Hanks 1990) helps in establishing the identity of the relevant object of stance. This ‘is an essential part of the process of stance of interpretation, for participants and analysts alike’. The third question is ‘what is the stancetaker responding to?’ According to Du Bois ‘knowing the identity of the stancetaker and the object of stance is a good start, but we remain uncertain until we know what prior stance the current stance is being formulated in response to’ (149). He links up these three questions with the notions of stance subject, stance object and alignment, and concludes that the specificity of stance is grounded in dialogicality and that it is only when the dialogic context is taken into account that an instance of stance is complete (152).

On the issue of subjectivity and positioning, he conceives of subjectivity as an orientation of the specific object of the speaking subject’s stance, combined with specification of a particular intentional relation such as desiring, hating, liking, not liking and summarise the relationship between subjectivity and positioning as the bringing together of an object-centred act of evaluation and a subject-centred act of positioning realised within a dialogic context. A point which leads to the next level of subjectivity in a stance utterance, the intersubjectivity which he (Du Bois 2007) discusses in relation to alignment. He sees intersubjectivity as an interplay of the subjectivities of actors, participants or stance-takers in a stance act where the speaking voice called the stance lead positions or orients itself subjectively towards a stance object and therefore aligns/disaligns and by virtue of his alignment/disalignment invites the stance follow or co-participant to share a similar alignment or orientation. He uses such examples as the one below to demonstrate this interaction between the individual subjectivities.

> Sam: I don't like those
>
> Angela: I don't either

In the two sentences above, we see the subjectivities of both Sam (the stance lead) and Angela (the stance follow) in alignment where both are oriented towards not liking somebody/something with word either indexing such an intersubjective relation, and this instance, of convergence. He therefore submits that 'there is an important connection between intersubjectivity and the stance act of alignment' (162). He treats alignment as scalar continuum along the poles of convergences and divergence of participants' intersubjectivities. After such an exhaustive foundation laying from which his analytical toolkit of interconnected concepts and methods designed are assembled, he proceeds to present a unified framework for the analyses of stance called 'the stance triangle'. The key components developed in the groundwork include, on the conceptual perspective 'evaluation, positioning and alignment' and on the 'sociocognitive relations of objective, subjective and intersubjective intentionality' (162). He maintains therefore that evaluation, positioning and alignment represent different aspects of a unified stance act. He calls stance a triune act with a single unified act with several triplet sets of distinct components and subsidiary processes with each distinguishable base on its distinctive function but yoked together through their integration in the dialogic stance act.

'The stance act' according to him 'creates three kinds of stance consequences at once' (163), implying that 'in taking a stance, the stancetaker (1) evaluates an object, (2) positions a subject (usually the self), and aligns with other subjects. Du bois (2007:163) sums this up as follows:

> Stance is a public act by a social actor, achieved dialogically through overt communicative means, of simultaneously evaluating objects, positioning subjects (self and others), and aligning with other subjects, with respect to any salient dimension of sociocultural field.

In the manner of speaking, he verbalises or simulates it using a first person point of view as follows: ‘I evaluate something, and thereby position myself, and thereby align with you’. He considers a triangle as the clearest way to represent the model as could be seen in figure 1 below.

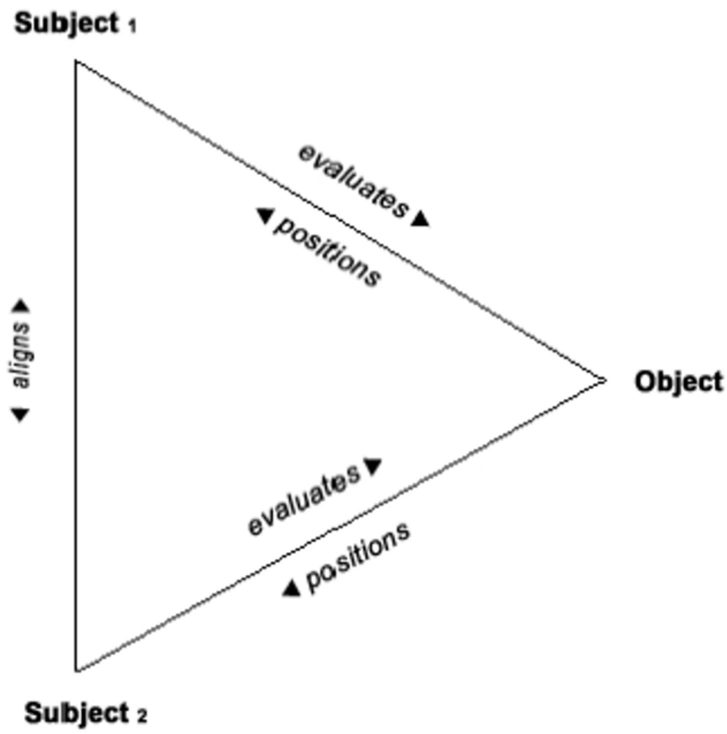


Figure 9. The Stance Triangle

The three nodes to the triangle represent the three key entities in the stance act which are the first subject, the second and the (shared) stance object. The three sides of the triangle represent vectors of directed action that organise the stance relations among the entities. The three subsidiary acts of evaluating, positioning and aligning are not equally distributed evenly among the three sides, as in the expected one-to-one correspondence found in conventional triangular models. Rather, two of these sides capture evaluative vectors from one of the two stance subjects. The evaluative vector emanates from the first subject, the second from the second subject and the third side of the triangle represents alignment between the two subjects (Du Bois 2007:164). In more simplified terms the stance triangle implies that the initiator of the evaluation, the first subject makes an evaluation and positions or orients himself in a certain way about the evaluation and aligns to a second subject who by virtue of the first subject’s positioning and alignment is also invited to follow in the same direction. This leaves the triangle with one object and two subjects who may position and align towards the object convergently or divergently as the case may be. This to Du Bois (2007) makes for a total of six arrowheads, corresponding to the three acts of evaluation, positioning and alignment, doubled by the co-presence of two subjects.

One of the gains of the stance triangle is that it provides a basis for the understanding of causal and inferential linkage that may arise between the various subsidiary acts thereby depicting the minimum structure of stance as a dialogic action, and through which an understanding of the dialogic realisation of intersubjectivity in a way embracing both convergence and contestation is achieved (Du Bois 2007: 164, 174).

Du Bois's (2007) framework, though seemingly complex theoretically, offers a new perspective and fresh insights on the study, analysis and interpretation of stance along the lines of its subsidiary components. What is particularly useful from this approach is the fact that it integrates related concepts which are often studied under separate autonomous headings under one room and demonstrates in delicacy and convincingly how all of them are/and work together as facets of one unified entity: the stance act. Another equally illuminating contribution Du Bois make is his inclusion of the second stance subject which gives it a truly dialogic character. Even if in some instances the second subject is a putative one, the stance act is constructed with him in mind, and therefore including him in the triangle is an active acknowledgement of the dialogic nature of stance.

The present study, though prefers the term 'evaluation', finds aspects of Du Bois' stance triangle useful and will be utilised to demonstrate how universities make evaluations in order to situate themselves (the first subject) and how they position as well as align to the reader (the second subject) and therefore invite him to share a similar perspective on the object evaluated.

From this point, after reviewing the various perspectives on the phenomenon of evaluation from which renewed insights and perspectives have been gained, it is pertinent to state that the current study has benefited in reasonable degrees from most of the perspectives outlined and reviewed above, and to specify that of all these Martin (2000) and Martin and White (2005) have had the most enduring influence and the research follows on the heels of their approach, an account of which is presented below. It is important to mention here that the preference for Martin and White's (2005) approach is not a random one but for a number of reasons. First, its analytical apparatus and resources seem more comprehensive and suitable for the peculiar nature of the data. Secondly, it utilises a discourse semantic approach which situates and enacts evaluation in a practical and feasible way such that entities and propositions are thematically and categorically analysed, what Sinclair (1981) calls 'the autonomous plane of discourse'. Since the current research is more socio-semantic, Martin and White's (2005) approach is the closest to it, even if it is not the best fit. The third reason is that it derives its source from the Systemic Functional Linguistic perspective within which the current research also aligns since its overarching concern is one of a functionalist orientation, that of demonstrating how language is utilised to achieve the material goal/function of fundraising and how it enables the universities, in the case my research, in making arguments for funds based on their ethos appeal.

6.5 The modified analytical framework

Several of the approaches to evaluation and stance discussed above have proposed broadly semantic distinctions between different evaluative orientations, or 'parameters'. These are, roughly, different types of 'good' and 'bad' that language users may be attending to. To give some isolated lexical examples, *untidy* probably suggests that a different set of evaluative concerns are relevant than *impolite*, though both are (probably) bad. As also noted above, it is teasing apart differences in evaluative orientation, and potentially related differences in stance, that is the main reason for my analysis of evaluative language. With this in mind, I now present the categories of evaluation that I make use of in my analysis. These categories are inspired by, but not directly taken from, work discussed above (especially Lemke, Bednarek and Martin and White). My approach has been to develop categories through a close reading of the texts under investigation, rather than to make use of a more general framework. This means that I may lose some comparability with other work on evaluative language. However, it is intended to allow for a local sensitivity to significant features of the discourse in question. Such a local approach has been found useful by other researchers (e.g. Barnbrook 1996, Lemke 1998, Bednarek 2006, White, Coffin and O'Halloran 2004, Coffin 2006, Swain 2012, Bennett 2018). In what follows, I outline six evaluative categories developed to account for the kinds of evaluations which are found in the alumni websites of UK universities under study. The evaluative categories are: (1) significance, (2) capacity, (3) people, (4) variety, (5) flexibility, and (6) novelty.

6.5.1 Significance

The evaluative category of **significance** construes values of importance, impact, relevance, significance and contribution made or expected to be made. It answers the questions, how important/of what importance? Lemke (1998) and Bednarek (2005) also identify this evaluative category in their frameworks. I classify Significance, based on my data, into two categories: significance as importance and significance as impact. Significance as **importance** refers to evaluations which construe the relevance of the universities' activities, programmes, projects and buildings. These evaluations capture the importance of the activities in which the universities are engaged. Significance of importance are largely construed in three main forms: **academic**, **historical** and **size**. Academic significance deals with evaluations which express the value and importance of their (universities') academic activities, historical significance focuses on the historical relevance of their activities and buildings, and size evaluates the physical, numerical or quantitative significance of their buildings, activities and projects. Evaluations of size are evaluations measured values in quantificational terms. The instances below are some examples of construals of Significance as Importance.

> **(3)** Our senior academics set the agenda. It is through their expertise and leadership that we **discover extraordinary things** and train the next generation**. (Source: Cambridge-Support our people)**

> **(4) Charles II endowed a Chair of Hebrew in 1688 and later the Regius Professorship of Mathematics**. During his years as Rector, Andrew Carnegie presented St Andrews with playing fields and a fully-equipped gymnasium. **(Source: St Andrews-Legacy bequest)**

> **(5) The Edinburgh campaign raised £350 million** for the University; its impact is described in 12 stories of research, investment and change. **(Source: Edinburgh-The Edinburgh campaign)**

Extract 3 above is an evaluation of Academic Significance focusing on the discoveries that are at Cambridge. This evaluation is achieved using the evaluative verb phrase 'discover extraordinary things' The co-occurrence of the verb 'discover' with the evaluative attributive adjective 'extraordinary' captures the evaluative component. The discoveries are described as 'extraordinary' which implies that they are not common or usual things but rather things that require a high level of expertise. The noun phrase 'extraordinary things' is not in itself an evaluation of academic importance, though it may be an evaluation of general significance.

‘Extraordinary things’ may be extraordinary for reasons other than academic ones. However, here it is ‘senior academics’ that ‘discover’ these things. Thus a close reading of the noun phrase in context suggests that this can be seen as specifically academic importance. What is evaluated are the things or discoveries that are made at the University of Cambridge which are construed as ‘extraordinary’, and because they are uncommon and unusual they are significant, noticeable and important.

In 4 above, evaluations of historical relevance are construed in the name of **Charles II** as a significant figure in English history and in the year **1688** and then such a trend is continued with and maintained even during the time of **Andrew Carnegie** as rector. This is a testament to the fact that people of historical significant have had some insignificant contributions to the University and that is a pattern upon which the University has survived, which is why it is considered significant or important.

Extract 5 on the other hand captures significance of size construed in the quantificational terms with **£350 million** as the evaluator (to use Lemke’s 1998 terminology). To have raised such a huge amount of money is therefore a significant milestone for the Edinburgh Campaign and the University at large.

Evaluations of **Significance as Impact** on the other hand focus primarily on the achievements, effects and contributions the universities make or have made to the advancement of the individual and the society in general. It encompasses the kinds of evaluations which construe the various achievements and successes the universities have recorded or which they intend to attain. This effect is divided into **Educational** and **Emotional** impact, which could either be desired or achieved. Emotional impact dwells chiefly on how the universities’ activities affect the feelings or emotions of its people or community. The emotional impact oriented evaluations belong to the domain of ‘affect’ within the Martin and White’s (2005) appraisal framework which is here modified and extended. Educational impact on the other hand focuses on those evaluations which express the universities’ contribution to the advancement and achievement of educational goals and aspirations.

Extract 2a below for example evaluates the educational impact of Cambridge. Here Cambridge evaluates itself as doing two significant things: ‘shares its knowledge with the wider public’ and ‘stimulating engagement with the subjects’. These two evaluative verb phrases capture the things Cambridge’s collections enable it to do. The key evaluative verbs are ‘shares’ and ‘stimulate’. The dissemination of knowledge to the public and stimulation of engagement with the subjects are here construed as the contributions Cambridge is making to the advancement of knowledge and society in general. The use of the verbs 'share' (rather than 'give') and 'stimulate' which are the key evaluative words orient Cambridge as a university that values and is committed to its public as well as to the championing of academic 'engagement' as a tool for advancing the frontiers of knowledge.

> **(6)** Cambridge **shares its knowledge** with the wider public, **stimulating engagement with the subjects** to which they relate. **(Source: Cambridge-Collections and museums)**

> **(7)** Accumulated over nearly 300 years, the collections contain materials from the dawn of human activity and beyond, and objects that **stir our innate sense of wonder. (Source: Cambridge-Collections and museums)**

'Share' is particularly noticeable here because it positions the public as stakeholders rather than consumers of the University's knowledge.

Extract 7 above on the other hand is an instance of Emotional Impact where the significance of Cambridge's collections is construed not only in terms of their historical or social significance but in terms of how they impact or affect our inner being. The evaluative verb phrase 'stir our innate sense of wonder' captures this most pointedly with the verb **stir,** implying cause to move or be moved, used with the object **innate sense of wonder** to express the nature and magnitude of what the collections do to our souls. This demonstrates that as we relate with Cambridge's collections, they impact on us not only physically but emotionally.

6.5.2 Capacity

Capacity construes evaluations of ability, power and strength. I use this term, following Martin and White (2005). The basic concern of this category of evaluation is to show what the universities are able to do or have done. These capacities are chiefly classified into **Strength** and **Development**. Capacities of strength demonstrate the abilities, power and successes of the universities in both academic and non-academic spheres, construing the 'greatness' of the universities, while capacities of development are concerned with significant landmarks, physical or material abilities which the universities possess which make them powerful or locates them in a position of power. Capacity in terms of development focuses more on the asserts, physical and material abilities possessed by the university which enable to do the things they do. The example below conveys an evaluation of capacity

(8) Our goal is to **renew and strengthen** our investment in extraordinary people by supporting our academic leadership, whilst **nurturing and developing** the next generation of talent. (**(Source: Cambridge: Support our people)**

In 8 above Cambridge demonstrates its capacity realised in the evaluative verb phrases 'renew and strengthen our investment' and 'nurturing and developing the next generation'. The use of the transitive verbs 'renew', 'strengthen', 'nurturing' and 'developing' construes what the University is able to do in developing the capacity of its people. By this Cambridge is positioned as having the capacity and willingness to make such an investment and to develop the next general of talents, especially that it is stated as a goal implying that it is a core value of the University. Here, the University evaluates itself as being able and committed to improving on the quality of its people.

Another example is Extract 9 below which captures the capacity of St Andrews, in terms of strength, demonstrating how its Sports centre provides and the best (**perfect**) environment for sports and other extracurricular activities. This the evaluative verb phrase **provides a perfect setting** captures it most directly with verb **provide** showing that they sports centre is able to serve the extracurricular needs of the members of the University. The Sports centre is therefore rendered as having the physical capacity (strength) to attend to the sporting needs of the St Andrew's community. One other important element of capacity here is the use of the evaluative noun phrase **a perfect setting** with the attributive adjective **perfect** as the evaluator demonstrating that the environment it provides is the best for extracurricular life to flourish.

(9) The University Sports Centre **provides a perfect setting** where everyone can take part in classes, train, or play sport at any level (**(Source: St Andrews-Sports**)

6.5.3 People

This evaluative category construes the universities' evaluation of the quality of its people as good, bad, hardworking, intelligent, talented, extraordinary, committed and special, as the case may be. It captures what the universities say about their people, how they interact and engage with them and what they intend to do to and with them. It conveys a sense of support and the valuing of people, their welfare, progress, achievement and success. The universities make evaluations construing how they are not only interested in structural development but also people who in this instance include students, staff and the community (both internal and external).

These people-oriented evaluations are divided into two: **Individual** and **Community**. Individual evaluations focus on the evaluation of individual in terms of their qualities and achievement as in extract 10 below where the athletes are described as exceptional talented and successful as they have produced world beating performances.

> **(10) Exceptional sporting talent** at Edinburgh is recognised and nurtured by an extensive performance which provides athletes with the essential support required to **produce world beating performances**. **(Source: Edinburgh-Sport**)

From 10 above, Edinburgh evaluates the sporting talent it recognises and nurtures using the attributive adjective 'exceptional' within the evaluative modified noun phrase 'Exceptional sporting talent at Edinburgh'. Here the evaluative object is 'sporting talent' (exhibited by athletes) but it is important to note that the evaluation is not only achieved here through the use of the attributive adjective but the use of verbs like 'recognise', 'nurture' and 'support' which are rather evaluations of the university's actions. These actions though indirectly rendered but ultimately point to the building of capacity of its people. These pattern of realisation of evaluations has been identified and discussed by other notable scholars in the literature on evaluative language. Hunston and Thompson (2000), for example, state that evaluation can be realised at the levels of lexis, grammar and Text. Martin and White (2005) also maintain a similar position that evaluation could either be realised through lexicalistion or grammaticalisation. In the case above the evaluative attributive adjective 'exceptional' is used to foreground the quality of what is being evaluated (the object of evaluation: 'talent'), while, in the verbs which follow Edinburgh evaluates what it does to these talents which is realised only when the entire extract is read together rather than a specific lexical or grammatical item. The university evaluates its object and its actions positioning itself as committed to the building of the capacity of its athletes who exhibit 'exceptional [extraordinary, excellent] sporting talent'.

The Community-oriented People evaluations, on the other hand, focus on the universities' construal of the nature of the community that it houses and how that community impacts on the university and how it impacts on it as well. Extract 4b below is an example of a community-oriented evaluation.

> **(11) Cambridge's collegiate system** is **vital** to the **success** of the university and the **achievement of its people (Source: Cambridge-Give to a College)**

The collegiate system which promotes the coexistence of students in communities is evaluated here in positive terms as being responsible for the successes of the university has recorded and the achievements made by its people. The community life at Cambridge is here evaluated as a positive thing especially as it is **vital** to the success of the university and its people

6.5.4 Novelty

Novelty refers to those evaluative resources which construe the universities as committed to innovation, creativity and new/fresh thinking and ideas. These resources of novelty are meant to demonstrate how the universities are contributing to and are leading in groudbreaking discoveries, research, knowledge and ideas in general. Examples could be found in the extracts below.

> **(12)** They are a crucial source of **fresh eyes, fresh approaches and bold ideas.** (**Source: Cambridge-Support our people)**

In 12 above, the evaluation of novelty is realised in the evaluative modified verb phrase '**fresh eyes, fresh approaches and bold ideas'** with the evaluative lexis being the attributive adjectives 'fresh' and 'bold'. The use of the adjective 'fresh' construes not just new perspectives but those coming with a positive touch to bear on the system. 'Bold' thinking also implies ideas, which may be unorthodox or unpopular but relevant to the advancement of knowledge. The University evaluates itself as enhancing these through its over 7000 graduate students.

> **(13)** Biological Sciences is undergoing a **hugely exciting revolution** as we begin to increasingly understand the genome, how it is expressed in living organisms, how it can be influenced and even how it can be repaired or built from scratch. **(Source: Edinburgh-School of Biological Sciences)**

13 above realises the construal of novelty in the evaluative modified noun phrase 'a **hugely exciting revolution**' with the head noun 'revolution' invoking the evaluation of novelty and changing of old things to replace with or introduce new ones.

In 14 below**,** as in 6 above, the evaluation of novelty is achieved using the attributive adjectives 'refurbished', 'new', and 'expanded' within the evaluative noun phrases '**refurbished** pitches', 'a **new** tennis centre' and '**expanded** gym facilities' all of which position the university as committed to enhancing that its facilities are constantly maintained, refreshed, improved upon and constantly kept new. The dimension of novelty here is one of facilities.

(14) The five-phase redevelopment will provide our community with **refurbished** pitches, a **new** tennis centre, a 400-seat sports hall and **expanded** gym facilities. (**Source: St Andrews-Priority Projects)**

6.5.5 Variety

Variety deals with evaluations construing the range, scope or spread of the activities and engagements the universities afford and offer. Variety incorporates several dimensions which include cultural/historical, academic and experiential. Cultural variety dwells on the range and spread of cultural activities in the universities. Academic variety focuses on the range of academic activities in operation in the universities such as academic subjects, and the experiential variety construes evaluations about the different kinds of experiences the university offers its students, staff and community. Variety also implies the maintenance of a sense of balance among different interests, groups, ideologies, cultures and traditions. The evaluations about variety are therefore evaluations of inclusiveness, versatility and commitment to attending to and catering for different interests, perspectives and concerns which have the potential of making the universities a place worth living or studying. The sample extract below exemplifies some of the different shades of variety as realised across the five universities under study.

(15) With **societies ranging from academic, religious, musical, political, and artistic** there are opportunities for students to develop their skills **(Source: Cambridge-Sports, performing arts and extracurricular)**

Extract 15 above makes evaluations of the different kinds of activities and opportunities its societies offer by stating that it has '**societies ranging from academic, religious, musical, political, and artistic'**. These societies are construed as incorporating different facets of life: academic societies which cater for the academic needs of students, religious societies to attend to their spiritual needs, musical societies to meet the entertainment needs of the students, political societies which serve as platforms for students to develop their political interests and artistic societies that offer them the opportunity to develop their creative and innovative skills. These societies position Cambridge as a university that attends to the needs of all, a university that accommodates all the needs, ideologies and interests of every member of its community, suggesting that it is a place worth studying. In addition, these societies are construed as being there not only for ornamental purposes but for enhancing the holistic education of the students which is why they are rendered as 'opportunities for students to develop their skills'.

6.5.6 Flexibility

Flexibility is the evaluative category used to describe those resources for construing the universities' commitment to the continuity of knowledge, change, dynamism and a relentless search and drive to continue to be in touch with contemporary trends. Here the universities express their continued quest for knowledge and constant dissatisfaction with and challenging of the status quo as a sure strategy for realising informed development and the constant advancement of the frontiers of knowledge. Flexibility here means that they are not rigid in their approaches but rather open to change, new trends, ideas and perspectives.

In extract 16 below, Cambridge makes an evaluation of flexibility where the junior academics keep challenge the status quo such that the senior academics who are supposed to give direction are constantly kept on their toes to continue to improve the quality and state of knowledge they have. The use of the negator 'never', which in this context does not mean negative, construes a relentless quest, search and drive for improvement in knowledge as opposed to dormancy and rigidity. The evaluations are here captured in the evaluative (negation) verb phrases '**never get too comfortable** with the status quo' and '**never stop challenging our most basic assumptions**'. This evaluation therefore positions Cambridge as a dynamic university that keeps pace with the trends and times.

> **(16)** They ensure that our senior academics **never get too comfortable** with the status quo and that we **never stop challenging our most basic assumptions.** (**Source: Cambridge-Support our people)**

The above evaluative categories provide a toolkit and resource base for an effective analysis of the discourse of fundraising in UK universities. The approach does not make any claims of exclusivity but offers itself as a useful starting point for analysis and interpretation especially as it derives from a bottom up approach driven by the peculiarities of the data for the study and equally theoretically enriched by insights from such scholars like Lemke (1998), Martin and White (2005) and Bednarek (2006) whose approaches are also more functionalist and discourse-semantic oriented as it is my focus in the current study.

6.5.7 Summary

So far, the above review has demonstrated the various evaluation parameters that have been proposed by different scholars. Most of these scholars have oriented their approaches towards a more functionalist and discourse semantic perspective. Both differences and overlaps have been noticed among these approaches and which have contributed in enriching my understanding of the subject of evaluation. These parameters and categories are broadly useful but are however not sensitive especially to the peculiarity of the values which are inscribed in my data. As a result I have developed new categories which are specifically and locally appropriate to my data. My new approach, as stated earlier, benefits from scholars Lemke (1998), Thompson and Hunston (2000) and Bednarek (2006) but aligns more closely with Martin and White's (2005) appraisal framework especially their parameters for attitudinal evaluations and most particularly those of 'Judgement'. The new approach, made of six evaluative categories will be applied in analysing the persuasive appeals of universities for funds. It is important to note that even though my parameters may not be widely and readily available to all kinds of evaluative contexts and genres, they have local application to my research, and as Bednarek (2006) has maintained, evaluation is an open-ended and flexible endeavour requiring improvements as the field expands and new forms of discourses emerge. The table below summarises the various approaches reviewed and my mine, to show the foci of each and why my approach has become useful and necessary.

Table 2. A summary of the functional approaches to evaluation

Lemke (1998)	Thompson and Hunston (2000)	Martin and White (2005) (Attitude-Judgement)	Bednarek (2006)	Atonde (2018)
Desirability/ Inclination	Good-bad/positive-negative	Normality	Comprehensibility	Significance
Warrantability/ Probability	certainty	Capacity	Emotivity	Capacity
Normativity/ Appropriateness	Expectedness	Tenacity	Expectedness	People
Usuality/ Expectability	Importance	Veracity	Importance	Variety
Importance/ Significance		Propriety	Possibility/necessity	Novelty
Comprehensibility/Obviousness			Reliability	Flexibility

Humorousness/ seriousness			Evidentiality	
			Mental state	
			Style	

The above table reveals that these evaluative approaches share some common core parameters as well as differences, which is why a wholesome adoption of one for my research was not practicable. The development of a modified approach makes room for a more locally appropriate and delicate analysis, as the analysis section has demonstrated.

Chapter 7. Evaluation analysis

7.1 Introduction

In chapters 4 and 5, the argumentation approach has been reviewed and applied in the analysis of the discourse of fundraising in the alumni webpages of selected UK universities. The Fairclough and Fairclough (2012) argumentation model has provided useful insights into the structure of the discourse. It has equally enabled us to see how premises are explicitly stated and articulated in a more tangible manner in terms of values, goals, circumstances and means. The argumentation approach allows us not only to see how the university alumni pages constitute some form of argumentation but also how it is organised and therefore enables the analyst not only to analyse the argument but also to evaluate it in relation to normative standards. It is however true that there are also some components of the discourse which the argumentation approach does not readily allow us to see or investigate such as the specific nature of the values promoted in the arguments. In this instance the evaluation approach (following Martin and White 2005) proves reasonably and complementarily useful in investigating the discourse in a more delicate manner and in enabling us to see what we are not able to see with the argumentation approach. The benefit of the evaluation or appraisal framework, to use Martin and White's (2005) terminology, is that it helps in investigating more sensitively the values and goals the universities promote in their arguments. While the argumentation approach focuses on the macro structure of the discourse capturing the values, goals, means and circumstance, the evaluation framework on the other hand allows for a more indepth investigation into the specific nature of the features of the discourse which are captured rather broadly by the argumentation model. A utilisation of these two approaches therefore enhances a more balanced investigation and understanding of the discourse of fundraising in universities both at the macro and micro levels.

The concern of this segment of the analysis is therefore with how evaluative language is used (Martin and White 2005) by universities. The framework for analysis is chiefly influenced by (Martin and White 2005), though with some slight modifications in relation to the peculiarities of the data. The evaluations are broadly classified into positive and negative evaluations based on their lexico-semantic prosody. The analysis below is structured based on these two broad categories. In the following section, I analyse the positive evaluations

7.2 Positive evaluations

As stated in the introduction above, the universities evaluate themselves in both positive and negative terms. Positive evaluations are more frequent in the data than negative. The former out number the latter by a ratio of 80:20. This section concerns the positive evaluations found in the universities' discourse

7.2.1 Kinds of Positive Evaluations

The frequency distribution of the positive evaluations across the universities and across the various categories of evaluation is shown in Table 1 below

Table 3. Distribution of the Positive Evaluations

	Sig.		**Capacity**		**People**		**Variety**		**Flexibility**		**Novelty**		**Total for Each Uni.**	
	RF	**NF**	**RF**	**NF**	**RF**	**NF**	**RF**	**NF**	**RF**	**NF**	**RF**	**NF**	**RF**	**NF**
Cam.	37	7.2	35	6.8	29	5.7	26	5.1	24	4.8	30	5.9	181	35.4
Edin.	27	1.6	26	1.5	22	1.3	23	1.4	20	1.2	25	1.5	143	08.5
Oxf.	34	4.2	31	3.9	26	3.2	25	3.1	23	2.9	24	3.0	163	20.3
StAnd	29	1.9	27	1.8	24	1.6	25	1.6	18	1.2	23	1.5	146	09.5
UCL	23	3.6	21	3.3	21	3.2	17	2.7	18	2.8	19	3.2	119	18.8
Total for each EC	(**RF**)150		(**RF**)140		(**RF**)122		(**RF**)116		(**RF**)103		(**RF**)121		752	92.3

Table 4. Distribution of the Negative Evaluations

	Significance		Capacity		People		Variety		Flexibility		Novelty	
	RF	NF	RF	NF	RF	NF	RF	NF	RF	NF	RF	NF
Cambridge			00	0.0								
Edinburgh			12	0.71								
Oxford			04	0.50								
St Andrews			28	1.83								
UCL			09	1.42								

The positive evaluations, as the table above suggests, are relatively more frequent than the negative ones. However, even though most of the universities score high across the evaluative categories, it is important to note that there are still some which have more instances of positive evaluations than others. Cambridge and Oxford have more instances of positive evaluations than Edinburgh, St. Andrews and UCL. Cambridge for instance has its highest frequency as 37 instances and 24 as its lowest, Oxford follows with 34 and 23 as its highest and lowest respectively. While Edinburgh has 27 as its highest and 22 as its lowest, St Andrews has 29 and 18 as its highest and lowest respectively. UCL has the lowest numerical distribution among the 5 universities with 23 as its highest and 17 as its lowest. It is pertinent to mention here that the normalised frequency gives a slightly different figure even when the raw frequencies are the same, because the total number of words differ according to each university, which is why the normalised frequency is seemingly high for some universities and low for others, signalling a proportionate percentile distribution rather than just raw numbers.

One important observable tendency is that, despite variation in frequency, the rank order of the evaluative categories is relatively stable across the universities (as shown in table 2 below). Cambridge, for example, has 37 for Significance, 35 for Capacity, 29 for People, 26 for Variety, 24 for Flexibility and 30 for Novelty, and Oxford has 34 for Significance, 31 for Capacity, 26 for People, 25 for Variety, 23 for Flexibility, 24 for Novelty. St Andrews and Edinburgh follow with comparatively lower numbers than Cambridge and Oxford but also stable across the evaluative categories without any significantly divergent numbers for a particular category. The relative stability of ordering is perhaps suggestive of a broad similarity between the universities: though some use more evaluative language than others, they seem, based on the this count at least, to place their evaluative emphasis in similar places.

Table 5. Ranking of frequency of evaluation categories for each university

Ranking	University									
	Cambridge		Edinburgh		Oxford		St Andrews		UCL	
1st	Sig.	37	Sig.	27	Sig.	34	Sig.	29	Sig.	23
2nd	Cap.	35	Cap.	26	Cap.	31	Cap.	27	Cap.	21
3rd	Nov.	30	Novelty	25	People	26	Variety	25	People	21
4th	Peo.	29	Variety	23	Variety	25	People	24	Novelty	19
5th	Var.	26	People	22	Novelty	24	Novelty	23	Flex.	18
6th	Flex.	24	Flex.	20	Flex.	23	Flex.	18	Variety	17

Worth mentioning also from the table above is the frequency of specific evaluative categories in relation to others across the universities. As the table suggests, Significance and Capacity top the list with the highest frequencies for all the universities: 37 and 35 for Cambridge, 34 and 31 for Oxford, 27 and 26 for Edinburgh, 29 and 27 for St Andrews, 23 and 21 for UCL. The frequency of the other four are fairly similar but with People and Novelty scoring somewhat higher than Variety and Flexibility (see Table 4 below). This trend may be suggestive of a certain preoccupation, obsession, emphasis and strategic positioning of the universities in the discourse.

Table 6. Ranking of frequency of each evaluation category across the universities

	Significance	Capacity	People	Novelty	Variety	Flexibility
Ranking	1st	2nd	3rd	4th	5th	6th
Total Frequency	150	140	122	121	116	103

While a ranking of the universities in terms of their degree of positivity in evaluation – as indicated purely by frequency (See Tables 5 and 6 below) – suggests Cambridge as the first, followed by Oxford, then St Andrews, Edinburgh and UCL, the one based on the most frequent evaluative category across universities would reveal the following pattern: Significance, Capacity, People, Novelty, Variety and Flexibility as shown in Table 4 above. The interrelationship between these patterns of frequency have consequences for the discourse and style as the qualitative analysis below would demonstrate.

Table 7. Ranking of the universities based on frequency of positive evaluations

	Cambridge	Oxford	St Andrews	Edinburgh	UCL
Ranking	1st	2nd	3rd	4th	5th
Total Raw Frequency	181	163	146	143	119
Normalised Frequency	35.4	17.8	10.6	08.7	18.8

Table 8: Frequency of the positive and negative evaluations of the universities

Positivity		Negativity	
University	Frequency	University	Frequency
Cambridge	181	St Andrews	28
Oxford	163	Edinburgh	12
St Andrews	146	UCL	09
Edinburgh	143	Oxford	04
UCL	119	Cambridge	00

Clearly, all the universities are more frequently positive in their evaluations than they are negative. However, they vary in their relative proportion of positive to negative evaluations, as Tables 5 and 6 show. St Andrews and Edinburgh weigh relatively heavily on the negative, while every single instance of evaluation in Cambridge webpages is positive. I will suggest below that this relates to a tendency for St Andrews and Edinburgh to construct their discourse around a problem-solution pattern (2001). Though the numbers alone do not show this, I will try to show that they present the world from the point of view of challenges which need to be addressed, and to which they commit themselves, while Cambridge and Oxford appear to be comparatively far less negative. I will explore the properties of this positivity in more details in the qualitative analysis below.

Table 9: Ranking of the universities based on positivity-negativity in evaluation

University	Ranking	Positivity-Negativity Rating
Cambridge	1st	181.0 (Zero instances of Negative evaluations)
Oxford	2nd	40.75
UCL	3rd	13.22
Edinburgh	4th	11.92
St Andrews	5th	05.21

7.2.2 Qualitative analysis of positive evaluation

I now turn to the individual categories themselves, and offer a qualitative analysis of the use of each form of evaluation in turn. The questions that guide my analysis are: why would universities evaluate themselves positively when they are canvassing for financial support? What are the targets/objects of their evaluations? How is the evaluation structured in the discourse? What are the linguistic resources deployed to achieve such evaluative effect? And how does the evaluation position the universities within the dialogic context of the discourse?

The qualitative analysis is presented based on the ranked order beginning with the most frequent to the least frequent. The first category is Significance, followed by Capacity, then People, Novelty, Variety and Flexibility.

7.2.2.1 Significance

Significance could be broadly categorised into significance as importance and significance as impact. In this section both forms of significance are analysed (in extracts 22-31 below) but it is also pertinent to look at their numerical distribution across the universities. Out of the 150 instances of Significance, 71 are instances of Significance as Importance and 79 are those of Impact. Significance as importance refers to evaluations which construe the relevance of the universities' activities, programmes, projects and buildings. These evaluations capture the importance of the activities in which the universities are engaged. Significance of importance are largely construed in three main forms: academic, historical and size. Academic significance deals with evaluations which express the value and importance of their (universities') academic activities, historical significance focuses on the historical relevance of their activities and buildings, and size evaluates the physical, numerical or quantitative significance of their buildings, activities and projects.

7.2.2.1.1 Significance as Importance

The numerical distribution of these three kinds of significance as importance indicates that 29 are of historical significance, 27 are of academic significance and 15 are of size. The instances below are some examples of construals of Significance as Importance.

> **(1)** Our senior academics set the agenda. It is through their expertise and leadership that we **discover extraordinary things** and train the next generation**. (Source: Cambridge-Support our people)**

Extract 1 above is an evaluation of Academic Significance focusing on the discoveries that are at Cambridge. This evaluation is achieved using the evaluative verb phrase '**discover extraordinary things**'. The use of the verb 'discover' with the evaluative attributive adjective 'extraordinary' captures the evaluative component. The discoveries are described as 'extraordinary' which implies that they are not common or usual things but rather things that require a high level of expertise. Extract 23 below also conveys another evaluation of Academic Significance as it qualifies the research conducted in Cambridge as 'pioneering'. The evaluation is realised in the same linguistic structure as in extract 22 above captured in the evaluative verb phrase '**conduct pioneering research**' incorporating the verb 'conduct' and the evaluative modified verb phrase 'pioneering research' with the attributive adjective 'pioneering' being the lead evaluative item. Something that is pioneering is something that is leading and ground-breaking. Like the 'discoveries' analysed in 22, the research (the object of evaluation) they conduct is not an ordinary but a ground-breaking (pioneering) one, construing how significant and outstanding their research is.

> **(2)** We draw upon our collections to **conduct pioneering research** (**Source: Cambridge-Collections and museums)**

Extract 3 (below) construes the Historical Significance of Cambridge's collection in the evaluative verb phrase '**have multiple lives'**. The historical relevance of these collections include the kinds of histories they embrace which are rendered as both 'public and private histories'. In addition to embracing the histories, they also '**illuminate the wider activities and histories** of the people who made them' and the 'worlds they represent'. The evaluative verb phrase ''**illuminate the wider activities and histories**' containing the verb 'illuminate' collocating with the evaluative modified verb phrase 'wider activities and histories' captures the historical significance of these collections. The significance of the collections therefore relates to the individuals who have left a mark on the University, the world in which they lived and their activities. This explains why the collections (the object evaluation) of the Universities are considered as significant. Their significance stemming from their preservation and illumination of public and private histories and the worlds they represent. What makes the collections significant therefore is their ability to preserve history and reconnect the past with the present, a kind of living history serving for purpose of transgenerational integration.

> **(3)** Cambridge's collections **have multiple lives**, embracing **public and private histories**, personal and scientific interest and the past and the present. They **illuminate the wider activities, histories** and environments of the people who made them and the **worlds they represent.** (**Source: Cambridge-Collections and museums)**

Edinburgh in Extract 4 below evaluates St Cecilia's Hall as historically significant as it 'offers an irreplaceable window into the past'. This evaluation is realised in the evaluative verb phrase '**offers an irreplaceable window into the past'** where the transitive verb 'offers' co-occurs with the attributive adjective 'irreplaceable' within the evaluative modified noun phrase 'an irreplaceable window into the past'. The use of the adjective 'irreplaceable' underscores the importance of the Hall. The use of 'window' also places it in a position of relevance as it serves to connect with the past. One crucial point to note is that this 'window' is an 'irreplaceable' one. The irreplaceability or unmatched status of the Hall suggests how significant it is to the University or to the society at large. Another point of historical importance is the time the Hall was built, the year 1**763**. The age of the Hall alone qualifies it as an object of monumental and historical significance, and the very inclusion of the date suggests that this is to be seen as significant. But in this instance, it is not only the age but its key role of connecting the past with the present that makes it a historical artefact of monumental importance.

> **(4)** Commissioned by the Edinburgh Musical Society in **1763,** St Cecilia's Hall **offers an irreplaceable window into the past. (Source: Edinburgh-St Cecilia's Hall)**

Extracts 5 and 6 below construe significance of size. In 5, Cambridge evaluates the size of its graduate student population. They are numbered as '7000', which is a large and significant number. The large number invokes some level of strength, which is captured in the phrase, 'Our **7000 graduate students are** the **engine room** of the University'. The collocation of the quantifying adjective '7000' in the evaluative modified noun phrase '**7000 graduate students**' with the evaluative verb phrase '**are the engine room** of the University' further strengthens the relevance of the number of graduates students the University has. Their number is not just high for the sake of being but rather functions as the '**engine room**'. The analogy of 'engine' is a lexical metaphor of relevance or something crucial or central to a thing. In this instance the 7000 graduate student occupy that central place in Cambridge. The question of significance here therefore invokes two fundamental evaluations. First, the University has a significantly large student population and secondly that population occupies a central or significant place ('engine room') in the life of the University thereby construing its importance.

> **(5)** Our **7000 graduate students** are the **engine room** of the University (**Source: Cambridge-Support our people)**

In (6) Oxford, like Cambridge, states the distribution of its student population ranging from the undergraduate to the graduate levels. This is realised in the evaluative noun phrase '**over 22,000 full-time students, with around 12,000 undergraduates and 10,000 graduates'**. The use of the quantifier 'over' suggests a number that is considered significant. The numerical strength construes the University's belief that its population is worthy of attention. The further specification of the distribution between the undergraduate (12000) and graduate (10000) students underscores the perceived relevance of the population by the University.

> **(6)** At Oxford there **are over 22,000 full-time students, with around 12,000 undergraduates and 10,000 graduates. (Source: Oxford-Support our students)**

In 7 below St Andrews makes evaluations of historical significance spanning across a number of landmarks chronicling a tradition of endowments which the University has enjoyed over the years. The evaluation is achieved in the (evaluative) nouns 'Charles II' and 'Andrew Carnegie' who are historically significant figures to the university and society in general, and therefore mentioning them invokes some level relevance in historical terms. The first is the 'Chair of Hebrew' which was endowed by 'Charles II' in 1688 and then 'the Regius Professorship of Mathematics' also endowed by 'Charles II', followed by '**playing fields and a fully-equipped gymnasium'** gifted to the University by Andrew Carnegie. These legacy bequests are construed as constituting a 'vibrant history'. A 'vibrant' (not a dull) history invokes and engenders a sense of significance of relevance of these endowments as they have 'made a difference' to the University. Looking at these evaluations critically, we can observe that first those endowments: chairs, playing fields and gymnasium are historically significant. Secondly, the people who bequeathed them are also historically significant (Charles II for example) and the third, and very crucial, is that the gifts endowed have made a difference to St Andrews. This justifies why the University calls on readers to join in continuing with this 'vibrant history' The history which is evaluated using the evaluative attributive adjective vibrant within the evaluative modified noun phrase 'vibrant history' is the history of endowment. The question therefore is, what is being evaluated here as historically significant? The answer is, the endowments/gifts, the people and their impact

> **(7) Charles II endowed a Chair of Hebrew in 1688** and later the Regius Professorship of Mathematics. During his years as Rector, **Andrew Carnegie presented St Andrews with playing fields and a fully-equipped gymnasium**. By leaving a legacy bequest to the University, **you can join the vibrant history** of those who have made a difference by giving to St Andrews. (**Source: St Andrews-Legacy Bequest)**

In 8 St Andrews makes another evaluation, in this instance, of Academic Significance. The evaluation is realised in two linguistic structures: the evaluative verb phrase '**to keep St Andrews as a centre for academic pilgrimage**' and the evaluative modified noun phrase '**world-renowned research and first-class teaching**'. In the evaluative verb phrase, the verb 'to keep' collocates with the evaluative modified noun phrase 'a **centre for academic pilgrimage**' construing a sense of continuity with an established standard (being 'a centre for academic pilgrimage'). The University evaluates itself as a 'centre of academic pilgrimage' and its research and teaching as top ranked captured by the attributive adjectives 'world-renowned' and 'first class' within the evaluative modified noun phrase '**world-renowned research and first-class teaching**'. Here we see three objects evaluated: the University, its research and teaching. The University is a centre of academic pilgrimage. The evaluative noun 'pilgrimage' is a lexical metaphor construing a choice or favoured destination for academic purposes, implying that it is a top ranked university. The research and teaching are evaluated as being the best by the use of 'world-renowned' and 'first-class' respectively. What is at stake here is the status of the University and the quality of its research and teaching which are construed as being the best of the world. The point of significance therefore is the quality of the University's academic activities.

(8) Since the foundation of the University, we have relied upon the generosity of committed supporters **to keep St Andrews as a centre for academic pilgrimage** supported by **world-renowned research and first-class teaching**. (**Source: St Andrews-Legacy Bequest)**

Another important point to note is that this construal is rendered in historical terms by the phrase ‘since the foundation of the University’, making it a tradition of St Andrews, and this is complemented by the use of the verb ‘to keep’ implying what has been maintained over the years, and with which support is therefore being solicited to continue. The same construal is contained in 9 below.

(9) St Andrews regularly tops the higher education league tables: this reflects not just the **excellence in teaching and research**, but also our **impressive performance** in the national student satisfaction surveys. **(Source: St Andrews-Students' Association)**

In 9 above the trend of evaluation contained in **8** above is maintained. The evaluation is construed in the evaluative modified verb phrase ‘**regularly tops the higher education league tables**’ with ‘regularly tops’ as the evaluative component and the evaluative modified noun phrases ‘**excellence in teaching and research**’ and ‘**impressive performance**’ with the attributive adjectives ‘excellence’ and impressive’ as the core evaluative items. St Andrews evaluates itself as a top ranked university as it states that ‘St Andrews regularly tops the higher education league tables’. What is particular noticeable here is the use of the adverb of frequency ‘regularly’ to indicate that being among the top ranked universities is its tradition, an evaluation of consistency in being the best. This ranking is further construed as manifesting in ‘**excellence in teaching and research’** and ‘**impressive performance** in national student satisfaction surveys’. The quality of their teaching and learning is an excellent one and the ‘impressive performance’ in the national student satisfaction survey serves as a testimony to confirm that they are truly one of the best. The satisfaction of students (like customers) is considered a point of significance here as it indicates that the University is doing well and meeting the needs of its community. Here, there are four objects of evaluation: the university as leading/top ranked university, its teaching and research, which are excellent and its performance in the student satisfaction survey which is construed as ‘impressive’. These are all points and qualities of significance in relation to the academic standing of the University.

11 below introduces a fresh dimension of evaluation from the one analysed in **10** above. This significance of size as construed in the evaluative modified noun phrase '**over half of the student body**' with the intensifier 'over half' as the key evaluative items, implying that a significant number of students participate in sports in the University.

> **(11) Over half of the student body** at the University of St Andrews participates in sport **(Source: St Andrews-Sports)**

12 below introduces another evaluation of size where the redevelopment is quantified within the evaluative modified noun '**A £12 million redevelopment'** with '12 million' as the evaluative item indicating that the proposed redevelopment is a major one. Its outcome is also quantified as a full (renovation) one implying that the result of the redevelopment will measurably and commensurately be as significant as the investment of '£12 million'. The objects evaluated are the redevelopment project which is rendered as a major one costing as much as '£12 million' and the result of the project which will be a 'full' renovation. From the extract, two key issues are observable. First is the agentlessness of the normalised 'redevelopment': 'A £12 redevelopment'. Who is doing/responsible for it is not clearly stated but rather concealed through the use of nominalisation, therefore leaving the question of responsibility a shared or mortgaged one. Another point emerging from the above is the use of the futuristic tense marker 'will' indicating a desired future state of affairs rendered with higher modality ('will') inscribing some degree of certainty and credibility to the project. This enables the University to construe its goals for which financial support is solicited.

> (**12**) **A £12 million redevelopment** will provide a **full renovation** (**Source: St Andrews-Students' Association)**

> (**13**) Launched in 2008, the Oxford Thinking Campaign is the **biggest and most ambitious** fundraising campaign for Higher Education in Europe (**Source: Oxford-The Campaign)**

13 above like 12 is also an evaluation of significance of size. This is achieved using the evaluative modified noun phrase '**biggest and most ambitious** fundraising campaign for Higher Education in Europe' with the attributive adjectives of size 'biggest' and degree 'most ambitious' as the key evaluative lexis. The object of evaluation here is 'The Oxford Thinking Campaign' which is its fundraising campaign. The use of the superlative attributive adjectives 'biggest and most ambitious' renders its campaign as simply the best. This is a construal of significance especially that it is the 'biggest and most ambitious' not only in UK but in the

whole of Europe. This demonstrates the magnitude and significance of its fundraising campaign.

Extract 14 below, is also an instance of significance but an academic one construing the significance and status of those posts that were established by benefactors over the years. The posts are evaluated as the 'most prestigious' within the evaluative modified noun phrase '**the most prestigious** in their disciplines' implying that they are the most valued and highly regarded posts.

> **(14)** Many posts established by benefactors over the years are widely considered to be among **the most prestigious** in their disciplines (**Source: Oxford-Academic Posts and programmes)**

To be 'prestigious' means to be important, highly ranked and respected which is why such posts at Oxford are considered as significant.

> **(15)** At UCL we believe financial circumstances should never prevent gifted students from benefitting from **a world-class education** (UCL: Help Support Student)

UCL in 15 above evaluates its education as being of 'a world class' kind realised within the evaluative modified noun phrase '**a world-class education**' with the attributive adjective 'world class' evaluating UCL's quality of education. The education they are offering and which they believe should not be denied gifted students due to financial circumstances is 'a world-class' one. This demonstrates the quality, status and ranking of their academic activities. To offer a 'world-class education' therefore means being 'a world class' university. The extract above has two objects of evaluation. The very explicit one is UCL's quality of education which is 'a world class' type and the second which is seemingly implicit is the University construing itself as a world class university. The same evaluation trend is observable in extract 16 below where UCL explicitly construes itself as a hub for academic excellence captured in the evaluative noun phrase 'a centre of academic excellence' with 'excellence' as the evaluative lexis with complementation from the noun 'centre' construing it as a gathering point for academic excellence to flourish. To be excellent means to be the best, which therefore positions the University as a significant and popular destination for academic activities. The evaluation of significance is also contained in the evaluative verb phrase 'hitting the headlines on a daily basis with expertise that spans the sciences and the arts, as well as the globe'. From this phrase a number of evaluations emerge. First to be 'hitting the headlines on a daily basis' implies that the University is a popular and important one for it to have attracted such kind of media attention. Secondly, it evaluates itself as having 'expertise' that transcends 'the sciences and arts as well as the globe'. By this it construes itself as attaining its popularity and global status by virtue of its expertise in all fields ranging from the sciences to the arts. The University evaluates itself as being a great and renowned university because of its 'expertise' and global outlook.

> **(16)** UCL is **a centre of academic excellence**, hitting the headlines on a daily basis with expertise that spans the sciences and the arts, as well as the globe (**Source: UCL-Leave a Gift in Your Will)**

The evaluation about global academic significance, which is construed in **Added 8 and 9** above is also reiterated in 17 below. While in **15** UCL evaluates itself as offering 'a world-class education', in 17 it declares that it transforms lives through 'world class research'. The attributive adjective 'world class' captures the evaluation of the quality of research of the university within the evaluative modified noun phrase 'a world-class education'. Their research and education are ranked as being of a world-class status which consequently ranks the University as a world class university. One important point to observe here is the use of the verb 'continue' which implies that the University is already in the business of transforming lives with its 'world class research' and it wants to consolidate on, through gifts from donors. The object of evaluation here is 'research' which is rendered as being of a world class magnitude. Conducting a world-class research is an active demonstration of the significance of the University's academic activities.

> **(17)** A gift in your will to UCL will continue to transform lives through **world class research** (**Source: UCL-Leave a Gift in Your Will)**

In summary, the analysis above suggests that evaluations of significance as importance, as seen from the various instances from the universities under study, capture the universities' preoccupation with demonstrating the size, the historical and academic relevance and status of their activities, research, teaching and their students. The linguistic resources deployed to achieve such evaluative effects include attributive and superlative adjectives, intensifiers, lexical metaphors of greatness and modal, continuous as well as transitive verbs all captured in evaluative nouns, evaluative noun phrases, evaluative modified noun phrases and evaluative verb phrases. In the next section, evaluations of 'Significance as Impact' are analysed.

7.2.2.1.2 Significance as Impact

Evaluations of 'Significance as Impact' on the other hand focus primarily on the achievements, effects and contributions the universities make or have made to the advancement of the individual and the society in general. It encompasses the kinds of evaluations which construe the various achievements and successes the universities have recorded or which they intend to attain. This effect is divided into educational and emotional impact, which could either be desired or achieved. Emotional impact dwells chiefly on how the universities' activities affect the feelings or emotions of its people or community. The emotional impact oriented evaluations belong to the domain of 'affect' within the Martin and White's (2005) appraisal framework which I have modified and extended by developing slightly different evaluation categories in line with the peculiarities of the data in question. I consider my categories as extensions of Martin and White's (2005) because they are chiefly influenced by their categories. Some of the categories differ only in name and scope and not necessarily in content. For example (and as stated above), what is called 'emotional impact' within my category falls under 'affect' in Martin and White's (2005) classification. Educational impact on the other hand focuses on those evaluations which express the universities' contribution to the advancement and achievement of educational goals and aspirations. A numerical breakdown shows that out of the 79 instances of 'Significance as Impact' captured in Table 2 above, 48 are educational and 31 are emotional. In the examples below, Extract 18 for instance dwells on the educational impact of Cambridge. Here Cambridge evaluates itself as doing two significant things: '**shares its knowledge** with the wider public' and '**stimulating engagement with the subjects'.** These two evaluative verb phrases capture the things Cambridge's collections enable it to do. The key evaluative verbs are 'shares' and 'stimulate'. The dissemination of knowledge to the public and stimulation of engagement with the subjects are here construed as the contributions Cambridge is making to the advancement of knowledge and society in general. The use of the verbs 'share' (rather than 'give') and 'stimulate' which are the key evaluative words orient Cambridge as a university that values and is committed to its public as well as to the championing of academic 'engagement' as a tool for advancing the frontiers of knowledge.

> **(18)** Cambridge **shares its knowledge** with the wider public, **stimulating engagement with the subjects** to which they relate. (**Source: Cambridge-Collections and museums)**

‘Share’ is particularly noticeable here because it positions the public as stakeholders rather than consumers of the University’s knowledge. The same trend of evaluation is construed in Extract 19 below. In Extract 19, the impact of the University is again restated as that of engaging and educating the public. The collocation of the transitive verbs ‘educate’ and ‘engage’ with the noun ‘public’ underscores the commitment of Cambridge to its external community. This emphasis on ‘the public’ in 18 and 19 is a demonstration of the focus of Cambridge and the impact it is making. This impact, interestingly, is construed as aiming at benefiting the society rather than the University itself.

> **(19)** Our community buildings, libraries and special collections provide a setting in which to conduct pioneering research and help us to **engage and educate the public** (**Source: Cambridge-Enhance our environment)**

The ‘community buildings, libraries and special collections’ are all means to enabling the University to help its public in two ways. First, to ‘engage’ with them and then to ‘educate’ them as well. The evaluative verb phrase ‘**engage and educate the public’** with ‘engage’ and ‘educate’ as the key evaluative items**.** These are the two aspects of educational impact construed in Extract 19, and what is being evaluated is the significance and functional impact of ‘community buildings, libraries and special collections’.

Extract 20 and 21 below construe evaluations of emotional impact, those of ‘stirring a sense of wonder’, making visitors to ‘discover forgotten sounds’ and ‘musical styles’ as well as learning about the ‘beautiful instruments’.

> **(20)** Accumulated over nearly 300 years, the collections contain materials from the dawn of human activity and beyond, and objects that **stir our innate sense of wonder.** (**Source: Cambridge-Collections and museums)**

20 for instance captures the effect Cambridge’s collections have on us realised by the evaluative verb phrase ‘Stir our innate sense of wonder’ with ‘stir’ as the head evaluative the word’ implying that it touches or causes our emotional being to be moved and challenged as well. Here the impact is not rendered as a material one but rather as one which is only felt and experienced intuitively rather seen in physical terms. What is evaluated here are the objects which make up Cambridge’s collections. Their impact is reinforced by their historical significance in two ways: the period they cover which dates from the ‘dawn of human activity and beyond’ and the duration of ‘nearly 300 years’ over which they have been accumulated.

(21) This Georgian treasure, nestled in the heart of the Old Town, is a place where visitors can **discover forgotten sounds and musical styles, learn about the beautiful instruments** it contains, and find out about the cultures of the people who created and played them. **(Source: Edinburgh-St Cecilia's Hall)**

In 21 Edinburgh makes the same pattern of evaluation of the emotional impact of St Cecilia's Hall on its community and in this specific instance to visitors. The evaluation is achieved by the use of two evaluative phrases '**discover forgotten sounds and musical styles'** and **'learn about the beautiful instruments'.** The key evaluative items here are discover' and 'learn' The impact is construed in a trifold manner: to 'discover forgotten sounds and musical styles' which implies they are uncommon sounds and styles, 'to learn about the beautiful instruments' contained there in the hall and to 'find out about the cultures of the people who created and played them'. Learning about the cultures of the people who created and played those instruments provides the visitors with a window into history, thereby educating them about the origins, the people and the thinking behind the instruments. This enjoyment and unique experience which the Hall offers, makes it a choice destination for visitors thereby construing the significance of the Hall which justifies the need for its restoration and renovation. The key evaluation is that St Cecilia's Hall is a place that has significant impact not only on its community but also to its visitors. The impact here is not directly on the University but on the general public.

22 below introduces another dimension of impact contained in the evaluative verb phrase 'made a difference'. The impact made here is not by St Andrews but rather the donors. Here the maker of the impact is an external force but the receiver of the impact is the University. The construal is that other people have made a difference or have contributed to the growth of the university. That is to say whatever the University has attained is not a product of itself but of the efforts and good will of other people. This is rendered as a 'vibrant history' suggesting that it is in the tradition of the University to depend on donors whose contributions have helped in taking the University to its present heights. An interesting point to note is the use of the word 'join'. Leaving a legacy is such a sensitive thing but here it is positively construed as an invitation to 'join' a club of donors. The gravity of 'giving' is downplayed with the use of 'join' which seemingly makes it a desirable thing.

(22) By leaving a legacy bequest to the University, you can join the vibrant history of those who have **made a difference** by giving to St Andrews **(Source: St Andrews-Legacy Bequest)**

In 23 below, a slightly different trend of impact from 22 above is construed. Here the impact so construed is an intended or desired one which is realised in the evaluative verb phrases '**will create the enhanced facilities** necessary for this growing community' and '**improving access to many of the priceless written and printed treasures**'. The use of the modal verb 'will' (not 'may') introduces some level of certainty to the desired impact. The key evaluation markers here are 'will create' and 'improving'. These convey the benefits that will accrue from the redevelopment of Martyrs Kirk

(23) The redeveloped Martyrs Kirk, set amidst many of the University's oldest and most important buildings and designed by well-known local architectural practice Gillespie and Scott, **will create the enhanced facilities** necessary for this growing community whilst **improving access to many of the priceless written and printed treasures** we have collected over the past 600 years (St Andrews: Martyrs Kirk)

A second level of evaluation worth mentioning is the object of the transitive verbs 'create' and 'improve' which are the attributive adjectives 'enhanced' and 'priceless'. The facilities to be created are not normal but 'enhanced' ones and the things to which access is to be improved are 'priceless' written and printed treasures. The use of 'enhanced' and 'priceless' construes the extent to which the outcomes of the intended project will positively impact on the University. 'Enhanced' and 'priceless' demonstrate that the desired benefits will be of inestimable value to the University which is what makes them significant.

The same trend is the case with 24 below which also construes the impact as an intended or a desired one.

(24) In the next few years, St Salvators Quad **will serve as the set-piece for international celebrations, important community events and graduation parties** (not to mention foam fights). As St Andrews consolidates its position among the best universities in the world, it is right that this sacred centre **receives the upgrades and refurbishment it needs (Source: St Andrews-St Salvator's Quad)**

The impact of St Salvator's Quad is rendered in future tense using (like in 23) the modal 'will' in the evaluative verb phrase 'St Salvators Quad **will serve as the set-piece for international**

celebrations, important community events and graduation parties'. That it will serve as 'the set piece' means it will serve as a centre or gathering point for some important events like '**international celebrations, important community events and graduation parties**'. That these events are evaluated as important ones means therefore that the Quad will benefit and impact the University in an immensely significant manner. The object of evaluation here is the Quad and it is evaluated as playing some significant functions in near the future which is why important upgrades are needed. For the Quad to serve such desired purposes and make such an intended impact will therefore follow from the needed 'upgrades' and 'refurbishments' captured in the evaluative verb phrase '**receives the upgrades and refurbishment it needs'**.

25 below is also not different from 23 and 24 as it also construes the impact as being in the future and desired terms rather than achieved outcomes.

> **(25)** A new 600th Anniversary Scholarship **will be awarded for the next three years** meaning that by **2016 there will be a 600th Anniversary Scholar in each year of undergraduate study** (**Source: St Andrews-600th Anniversary Scholarship)**

Here the award of 'a new 600th Anniversary Scholarship' is stated here as an annual affair for the next three years using '**will'** to construe it as a future action captured in the evaluative verb '**will be awarded for the next three years** meaning'. It is also pertinent to mention again that the use of 'will' invokes some high modality and certainty in the award and its expected outcomes. The impact to be made here is the award of **'**a new **600th Anniversary Scholarship'** annually for the next three years. This is considered a significant milestone because it is a new initiative to provide more support to students, and also due to the fact that it will become a regular scholarship such that '**there will be a 600th Anniversary Scholar in each year of undergraduate study**'.

In 26 below, Oxford, like St. Andrews, evaluates the impact of its Campaign, The Oxford Thinking Campaign, from the perspective of achieved and continuing outcomes. The three core areas which the Campaign targets (academic posts and programmes; and infrastructure) are all captured in the evaluative verb phrases '**helping to address major global challenges'** and 'to **ensure a better future for everyone'**. Here the use of the progressive verb 'helping' declaratively construes the fact that the Campaign is already yielding results which are addressing 'major global challenges'. The use of the intensifying adjective 'major' collocating with 'global challenges' indicates the level and scale of the impact of the Campaign as being significant and targeting issues that are of a global outlook and magnitude. The ultimate benefit therefore being to ‘ensure a better future for everyone’. The evaluative object here is the Campaign’s priority areas and their impact is the solving of ‘major global challenges’ (problems) to ensure a better future for everyone’.

(**26)** Funds raised through the Campaign support three core priorities: student support; academic posts and programmes; and infrastructure. All of this work **is helping to address major global challenges** to ensure **a better future for everyone (Source: Oxford-The Campaign)**

In 27 below, the impact of a gift irrespective of size is rendered as having ‘a life changing impact’

(27) Every gift, however small, **can have a life-changing impact** (Oxford: Student Support)

What is evaluated are gifts and their ability to make a difference or turn things around for good. This underscores the significance of gifts to the university. This realised in the evaluative verb phrase ‘**can have a life-changing impact**’. The use of the modal verb ‘can’ introduces the potential power and ability in gifts, which is to change lives. The fact that the impact they make is ‘life-changing’ ranks it as a significant one. Giving a gift to Oxford therefore implies making or contributing to making ‘a life changing impact’. It could also be observed that evaluations of prudence and accountability are evoked from the phrase ‘**Every gift**, however small, can have a **life-changing impact**’. It goes to show that Oxford makes prudent use of the resources given to it by donors such that no matter how small it may be, they (Oxford) are able to use it judiciously for the target purpose. It similarly encourages the expansion of the donor-base as no gift or contribution is considered small, making it possible for people across the different income levels to give according to their means.

In **28** below **‘**The Campaign’ like the ‘gifts’ is evaluated in the evaluative verb phrases below not only as ‘making life-changing discoveries’ but also ‘advancing world-leading research’.

(28) Through the Oxford Thinking Campaign, we aim to support the University's work in **advancing world-leading research** and in **making life-changing discoveries** while conserving the special features of the tutorial system **(Source: Oxford-Academic Posts and programmes)**

These two are all rendered using the superlative adjectives ‘life-changing’ and ‘world-leading’ echoing the magnitude of their impact and contribution to the improvement of society. The verbs ‘advancing’ and ‘making’ construe a sense of progressiveness in the impact. It is equally useful to observe that these impacts are evaluated as the ‘aim’ of The Campaign signalling the point that the making of impact is at the core of Oxford’s objectives. These are intended impacts to which Oxford is committed to achieving.

> **(29) Teaching and research of the highest quality** underpin the University's goal to **benefit society on a national and global scale (Source: Oxford-Academic Posts and programmes)**

In 29 above, the university evaluates itself as undertaking ‘teaching and research of the highest quality’ with the sole aim of benefitting or impacting society on ‘a national and global scale’. The evaluative components here are the evaluative noun phrase ‘**Teaching and research of the highest quality**’ and the evaluative verb phrase ‘**benefit society on a national and global scale**’. The question of significance therefore arises in two folds. One, the University’s research and teaching are evaluated as being the best (‘highest quality’) and secondly as benefitting society on ‘a national and global scale’. The use of ‘highest quality’ and ‘national and global scale’ are evaluations indicating the prominence, measure and magnitude of the University’s contribution to the development of society. Being the best and benefitting society nationally and internationally implies a Significance in terms of level of impact.

The evaluation about commitment to excellence as analysed in 29 above, is further maintained by UCL in 30, below.

> **(30)** Every department at UCL wants to make sure that their students have **the best possible educational experience** and are eager to **enhance** their **reputation for research excellence (Source:** UCL-Help your department)

In 30 above, UCL evaluates its departments as being committed to ensuring that their students have ‘the best possible educational experience’ and ‘are eager to enhance their **reputation for research excellence’.** The two phrases above capture the impact that UCL is committed to make on its students. The experience which the students are expected to have is construed as the ‘best possible’ and their reputation is for ‘research excellence’. These are evaluative indices for significance construing the quality of their research and the kind of experience they offer their students. The use of the superlatives and intensifiers is enough testament to the significance of the objects of evaluation by the University. This is equally the case with **Added** 31 below where Alumni gifts are evaluated as being ‘a vital source of funding’ for Heads of Departments. The use of the evaluative modified noun phrase ‘a vital source of funding suggests the significant impact gifts can make in funding supporting departments at UCL. The use of the adjective ‘vital’ meaning ‘crucial’ or ‘important’ reiterates the significant place alumni gifts occupy in UCL especially as it relates to helping departments. The significant impact construed here is the vitality or essential contribution the gifts have/make towards the development of the University, and the object of evaluation is ‘alumni gifts’.

> **(31)** Alumni gifts provide Heads of Department with **a vital source of funding (Source: UCL-Help your department)**

32 below follows the same trend as 27 and 28 above which construe Oxford as making ‘life-changing’ impacts. In 31, the discoveries and inventions that UCL individuals have made are evaluated to have ‘changed the world’. That those discoveries and inventions have ‘changed the world’ suggests that they are not ordinary but uncommonly significant.

> **(32)** UCL individuals, past and present, **have made discoveries and inventions that have changed the world**, informed by the radical vision of UCL's founders two centuries ago who refused to let religious restriction and academic convention inhibit progress **(Source: UCL-Leave a Gift in your will)**

To change the world therefore is to make an impact or a major contribution to the world. The core components here are evaluative verb phrases here is ‘**have made discoveries and inventions**’ and ‘**have changed the world’** suggesting a significant, noticeable and visible impact and the agent of the change being made are the discoveries and inventions made by ‘UCL individuals, past and present’.

33 below like 27 above construes the future desired impact of donating a gift for teaching and research at UCL.

> **(33)** By donating to Teaching and Research you will allow UCL to determine where your gift **will have the most impact**, from facilitating innovative research and teaching, to assisting capital projects that enhance our academic environment. **(Source: UCL-Help teaching and research)**

This is still desired impact because it is predicated on the reader’s willingness and ability to donate. If he so does, then there are a number of options towards which the gift will be directed ranging ‘from facilitating innovative research and teaching, to assisting capital projects that enhance our academic environment’. But one important evaluative point that stands out very clearly is the evaluative noun clause ‘**your gift will have the most impact’.** The use of ‘most’ implies maximum impact which suggests that the impact is a significant or an outstanding one. The use of the word ‘impact’ here refers to the benefits and the positive outcomes that will result from such a donation. What is evaluated here as having the ‘most impact’ is the gift from the reader. The use of the modal verb ‘will’ locates the impact in future with a high degree of certainty but only conditional upon the making of the desired donations.

In sum, evaluations of Significance as impact, as the analysis above suggests, do tend to emphasise the contribution, benefits, positive effects and outcomes of a particular action or step taken or activities undertaken by the university. The evaluative resources used to construe this impact include active/transitive verbs, modal verbs, attributive and superlative adjectives and intensifiers captured mainly in evaluative verb phrases and (in some instances) evaluative modified noun phrases.

The evaluations of significance, as the analysis has shown, is reflective of a tendency towards promotion of the universities’ activities, programmes and structures. This self-promotional strategy accords more closely with discourses in marketised contexts in which there is a great predilection for accountability, justification of relevance and to show in more tangible terms results and outcomes that are verifiable (Fairclough 1993). This seeming consciousness by universities to justify their existence, to propagate and ‘advertise’ their importance and impact beyond their primary responsibility of research and teaching (Collini 2012) is revealing and suggestive of an emerging trend. This emerging trend is further buttressed in the analysis that follow.

7.2.2.2 Capacity

Capacity, which is also one of Martin and White’s (2005) evaluative categories, construes evaluations of ability, power and strength. It deals with those resources for demonstrating the universities’ abilities, capabilities, competence, achievements and productivity. Capacity could include the size and quality of its research, league table ranking, buildings, student, staff and alumni strength, global collaboration and financial standing among others. These capacities are chiefly classified into strength and development. Capacities of strength demonstrate the abilities, power and successes of the universities in both academic and non-academic spheres, while capacities of development are concerned with significant landmarks, physical or material abilities which the universities possess which make them powerful or locates them in a position of power. The examples below convey evaluations of capacity

> **(34)** Our goal is to **renew and strengthen** our investment in extraordinary people by supporting our academic leadership, whilst **nurturing and developing** the next generation of talent. **(Source: Cambridge-Support our people)**

In 34 above Cambridge demonstrates its capacity realised in the evaluative verb phrases '**renew and strengthen** our investment' and '**nurturing and developing** the next generation'. The use of the transitive verbs 'renew', 'strengthen', 'nurturing' and 'developing' construes what the University is able to do in developing the capacity of its people. By this Cambridge is positioned as having the capacity and willingness to make such an investment and to develop the next generation of talents, especially that it is stated as a goal implying that it is a core value of the University. In summary, the University evaluates itself as being able and committed to improving on the quality of its people. The same evaluative structure is realised in 35 below. The evaluation is captured in the evaluative verb phrase '**drive forward** discovery and understanding' with 'drive forward' as the key evaluative items implying that the people at Cambridge are able move forwards the frontiers of knowledge, this achieved 'through hard work, diligence and determination'. This means that the ability to make discoveries is not given but a product of effort. By this Cambridge ascribes to its people and (by extension itself) the qualities and abilities of hard work diligence and determination.

> **(35)** Through hard work, diligence and determination they **drive forward** discovery and understanding. **(Source: Cambridge-Support our people)**

Extract 36 below is another instance where Edinburgh evaluates the research in its School of Biological Sciences as having the 'expertise' to find solutions to the many challenges confronting the world. This is captured in the evaluative phrase 'this expertise to help solve the great challenges facing humanity', with the head noun 'expertise' as the key evaluative item construing the ability of the University's research. The verb 'to help' also conveys the ability of the University to assist implying that it has the capacity to do so.

> **(36)** Edinburgh is at the forefront of these exciting developments, and the School's programme of research aims to use **this expertise** to help solve the great challenges facing humanity in the 21st century. **(Source: Edinburgh-School Biological Sciences)**

37 below introduces yet another evaluation of capacity of strength construing what the University does in creating an enabling environment for learning and relaxation. This is captured in the evaluative verb phrase '**provides a perfect setting** where everyone can take part in classes, train, or play sport at any level'. The use of the verb 'provides' with the

attributive ‘perfect’ evaluates both the ability and its quality as being the most fitting for learning and relaxation. The University Sports Centre is therefore positioned as causing or and enabling such an environment for the benefit of the students and members of the University community.

> **(37)** The University Sports Centre **provides a perfect setting** where everyone can take part in classes, train, or play sport at any level **(Source: St Andrews-Sports)**

38 below captures evaluation of capacity pertaining to development. Here the benefits of the proposed renovation of the Martyrs Kirk is construed in the evaluative verb phrase ‘**can be consulted** by members of the University and the broader community’ suggesting what the renovation will offer its community. The use of the modal verb ‘can’ conveys this ability. What is worth noting here is that this capacity is rendered from the perspective of the users of these resources implying that when the renovation is completed, they (the community) will be able to have access to the such ‘a collection of rare books and archives’. This reversal from ‘ability to’ do to ‘ability to use’ and its shift from the university to the users conveys the fact that the University is poised to enable its members to be a productive and able by embarking on developments that enable them access to more resources.

> **(38)** The renovation includes a dedicated room in which our collection of rare books and archives **can be consulted** by members of the University and the broader community. **(Source: St Andrews-Priority capital projects.)**

39 below captures the desired outcomes of St Andrews’ proposed renovation. This is realised in the evaluative verb phrase ‘**will provide handicapped-accessible ramps, replace tarmac with flagstones, add lighting to building faces and refurbish iron and woodwork**.’ With ‘will provide’ as the key evaluative verbs. The use of ‘will’ conveys a higher implying higher level certainty and assurance about potential outcomes of the renovation while also rendering it as future desired state of affairs from the present which may not be considered as capable enough. The other accompanying evaluative ‘verbs’ are ‘provide’, ‘replace’, ‘add’ and ‘refurbish’ construing the various dimensions of the capacity of the renovation. The University through these verbs evaluates itself as being able to achieve all these from the proposed renovation project.

> **(39)** The renovation **will provide handicapped-accessible ramps, replace tarmac with flagstones, add lighting to building faces and refurbish iron and woodwork**. (**Source: St Andrews: Priority capital projects.)**

The same trend of evaluation is achieved in the 40 below realised in the two evaluative verb phrases '**transforming** Martyrs Kirk into a Research Library' and **'will provide them with the resources** they need'. The University evaluates itself being above to 'transform' Martyrs Kirk into a Research Library, which will in turn be capable of providing the students will the necessary resources to study. This like 39 above is rendered in the future using the modal verb structure 'will provide' to establish some high modality of a desired state of affairs.

> **(40)** By **transforming** Martyrs Kirk into a Research Library **we will provide them with the resources** they need in a unique and inspiring setting' (Development) (**Source: St Andrews-Martyrs Kirk)**

In 41 below, Oxford establishes its capacity in two evaluative verb phrases. The first being '**To attract the very best students**' with 'attract' and the 'very best' as its primary evaluative items. Here Oxford positions itself as being able to 'attract' students of the highest quality (the very best) from around the world and it has gone ahead to specify the steps it has taken to achieves such an effect, which is what the second evaluative verb phrase captures. The second evaluative verb phrase is realised in the expression '**is committed to investing in outreach, bursary and scholarship support**', with 'committed' and 'investing' as its core evaluative items of capacity. It is equally pertinent to note that this capacity is rendered using the present tense 'is' implying an established resolve of the University to provide support to its students as a way of attracting the 'very best'. Oxford therefore evaluates itself as willing and to have made it a point of commitment to provide the need support financial support needed by students to enhance their studies through 'outreaches bursaries and scholarships' in order to assemble the best breed of students.

> **(41) To attract the very best students** from across the globe, Oxford **is committed to investing in outreach, bursary and scholarship support** (**Source: Oxford-Students Support)**

In 42 below, Oxford evaluates itself being able to maintain, with the help of the reader, its tradition of 'academic excellence'. This is captured in the evaluative verb phrases '**can maintain and build upon our long tradition of academic excellence'** and '**nurture the next generation'.** The use of 'can' in the first phrase with 'maintain' and 'build' implies that Oxford already has a 'long' tradition of academic excellence, which additionally support is needed to maintain. The same is the case with the second verb phrase where the transitive verb 'nurture', collocates with the modal verb 'can' in the first phrase. Here, in addition to maintaining and building upon its tradition of academic excellence, it construes itself as being able to nurture 'the next generation of world's leading scholars, teachers and researchers'. One important point about the evaluations of capacity, as observed in the analysis so far, is the fact that even though most of the evaluations of capacity are captured in verbs, the objects of those actions are very significant in the evaluation process in that most of those things are construed as worthy ventures. This is the case here in 42 where what is being maintained and built is a 'long tradition of academic excellence' and those nurtured are 'the next generation of the world's leading scholars, teachers and researchers'. The same trend is observable in **39, 40 and 41** above

> **(42)** With your help, we **can maintain and build upon our long tradition of academic excellence** and **nurture the next generation** of the world's leading scholars, teachers and researchers **(Source: Oxford-Academic Posts and programmes)**

> **(43)** The physical infrastructure of the University **provides an important platform** for all academic endeavour as it affords more than just walls and a roof **(Source: Oxford-Academic Posts and programmes)**

In 43 above, Oxford evaluates the capacity of its physical infrastructure realised in the evaluative verb phrase '**provides an important platform'** with the verb 'provides' as the key evaluative item. What is being evaluated here is what the physical infrastructure of the University is able to offer, which is rendered in the evaluative modified noun phrase 'important platform' with the attributive noun 'important' construing the relevance of this platform for academic endeavour.

> **(44)** The Campaign **is committed to advancing** the work of each of the four academic divisions of the University, in addition to Continuing Education (**Source: Oxford-Academic Posts and programmes**)

44 (above) like 40 above construes the capacity of Oxford as a commitment realised in the evaluative verb phrase '**is committed to advancing** the work of each of the four academic divisions'. The use of the phrase structure 'is committed to advancing' indicates that the University is willing and able to improve on the work of its academic divisions.

UCL in 45 below, like 42 above, makes an evaluation of its capacity of its scholarships and bursaries. This is achieved in the evaluative verb phrase '**to maintain our ideals and offer our students the support they need**' with 'maintain' and 'offer' as the key evaluative items. The verb 'maintain' construes the fact that UCL already has its ideals, which the bursaries are supposed to help maintain. The same applies to ‘offer’ which positions the University as being able to provide students with the needed support through scholarships and bursaries.

> **(45)** Scholarships and Bursaries are extremely important for UCL **to maintain our ideals and offer our students the support they need (Source: UCL-Help support students)**

46 below offers a fresh perspective to the evaluations of capable where the capacity analysed is that of the University but the enabling capacity to execute it is that of the reader or potential donor. This is captured in three evaluative verb phrases ‘**to discover** the research breakthroughs’, ‘**will improve** the quality of our lives’ and ‘**find** solutions to conditions’ with ‘discover’, ‘will improve’ and ‘find’ as the key evaluative verbs. UCL construes itself as being able to do all of the above if the reader is able to support the University’s researchers by equipping them with all the facilities they need. This captured in the evaluative verb phrase ‘can play your part by supporting UCL's researchers’. The use of ‘can’ invokes an evaluation of ability on the part of the reader to support the University’s researchers. This evaluation is peculiar in that it links the readers’ capacity with that of the University in a conditional manner in which UCL has the intellectual capacity to make discoveries, improve the quality of lives and find solutions to current global challenges but requires the support of readers to achieve it.

> (46) You can play your part by supporting UCL's researchers **to discover** the research breakthroughs that **will improve** the quality of our lives and **find solutions** to conditions that potentially affect all of us **(Source: UCL-Help teaching and research)**

The same trend in 46 above is maintained in 47 and 48 below realised in the evaluative verb phrases ‘will also help ensure ’, ‘are provided with the facilities’, ‘will continue to transform lives’ and ‘giving opportunity to the next generation of students’. The key evaluative items here are ‘will’, ‘ensure’ ‘are provided’, ‘will continue to transform’ and ‘giving’ all of which construe doing something or ability to do something. The use of the modal verb ‘will’ adds some degree of higher modality and authenticity to the capacity or action construed. In other instances it used to achieve evaluations of continuity with an established trend as in the verb evaluative phrase ‘will continue to transform lives’ where UCL construes itself as already transforming lives and therefore only requiring additional support to continue.

> **(47)** Your gift **will also help ensure** that our students who are the potential researchers of tomorrow **are provided** with the facilities and student experience fitting for a 21st century university **(Source: UCL-Help teaching and research)**

(**48)** A gift in your will to UCL **will continue to transform lives** through world class research, through the improvement of resources and buildings, and **by giving opportunity** to the next generation of students (**Source: UCL-Leave a gift in your will**)

But most importantly, all these evaluations of capacity are dependent upon the support of the reader or donor whose capacity (support, gift) has the potential of enabling the capacity of the University. This is captured in the phrase 'your gift will help ensure'. The gift is here construed as having an enabling capacity upon which the capacity of the University depends.

The analysis above has revealed that evaluations of capacity mainly capture the abilities of the universities to do things. Most of these things are usually things of significance. It has however been observed also that in some instances it is the readers' capacity that is evaluated as a precursor or propeller to the universities' capacity. The linguistic resources for achieving this construals are mainly evaluative verb phased (the most dominant), evaluative modified noun phrases and (occasionally) evaluation nouns.

7.2.2.3 People

This evaluative category construes the universities' commitment to and interest in developing and enhancing the quality of life of people at both the individual and at the community levels. It conveys a sense of support and the valuing of people, their welfare, progress, achievement and success, and their exceptional/outstanding qualities. The universities make evaluations construing how they are not only interested in structural development but also people who in this instance include students, staff and the community (both internal and external).

These people-oriented evaluations are divided into two: individual and community. Individual evaluations focus on the valuing of individual development while the community-oriented evaluations focus on the universities' interest in providing an enabling environment for the flourishing of community life. All these point to the recognition and an active engagement of the universities in human capital development and the advancement of knowledge through people-centred approaches. From Table 2 above, there is a total number of 122 instances of 'People' evaluations, and these are fairly evenly distributed across the two subcategories. Out of these 122, 63 are focused on the 'individual' and 59 are on 'community'. The extracts below are some examples of people-oriented evaluations.

> **(49)** Exceptional sporting talent at Edinburgh is recognised and nurtured by an extensive performance which provides athletes with the essential support required to produce world beating performances. **(Source: Edinburgh-Sport)**

From 49 above, Edinburgh evaluates the sporting talent it recognises and rnurtures using the attributive adjective ‘exceptional’ within the evaluative modified noun phrase ‘Exceptional sporting talent at Edinburgh’. Here the evaluative object is ‘sporting talent’ (exhibited by athletes) but it is important to note that the evaluation is not only achieved here through the use of the attributive adjective but the use of verbs like ‘recognise’, ‘nurture’ and ‘support’ which are rather evaluations of the university’s actions. These actions though indirectly but ultimately point to the building of capacity of its people. These kinds of realisations have been identified and discussed by other notable scholars in the literature on evaluative language. Hunston and Thompson (2000) state that evaluation can be realised at the levels of lexis, grammar and Text. Martin and White (2005) also maintain a similar position that evaluation could either be realised through lexicalistion or grammaticalisation. In the case above, the evaluation is localised both lexically and textually where the evaluative attributive adjective ‘exceptional’ is used to foreground the quality of what is being evaluated (the object of evaluation: ‘talent’) and textually where Edinburgh evaluates what it does to these talents which is realised only when the entire extract is read together rather than a specific lexical or grammatical item. The evaluation here therefore operates at two (sometimes three) levels where the university evaluates its object and its actions positioning itself as committed to the building of the capacity of its athletes who exhibit ‘exceptional [extraordinary, excellent] sporting talent’. First, there is something good (1), the university supports it (2). Secondly, the university seeks to do something (1), the reader supports it (2). In some instances, there is a third level where something good (1), the university’s actions (2) and the reader’s actions (3) are all combined in an evaluative chain. The multileveled and multi-layered evaluations are suggestive of a form of strategic positioning in which the universities demonstrate what they care about and are committed to, what they are doing and how the readers can participate through their donations and support.

The same trend is observable in the example (extract 50) below where the evaluation is achieved at two levels: the lexical and textual where the university evaluates both its people as ‘extraordinary’ and its actions towards these people. One been more directly cast and localised in a specific lexical item: an attributive adjective ‘extraordinary’ within the evaluative modified noun phrase ‘extraordinary people’ and the other been more textually disperse within the discourse but construing Cambridge's valuing, disposition, commitment and investment in people. These is construed using the evaluative verb phrase 'Our goal is to **renew** and **strengthen** our investment in **extraordinary people**'

> **(50)** Our goal is to **renew and strengthen** our **investment in extraordinary people** by supporting our academic leadership, whilst **nurturing and developing** the **next generation of talent** (**Source: Cambridge-Support our people)**

Extract 50 above dwells on the evaluation of people as individuals, expressing Cambridge's commitment to investing in 'extraordinary people' and the nurturing of the next generation of talents. Like Edinburgh, Cambridge declares its goal which is conveyed in five active and transitive verbs 'renew', 'strengthen', 'support', 'nurture' and 'develop'. The use of these transitive verbs positions the University not only as valuing people but also as actively committed to enhancing their growth and development. Their objects like in Edinburgh's are 'extraordinary people' 'leadership' and 'talents' for the 'next generation'. Also equally significant is the fact that the valuing, nurturing and development of people is rendered as an investment which suggests that the University is optimistic that some gains may be made in the end. We can also see that from the two examples discussed so far, the words 'nurture' and 'talent' have featured prominently. It is therefore a possible evaluative tendency construing the fact that the development of human capital will surely lead to the development of society, which is what is implied in Cambridge's construal above. Extract 21 below also expresses a similar commitment from Cambridge.

> **(51) Cambridge's collegiate system** is **vital** to the **success** of the university and the **achievement of its people (Source: Cambridge-Give to a College)**

Here again, the collegiate system which invokes a sense of community is evaluated as being 'vital' in two ways. First to 'the success of the university' and to 'the achievement of its people'. Two forms of success are construed here: that of the University and that of its people. This evaluation is realised using the evaluative predicative adjective 'vital' within the evaluative verb phrase '**vital** to the **success** of the university and the **achievement of its people**' construing the people as important in developing the community spirit which is at the heart of Cambridge and in attaining the successes and achievements the University has recorded. The isolation of people from the University which ordinarily one would think are already part of the University suggests that the University cares much about its people and pays specific attention to their achievements and attainments. The essence of the collegiate system therefore is for the development of its people which is why it is at the heart of the University.

In the extract (52) St Andrews again reaffirms its commitment to its people.

> **(52)** A multimillion pound renovation will transform the current Students' Union — inadequate **for our expanding and engaged student population** — into a fit-for-purpose building, including new theatre and music facilities, a new multimedia suite and a modern headquarters for student societies and campaigns **(Source: St Andrews-Priority capital projects)**

The evaluation in 52 is achieved through the attributive adjectives ‘expanding’ and ‘engaged’ within the evaluative modified noun phrase ‘our expanding and engaged student population’. The major renovation, which is quantified as a multi-million kind, is for the purpose of transforming the Students Union. It is the valuing of students that necessitates this transformation agenda. The students are here construed as ‘engaged’ (by the University) which indicates that they are made to be productive and participate actively in the affairs of the University. The transformation involves a series of things namely ‘a fit-for-purpose building, including new theatre and music facilities, a new multimedia suite and a modern headquarters’. But the very important point here is that all of this transformation is for the good and benefit of the students, for their ‘societies and campaigns’. Students are important to the university which is why it is making sure that a conducive atmosphere is created for them to flourish in their activities. 53 below is another similar example

> **(53)** The redeveloped Martyrs Kirk, set amidst many of the University's oldest and most important buildings and designed by well-known local architectural practice Gillespie and Scott, will create the enhanced facilities necessary **for this growing community (Source: St Andrews-Martyrs Kirk)**

The focus on people is further maintained in 53 above which states the intended purpose for which the Martyrs Kirk’s redevelopment will serve, that is, to ‘create the enhanced facilities necessary ‘**for this growing community**’. The evaluation construing a sense of community is realised through the attributive adjective ‘growing’ in the evaluative modified noun phrase ‘this growing community’. St Andrews is presented here as valuing its community which is why everything it does has the ultimate goal of being of benefit to its people and its community. It values a sense of community, and its community is construed here as growing which implies that the efforts made so far have yielded fruits. The valuing of academic excellence is what 54 conveys

> **(54)** Our aim is **to encourage all of those with excellent academic standing** to apply to St Andrews in the knowledge that financial assistance is available **to help them** through their studies **(Source: St Andrews-Scholarships)**

Here again St Andrews restates its 'aim' and commitment to the growth and development of the individual by maintaining its position that they '**encourage all of those with excellent academic standing'** to apply. The evaluation in this instance operates at two levels. First it is realised lexically through the use of the attributive adjective 'excellent' within the noun phrase '**those with excellent academic standing**' construing the quality of such people they are interested in and secondly through the verbs 'encourage' and 'help' in the evaluative verb phrases 'is **to encourage** all of those with excellent academic standing' and '**to help them** through their studies' stating what the University aims to do to those people, irrespective of their financial standing. This suggests that what the University cares about is the abilities of the individuals. As long as they have those abilities, the university guarantees them a place to study even if they do not have the resources to do so. This explains why the University has instituted a number of scholarships and bursaries. The essence of scholarships is therefore to assist those who have the intellectual capital to study but lack the economic capital to do so.

In 55 below St Andrews continues with the same trend of evaluation by maintaining that in providing 'invaluable support to students', it will produce 'a group of talented graduates'. The graduates are evaluated as 'talented' and what will make/cause their realisation is support from the University.

> **(55)** By providing invaluable support to students across disciplines and backgrounds, we will produce a group of **talented graduates (Source: St Andrew-Scholarships)**

We can see from the above that student support is construed as being an important point of focus for the University, implying that it values its people and wants them to get the best. It is also useful to look at the specific lexical items used here. The evaluation is captured in the attributive adjective 'talented' in the evaluative modified phrase 'talented graduates' construing the quality of people to whom the University provides support. The use of the adjectives 'invaluable' and 'talented' invokes a predilection with investing the best to achieve best outcomes ('talented graduates'). As the University, declares it commitment to supporting students, it also qualifies what the kind of support is and the kinds of expected outcomes. In this instance both the investment (the support) and the outcomes or return on investment (talented graduates) are rendered in superlative attributive adjectives. The important point that comes out very glaring here is the degree to which St Andrews values its people and is committed to enhancing their growth, development and achievements. Another point also worth noting here is that the university seeks ‘to produce’ talented graduates which is a very unique instance of evaluation where the aim does not stop at supporting but ultimately producing such desired quality of people.

In the following examples, Oxford also usefully construes itself as equally sharing such a such a similar commitment to valuing people as does as Cambridge, Edinburgh and St Andrews

> **(56)** Many of Oxford's buildings across **the collegiate University** have been made possible through **the support of donors** at all levels **(Source: Oxford-Buildings)**

In 56 Oxford evaluates people from the perspective of their importance and contribution to the University. This realised in the use of the evaluative noun ‘support’ within the noun phrase ‘the support of our donors’. Here it is the head noun support that does the evaluation of the people as supporters of the universities. The use of the noun ‘donors’ also places them in the position of benefactors of the University. These category of people (the donors) have supported Oxford to maintain its buildings. This is another dimension of valuing of people which is predicated on what they have contributed to the University rather than the University contributing to their lives. This is a useful perspective on why people are valued by Oxford. They are considered as valuable asset without which the University could not have survived. But it is also important to mention another evaluative component from the above which is the construal of Oxford as ‘the collegiate University, which invokes a sense of and valuing of community life achieved through the use of the attributive adjective ‘collegiate’ in the evaluative noun phrase ‘the collegiate University’. Even though that reference to Oxford as ‘the collegiate University’ seems to have been made in passing it goes a long to indicate the core character and nature of the University as a place that provides the enabling environment for the flourishing of community life. In 57 below, the same trend is maintained where graduate students are considered important captured in the evaluative predicative adjective ‘vital’ within the evaluative verb phrase ‘are **vital** members of the academic community’. Even though they are students they are highly valued and regarded by the University because of their important role of helping in driving ‘crucial research across all subject areas’. Being a graduate student at Oxford is here evaluated as a worthy status. The use of the word ‘vital’ speaks to the fact that they are important and have significant roles to play in the life of the University. They are also ranked as members of the University's academic community and not just mere students. The mention of community here again invokes the community spirit which is at the heart the Oxford experience.

> **(57)** Graduate students are **vital members of Oxford's academic community**. Whilst enhancing their own skills and expertise, they help drive crucial research across all subject areas. **(Source: Oxford-Investing in Talent)**

> (**58**) **The generosity of alumni and friends has shaped UCL (Source: UCL-Where you can help)**

58 above follows on the heels of 56. It reiterates the point that the university is what it is today because of the '**generosity of alumni and friends**' who have helped in shaping the University. The evaluation is realised through the evaluative noun 'generosity' stating the disposition of the people: 'alumni and friends' who are the object of evaluation. UCL here construes the importance of people to its existence and survival. They are therefore valued here because of their contribution to the growth and development of the University. What is also worth emphasising is the quality of these people which is that of 'generosity'. The people here valued are therefore those who are generous to the University for the obvious reason that they have the potential to help in the advancement of the University. The use of the participle form 'has shaped' indicates a past that is continuing to the present, which makes it an integral part of the nature of the University's continued existence.

Another instance of valuing of people by UCL as seen in 59 below makes the same construal as St Andrews in 54 above. Here the people valued are the 'gifted students' This is achieved using the attributive adjective 'gifted' within the evaluative modified noun phrase 'gifted students'. Their talent is considered important, and therefore their financial situation should not be a barrier to their having access to 'a world class education'.

> **(59)** At UCL **we believe financial circumstances should never prevent gifted students** from benefitting from a world-class education **(Source: UCL-Help support students)**

As long as they have the capacity to study, the University believes they should be granted an opportunity to have access to an education of a world class standard. That this is construed as a belief of the University suggests that it places high premium on its people's educational growth and development and most importantly the access to such education irrespective of their economic or financial background and circumstance. Also, again it is worth mentioning that the people which are the object of interest here are gifted students, and most especially those from financially disadvantaged backgrounds. This emphasis therefore suggests that what is of first importance to UCL is people and not money or material achievements and successes.

> **(60)** Awards are made to students who demonstrate academic **excellence** and financial need **(Source: UCL-Help support students)**

60 above also restates a similar commitment from UCL through the use of the evaluative noun '**excellence**'. Here, the 'students who demonstrate academic **excellence** and financial need' are those people whom UCL construes itself as valuing or being committed to. They demonstrate academic excellence, which is what is dear to UCL and therefore even though they do not have the financial resources to study, the University commits itself to award them with a scholarship to assist them with their studies. The emphasis here is on academic 'excellence'. People with such qualities are construed as valued currencies to the University. The University believes that such should be given the opportunity to realise their potentials. The crux of the matter here is that UCL places higher value on people above any other thing especially those people with sound academic abilities even if they do not have the financial capacity to study.

> **(61) UCL individuals, past and present**, have made discoveries and inventions that **have changed the world**, informed by **the radical vision of UCL's founders** two centuries ago who refused to let religious restriction and academic convention inhibit progress **(Source: UCL-Leave a gift in your will)**

In 61, UCL evaluates its people from the perspective of the impact they have made to the world. The key evaluations here are realised using the evaluative verb phrase '**changed** the world' and the evaluative modified noun phrase '**radical vision**'. The object of evaluation is UCL's people. They are construed as people whose 'discoveries and inventions' have 'changed the world'. There are some salient evaluations which emerge from the above. First here UCL is not talking about this people as being in need of the University but as those who have left their mark in the world. Secondly, they are 'past and present' indicating that its people are still making world changing discoveries and inventions and thirdly, the people are construed as visionary who two centuries ago established the University on secular rather than religious principles. The evaluation is therefore of the quality of people the University has; the kind that have made and continue to make some enduring impact on the world. This explains why these people are construed as valuable. Another point that emerges here is that UCL uses this evaluation as a strategy to showcase the calibre of people it has and by extension uses such as an opportunity to market itself as a powerful and liberal university.

In summary, the above analysis has suggested that the universities make evaluations of people most of which focus on their abilities, talents, impact, contribution and needs. The qualities of these people include generosity, excellence, vision, giftedness or a more general, and unspecified talent. The universities position themselves as valuing and identifying with these people by either ensuring that all they need to succeed is provided or by encouraging them to continue with what they are doing and canvassing for others to join same. In some, rarer cases, they also produce talents. In terms of use of linguistic resources, the people evaluations are chiefly realised using evaluative nouns, attributive adjectives, evaluative modified noun phrases, evaluative verb phrases and evaluative predicative adjectives.

7.2.2.4 Novelty

Novelty refers to those evaluative resources which construe the universities as committed to innovation, creativity and new/fresh thinking and ideas. These resources of novelty are meant to demonstrate how the universities are contributing to and are leading in groudbreaking discoveries, research, knowledge and ideas in general. 121 instances of novelty have been identitified, some of which are analysed below.

> **(62)** They are a crucial source of **fresh eyes, fresh approaches and bold ideas. (Source: Cambridge-Support our people)**

In 62 above, the evaluation of novelty is realised in the evaluative modified verb phrase 'fresh eyes, fresh approaches and bold ideas**'** with the evaluative lexis being the attributive adjectives 'fresh' and 'bold'. The use of the adjective 'fresh' construes not just new perspectives but those coming with a positive touch to bear on the system. 'Bold' thinking also implies ideas, which may be unorthodox or unpopular but relevant to the advancement of knowledge. The University evaluates itself as enhancing these through its over 7000 graduate students.

> **(63)** Biological Sciences is undergoing a **hugely exciting revolution** as we begin to increasingly understand the genome, how it is expressed in living organisms, how it can be influenced and even how it can be repaired or built from scratch. **(Source: Edinburgh-School of biological sciences)**

63 above realises the construal of novelty in the evaluative modified noun phrase ‘a **hugely exciting revolution**’ with the head noun ‘revolution’ invoking the evaluation of novelty and changing of old things to replace with or introduce new ones.

In 64 below**,** like 63 above, the evaluation of novelty is achieved using the attributive adjectives ‘refurbished’, ‘new’, and ‘expanded’ within the evaluative noun phrases ‘**refurbished** pitches’, ‘a **new** tennis centre’ and ‘**expanded** gym facilities’ all of which position the university as committed to enhancing that its facilities are constantly maintained, refreshed, improved upon and constantly kept new. The dimension of novelty here is one facilities.

> (64) The five-phase redevelopment will provide our community with **refurbished** pitches, a **new** tennis centre, a 400-seat sports hall and **expanded** gym facilities. **(Source: St Andrews-Priority Capital Projects)**

The same evaluation of novelty of facilities is realised in the attributive adjectives ‘new’ and ‘modern’ within the evaluative modified noun phrases ‘**new** theatre and music facilities’, ‘a **new** multimedia suite’ and ‘a **modern** headquarters for student societies and campaigns’.

> **(65)** A multi-million pound renovation will transform the current Students' Union — inadequate for our expanding and engaged student population — into a fit-for-purpose building, including **new** theatre and music facilities, a **new** multimedia suite and a **modern** headquarters for student societies and campaigns. **(Source: St Andrews-Priority Capital Projects)**

St Andrews evaluates the renovation of the Students’ Union Building as a transformation project leading to new and modernised facilities. The same trend of evaluation construing St Andrews predilection with novelty (65 above) is achieved in 66 below using the attributive adjectives ‘new’, ‘improved’, ‘modern and state-of-the-art’ within the evaluative modified noun phrases ‘**new** and **improved** student venues’, ‘**modern** central headquarters for student societies’ and ‘**a state-of-the-art** multimedia suite’. All of these point to the fact that the university is committed to improving and ensuring that its facilities and building are kept new and modernised.

> **(66)** The plans envisage the creation of **new** and **improved** student venues within the building's current footprint, including provision for theatre and acoustic music, **modern** central headquarters for student societies and campaigners and **a state-of-the-art**

multimedia suite to be shared by the STAR radio station. **(Source: St Andrews-Students' Association)**

(67) A **new** 600th Anniversary Scholarship will be awarded for the next three years meaning that by 2016 there will be a 600th Anniversary Scholar in each year of undergraduate study **(Source: St Andrews-600th Anniversary Scholarship)**

In 67 above, another dimension of novelty is introduced which is related to support to students captured in the evaluative modified noun phrase 'A **new** 600th Anniversary Scholarship' with the attributive adjective 'new' as the key marker of evaluation. What is construed here is the new 600th Anniversary Scholarship, which will be granted to one student each year for the next three years. This scholarship is construed as new for two reasons. One, it is a new scholarship established to celebrate the 600th anniversary of the University and secondly, new awards will be made each year for the next three years. This construes St Andrews as committed to doing or making new things happen.

(68) Having surpassed the initial target of £1.25bn in 2012, the University has **a new** target of £3bn. **(Source: Oxford-The Campaign)**

Cambridge in 68 above introduces another dimension of novelty relating to its new target for its fundraising campaign after surpassing its 'initial target of £1.25bn in 2012'. This is captured in the evaluative modified noun phrase '**a new** target of £3bn' with the attributive adjective 'new' as the core evaluative item. The University had a fundraising target of £1.25bn which it exceeded in 2012, however it is not relaxing but has set a 'new' target of £3bn. This construes Oxford as constantly committed to doing 'new' things.

(**69)** Securing vital teaching positions means that academic programmes can be developed and delivered to meet **current needs** and **future challenges** (**Source: Oxford-Academic Posts and Programmes)**

In 69 above, Oxford construes itself as developing and delivering its programmes to meet '**current needs** and **future challenges**'. The mention of the attributive adjectives 'current' and 'future' in the evaluative modified noun phrase '**current needs** and **future challenges**' invokes Oxford's predilection with attending to new needs and even the challenges that lie ahead. The commitment to the future is also construed in **Added 7** below where Oxford reiterates that supporting infrastructure will help in building 'future' success.

(70) By supporting infrastructure at Oxford, it is possible to help build **future** success. **(Source: Oxford-Buildings)**

In 71 below, the university reiterates its concern with new approaches to things and in this instance cancer treatment. Here the university positions itself as being the expert in this 'new' way of treating cancer and only requires support from the reader which is why it is construed that 'You don't need to be a researcher to help unlock the secrets of the brain or to find a **new** way to treat cancer'. This suggests that by giving to or supporting research and teaching at the University, this 'new' way will be developed using the University's expertise.

(71) You don't need to be a researcher to help unlock the secrets of the brain or to find a **new** way to treat cancer **(Source: UCL-Help teaching and research)**

72 below construes novelty from the perspective of discoveries by maintaining that UCL individuals have made 'discoveries' and 'inventions' that have changed the world. Discoveries are new things that are the product of deep and higher order thinking, creativity and rigorous research. The construal of these discoveries and 'inventions' here is rendered as a tradition of the University since its 'individual past and present' have made them. This implies that even to the present, such discoveries are still being made by its individuals. The core evaluative items here are therefore the head nouns 'discoveries' and 'inventions' which according to UCL have 'changed the world'.

(72) UCL individuals, past and present, have made **discoveries** and **inventions** that have changed the world **(Source: UCL-Leave a gift in your will)**

The analysis of novelty above therefore suggests that it takes different shades, forms and dimensions but with one common denominator in its construal which is the preoccupation with and commitment to new things, discoveries, inventions, approaches, buildings and scholarships. This is achieved chiefly using evaluative modified noun phrases and evaluative nouns.

7.2.2.5 Variety

Variety deals with evaluations construing the range, scope or spread of the activities and engagements the universities afford and offer. Variety incorporates several dimensions which include cultural/historical, academic and experiential. Cultural variety dwells on the range and spread of cultural activities in the universities. Academic variety focuses on the range of academic activities in operation in the universities such as academic subjects, and the experiential variety construes evaluations about the different kinds of experiences the university offers its students, staff and community. Variety also implies the maintenance of a sense of balance among different interests, groups, ideologies, cultures and traditions. The evaluations about variety are therefore evaluations of inclusiveness, versatility and commitment to attending to and catering for different interests, perspectives and concerns which have the potential of making the universities a place worth living. A numerical distribution of the different kinds of evaluations of variety reveals that out of the 116 instances as contained in Table 2 above, 42 are for cultural/historical variety, 43 are for academic variety and 31 for experiential. The numerical distribution indicates a fairly similar frequency between cultural variety and academic/educational variety. Experiential variety scores slightly significantly lower than them. The frequency distribution suggests that the kinds of variety which the universities' evaluation chiefly dwell on are the academic and the cultural, but it is also important to take into account the fact that the even though the experiential has lower frequency, it may be subsumed in most instances under the other two dimension of variety, since they too in some sense constitute some kind of experience: cultural experience and educational experience. The sample extracts below exemplify some of the different shades of variety as realised across the five universities under study.

> **(73)** With **societies ranging from academic, religious, musical, political, and artistic** there are opportunities for students to develop their skills (Cambridge: Sports, performing arts and extracurricular)

Extract 73 above makes evaluations of the different kinds of activities and opportunities its societies offer by stating that it has '**societies ranging from academic, religious, musical, political, and artistic'**. These societies are construed as incorporating different facets of life: academic societies which cater for the academic needs of students, religious societies to attend to their spiritual needs, musical societies to meet the entertainment needs of the students, political societies which serve as platforms for students to develop their political interests and artistic societies that offer them the opportunity to develop their creative and innovative skills. These societies position Cambridge as a university that attends to the needs of all, a university that accommodates all the needs, ideologies and interests of every member of its community, suggesting that it is a place worth studying. In addition, these societies are construed as being there not only for ornamental purposes but for enhancing the holistic education of the students which is why they are rendered as 'opportunities for students to develop their skills'.

A similar trend of evaluation is construed in extract 33 below where the Colleges are evaluated by Cambridge as uniting 'different generations, disciplines and backgrounds'. The point of variety here is the different facets of society that the University houses, making it a melting pot for all: 'generations, disciplines and backgrounds'. The use of the verb 'unite' locates Cambridge as a hub for transgenerational, interdisciplinary and cross-cultural engagement. This again, as stated above, indicates that Cambridge is a place for all, across generations, ages, academic and cultural orientations. This also construes the kind of enrichment that Cambridge offers to its community.

> (74) Colleges **unite** different **generations**, **disciplines** and **backgrounds (Source: Cambridge-Give to a College.)**

Extract 75 below introduces educational variety by stating that 'Cambridge consists of **over 100 departments**, **faculties, schools and institutes**'. What constitutes variety here is the 'over one hundred departments, faculties, schools and institutes'. The use of the number 'over 100' indicates that they are many. The University here evaluates itself as housing and catering for a variety of academic fields, needs and interests. For a university to have such a large number of academic divisions suggests that it has a wider coverage and has a place for almost every academic and or research interest. This number equally construes size and strength of the University.

> **(75)** The University of Cambridge consists of **over 100 departments, faculties, schools and institutes** which house research and teaching communities. (Cambridge: Academic subjects and disciplines).

Edinburgh, in Extract 76 below, like Cambridge in 75 above, evaluates its Sports Union as comprising of '64 different clubs'. The variety component here is realised through the use of '64 different clubs' construing variety in sports. To have 64 clubs implies that there will be a place of everyone. The object of evaluation is the Sports Union and the evaluative element is the number of (64) clubs it has. These clubs are many and are therefore able to meet the recreational and social needs of the University's vast and diverse student population. The use of 'different' with 'clubs' emphasises the fact that they have many kinds of sporting activities.

> (76) The Sport Union **comprises 64 different clubs. (Source: Edinburgh-Sport)**

77 below construes cultural variety at St Andrews. The University is evaluated as 'culturally diverse and internationally renowned'. This suggests that the University has people from

different parts of the world. The evaluative element here is the phrase 'culturally diverse and internationally renowned'. This positions St Andrews as a University with a multicultural composition.

> **(77)** Legacy bequests from far-sighted benefactors have had a profound effect on future generations of students and have helped to make Scotland's first University what it is today— **culturally diverse** and **internationally renowned** for the quality of its teaching and research. **(Source: St Andrews-Legacy bequest)**

78 below follows the pattern of evaluation as 77 above. Here St Andrews is evaluated as having a 'rich cultural heritage'.

> **(78) St Andrews' rich cultural heritage** of historic buildings, libraries, collections and museums **(Source: St Andrews-Legacy bequest)**

That the heritage is realised as a 'rich' one suggests that it is composed of many significant cultural features and artefacts. What compose this rich cultural heritage are: historic buildings, libraries, collections and museums. These are construed as the embodiments of the rich cultural heritage of the university.

79 below like extract 76 above, evaluates the sports facilities and activities. Here St Andrews evaluates its sports centre as having a vast array of facilities and activities, ranging **'from golf to water polo'**. The use of the word 'from' construes the breadth and wide coverage of their sporting activities.

> **(79)** University sports **facilities and activities, from golf to water polo (Source: St Andrews-Legacy bequest)**

The evaluation here is therefore captured in the expression '**from golf to water polo'** and the object of evaluation are their 'sports **facilities and activities**'. This range of sporting activities therefore constitute some form experiential variety for the students and the University community at large.

> **(80)** The University Sports Centre provides a perfect setting where **everyone** can **take part in classes, train, or play sport at any level**. With your help, we can provide the best coaching, equipment and facilities to encourage higher participation **at every level. (Source: St Andrews-Sports)**

80 above is also an evaluation of experiential variety outlining the options which the sports centre offers. These options are to '**take part in classes, train, or play sport at any level'**. The Sports centre is therefore construed as having something for everyone because of the many different activities it affords. The use of the phrase 'at every (any) level' implies that the activities are organised and patterned to accommodate people at different levels and skills which is an active acknowledgement that the sports centre is for all not only in terms of their choice but also levels and abilities.

81 below, on the hand contains both cultural and educational variety as St Andrews maintains that 'By providing invaluable support to students **across disciplines and backgrounds**, we will produce a group of talented graduates'. Cultural variety is realised in the word 'backgrounds' and educational variety is construed in the world 'disciplines' with 'across' being the key word marking the spread of these disciplines and backgrounds. It reiterates the fact that St Andrews houses many academic disciplines and students from diverse socio-cultural backgrounds.

> **(81)** By providing invaluable support to students **across disciplines and backgrounds**, we will produce a group of talented graduates **(Source: St Andrews-Scholarships)**

82 below states the variety of opportunities which Oxford construes a conducive atmosphere will afford. These are: '**engagement, interaction and inspiration'**.

> **(82)** The working environment needs to offer the appropriate facilities and equipment for vital teaching and research, whilst also providing **the opportunity for engagement, interaction and inspiration (Source: Oxford-Buildings)**

This is an evaluation of experiential variety in that it captures the different dimensions of experience the desired working environment affords which is the provision of the avenues through which one can participate as well as relate with the University in an organic manner.

83 below however follows the same trend as 81 above reiterating the fact that it has several disciplines and 'subject areas'. The use of the phrase 'across all subject areas' construes the existence of many subject specialisations in the University, which therefore captures the variety of disciplines the University offers. The use of 'across all' suggests two things: the existence of many subject areas and inclusivity of disciplines. The research which graduate students 'help drive' is not restricted to a select set of subjects but covers all areas.

(83) Graduate students are vital members of Oxford's academic community. Whilst enhancing their own skills and expertise, they help drive **crucial research across all subject areas (Source: Oxford-Investing in talent)**

UCL in 84 below provides another evaluation of variety but in a unique manner. Here the evaluation is of the variety of impact that the gift from the donor can make.

(84) By donating to Teaching and Research you will allow UCL to determine where your gift will have the most impact, **from facilitating innovative research and teaching, to assisting capital projects that enhance our academic environment**. (**Source: UCL-Help teaching and research)**

These varieties of impact include '**facilitating innovative research and teaching, to assisting capital projects that enhance our academic environment**'. Here it is interesting to note that while most of the other evaluations of variety are centred on what the universities have for their community, UCL rather offers a variety of opportunities for the reader to contribute. 85 below however follows a more recurrent trend of evaluation of variety than 84 as it mentions the resources UCL has which include '**world-class libraries, museums and collections'.** These resources are construed as being crucial to '**teaching, research and the student experience'**.

(85) The collective impact of alumni and friends' giving to this fund also allows UCL to directly invest in improvements to its **world-class libraries, museums and collections, and facilities** which underpin **teaching, research and the student experience** at UCL **including support for student clubs and societies** (**Source: UCL-Help teaching and research**)

The segment of the above extract construing the evaluation of variety is the phrase '**world-class libraries, museums and collections'** which are the range of the resources UCL has. The mention of 'clubs and societies' also brings some additional form of experiential variety to bear on the evaluation. It is also pertinent to observe that it is gifts from alumni that allow the University to invest in improvements of such facilities and resources.

Evaluations of variety therefore focus on showcasing and construing the range of activities, facilities, resources, disciplines and subject areas, clubs, societies and the socio-cultural composition of the universities and their effect on the students and the entire community. Evaluations of variety are chiefly those construing cultural, educational and experiential diversity and versatility. They paint the universities as being inclusive of all and catering for a wide range of needs, interests, ideologies, orientations and backgrounds. The use of such pronouns like ‘all’, ‘every’, ‘any’, the preposition ‘across’ and the adjectives ‘different’ and ‘over’ serve as key markers of variety. ‘All’, ‘every’, ‘any’ capture evaluations of inclusion and ‘over’ focuses on size and quantities/numbers. While the use of the locative preposition ‘across’ features prominently in establishing a sense of range, ‘different’ construes the presence of many kinds of things or the nature of the composition thereof.

7.2.2.6 Flexibility

Flexibility is the evaluative category used to describe those resources for construing the universities’ commitment to the continuity of knowledge, change, dynamism and a relentless search and drive to continue to be in touch with contemporary trends. Here the universities express their continued quest for knowledge and constant dissatisfaction with and challenging of the status quo as a sure strategy for realising informed development and the constant advancement of the frontiers of knowledge. Flexibility here means that they are not rigid in their approaches but rather open to change, new trends, ideas and perspectives. This tendency towards flexibility typically reflective of neoliberal ideologies and market-oriented discourses (Fairclough 2000, Bourdieu and Wacquant 2001) where flexibility, freedom (free markets), dynamism, growth, novelty, individualism, diversity and authenticity are fashionably preferred above stability. The presence of such a tendency in universities’ discourse is indicative of a shift or gradual encroachment of market-oriented discourses in the universities and their eventual colonisation of same. The extracts below exemplify this construal of flexibility.

In extract 86 below, Cambridge makes an evaluation of its entrenched tradition of flexibility where the junior academics keep challenge the status quo such that the senior academics who are supposed to give direction are constantly kept on their toes to continue to improve the quality and state of knowledge they have. The use of the negator ‘never’, which in this context does not mean negative, construes a relentless quest, search and drive for improvement in knowledge as opposed to dormancy and rigidity. The evaluations are here captured in the evaluative (negation) verb phrases ‘**never get too comfortable** with the status quo’ and ‘**never stop challenging our most basic assumptions**’. This evaluation therefore positions Cambridge as a dynamic university that keeps pace with the trends and times.

> **(86)** They ensure that our senior academics **never get too comfortable** with the status quo and that we **never stop challenging our most basic assumptions.** (**Source: Cambridge- Support our people)**

(87) The future of the University depends on continued investment, ambition and **being able to adapt to our rapidly changing world. (Source: Edinburgh-Next Phase)**

Edinburgh in extract 87 above makes an evaluation of its flexibility and adaptability to a fast changing world, realised in the evaluative verb phrase '**being able to adapt to our rapidly changing world'.** One of the factors upon which the survival of the University depend is on '**being able to adapt to our rapidly changing world**'. The world is here construed as fast changing and therefore only those who are able adapt to its changes will survive. Edinburgh therefore evaluates itself as 'being able to adapt' to such changes. This indicates that it is not a rigid University but one that is favourably disposed to changes in order to survive and be relevant in a fast changing world.

The same trend of evaluation is made in extract 88 below where St Andrews construes itself as moving fast irrespective of its age. This is realised in the evaluative noun clause 'we are moving fast' implying that the University is not entertaining any form of stagnation but rather keeps looking and moving forwards to keep up with modern trends, even though it is 600 years old.

(88) We may be 600 years but we are moving fast. **(Source: St Andrews-Martyrs Kirk)**

89 below is another good example of flexibility realised in the verb phrase '**the promotion of dynamic and imaginative collaboration**'. Here the University evaluates itself as promoting '**dynamic and imaginative collaboration**'. The attributive adjective 'dynamic' captures the evaluation of flexibility which the University promotes through the students' Association.

(89) A key element of the Association's strategy is **the promotion of dynamic and imaginative collaboration** between this cohort of student media societies. **(Source: St Andrews-Students' Association)**

90 below construes interdisciplinary flexibility captured in the evaluative verb phrase '**helping to promote the interdisciplinary initiatives'.** The flexibility in question is the allowance and promotion of the cross-fertilisation of ideas and initiatives among disciplines. The Oxford construes itself as encouraging such cross-disciplinary initiatives and their flourishing, implying the fluidity of disciplinary boundaries in the university as an impetus to effectively tackling major global issues. It is important to note that both St Andrews in 89 and Oxford in 90 use the verb promote in construing the evaluations of flexibility. This goes a long to suggest

that they are all actively committed to being flexible and are making practical steps in that direction.

> **(90)** The Campaign is committed to advancing the work of each of the four academic divisions of the University, in addition to Continuing Education, whilst **helping to promote the interdisciplinary initiatives** that are increasingly required to effectively tackle major issues. **(Source: Oxford-Academic Posts and Programmes)**

In 91 below, the evaluation of ideological flexibility is realised in the relative clause '**who refused to let religious restriction and academic convention inhibit progress**'. 'Who' here is an anaphoric referent to the antecedent 'founding fathers'. The University traces flexibility historically as the fundamental and guiding principle and philosophy upon which the University was established and upon which it has survived. It construes itself as a place where all kinds of ideas are welcome and allowed to flourish without any academic, religious, cultural or conventional inhibitions. The University therefore positions itself as an open society, which houses all manner of perspectives thereby enhancing the advancing of knowledge. While restriction and prescription are evaluated as inhibitors of progress, flexibility and freedom are construed as facilitators of progress. The verb '**refused to let**' construes a position which was contested but on which the University maintained its stance to achieve academic freedom in its true form.

> **(91)** UCL individuals, past and present, have made discoveries and inventions that have changed the world, informed by **the radical vision of UCL's founders two centuries ago who refused to let religious restriction and academic convention inhibit progress (Source: UCL-Leave a gift in your will)**

We can see from the extracts above that each construe an aspect of flexibility such as the challenging of the status quo and basic assumptions, continued investment and adaptation to a rapidly changing world, a fast pace and continued investment in sports scholarship. All these point to the fact that the universities are committed to change, progress and the future. They construe themselves as being open to new ideas, new directions and perspectives.

7.3 Negative Evaluations

For Hunston and Thompson (2000), all evaluative language, whatever particular values it articulates or evokes, is based on a scale from good to bad, or positive to negative. This general scale provides a good starting point to investigate the evaluative language of the universities. Are their arguments based in positive evaluations of the good that universities can do or have done, or are they based on negative evaluations of some kind? A reading of the alumni websites has revealed intuitively that the universities make negative evaluations. This is supported by a numerical count of instances of evaluative language, which shows (Table 10 below) that, while positive evaluations dominate, some universities (but not all) also use a number of negative evaluations:

Table 10. The distribution of positive and negative evaluations according to universities

University	Frequency of Evaluations			
	Positive		Negative (of Capacity)	
	RF	NF	RF	NF
Cambridge	181	35.4	00	0.0
Oxford	163	08.5	04	0.71
St Andrews	146	20.3	28	0.50
Edinburgh	143	09.5	12	1.83
UCL	119	18.8	09	1.42

NB:

RF= Raw Frequency, **NF**= Normalised Frequency

The existence of negative evaluations raises some fundamental questions as to why universities make these evaluations or why they would like to be negatively evaluative. The other questions relate to what the evaluations are of, their kinds, their targets, how and to/for what effort. These questions constitute the bases for the analysis of the negative evaluations below.

7.3.1 What kinds of evaluations?

The first point to note is that all the negative evaluations, as Table 2 below suggests, are those of incapacity construing inability to do things.

Table 11. The distribution of negative evaluations across the universities

	Significance		Capacity		People		Variety		Flexibility		Novelty	
	RF	NF	RF	NF	RF	NF	RF	NF	RF	NF	RF	NF
Cambridge			00	0.0								
Edinburgh			12	0.71								
Oxford			04	0.50								
St Andrews			28	1.83								

UCL			09	1.42								

NB: RF= Raw Frequency, NF= Normalised Frequency

These negative evaluations capture what the universities are not able to do. However, they do not construe themselves as bad or incapable but rather as affected by temporary conditions which support could help solve. The two extracts below are good examples of such construals

> **(92)** Built in 1968, the Sports Centre **struggles, in its current form**, to meet the needs of an active student population that has quadrupled in size **(Source: St Andrews-Priority Capital Projects)**

> **(93) Today** the McEwan Hall continues to be used for graduation, concerts, public lectures and examination by the University of Edinburgh. **Unfortunately,** the building is **underutilised** and **open for only a handful of days per year**. The fabric of this once opulent hall is **now** also at significant risk and in urgent need of restoration and repair **(Source: Edinburgh-The McEwan Hall)**

We can see from the two examples above that the negative evaluators here '**struggles, in its current form', 'Today… Unfortunately,** the building is **underutilised** and **open for only a handful of days per year' and '**The fabric … is **now** also at significant risk' demonstrate that the condition of the Sports Centre and the McEwan Hall is a temporarily one and will be resolved if adequate efforts are made. I will suggest below that this ostensibly negative evaluation in fact helps the universities to construe positive goals through a problem-solution (Hoey 2001) pattern and strategy.

The second point is that the distribution of these evaluations is uneven across the universities under study. St Andrews tops with 28 instances of negative capacity, Edinburgh follows with 12 and then UCL is third with 9 and Oxford is the least with only 4 negative evaluations while Cambridge has none. Even though it may be too early to read meanings into what this might mean or speak about the concern and foci of the universities, it is important to note that this may not be a random or accidental distribution. It may reveal different persuasive strategies on the part of these different universities. To explore these points, and the significance of negative evaluation, I now turn to more detailed qualitative investigation of the negative evaluations.

7.3.2 The target of evaluations

The targets of evaluations here refer to the things which constitute the object of the universities' evaluations (see e.g. Du Bois 2007). The targets of the universities' negative evaluations are mainly three: the wider world (12), university structures (26) and students' financial status (15) (Table 11 above).

7.3.2.1 Wider world

Negative evaluations of the wider world construe the universities' commitment to resolving the problems that confront humanity such as disease, poverty, pollution, environment and food security. Under commitment to the general good, the main emphasis is on issues that affect the society in general and not the university in particular. Edinburgh (in 94 below) captures this succinctly as follows (negative evaluations are shown in bold):

> **(94)** the school's programme of research aims to use this expertise to help solve the great **challenges** facing humanity in the 21st century – **disease, pollution, food security, creation of pharmaceuticals and more**. (**Source: Edinburgh- School of biological sciences)**
>
> **(95)** Funds raised through the Campaign support three core priorities: student support; academic posts and programmes; and infrastructure. **All of this work is helping to address major global challenges to ensure a better future for everyone (Source: Oxford-The Campaign)**

From 94 above Edinburgh expresses commitment to help solve the world's 'challenges', articulated in series of negatively evaluative lexical choices. *Disease* for example implies the existence of problem and inability to perform actively. A sick world would mean an incapacitated world as the people will not be able to perform optimally. Pollution is equally not a positive environmental development but rather a hazard with devastating consequences. Pollution therefore presupposes negative outcomes. Providing pharmaceuticals also implies the presence of diseases which need to be cured. Therefore, as these problems engulf the world, so do they incapacitate it which is why Edinburgh is committed to providing solutions.

Extract 95 above, though seemingly positive, construes some negative evaluations as it talks about addressing **major global challenges** which is suggestive of a world that has challenges or problems (as contained in 94 above) which are in dire need of solutions and answers even though the exact nature of these 'challenges' is not articulated. The challenges of the world are evaluated here as one of the problems to which Oxford's efforts are geared towards resolving, and the better future they seek to ensure is for 'everyone', and not for the University itself. Similarly, the incapacity captured here is that of the society/world and not of the University.

While there is clearly negatively evaluative lexis here like **challenges, disease, pollution,** and **food security**, the target of the evaluation is not the university itself, or any part of the university. These are phenomena in the wider world. Indeed, Edinburgh and Oxford – or more specifically Edinburgh's 'the school's programme of research' and Oxford's fundraising Campaign – are presented as seeking to 'solve these great challenges'. Thus the effect is to present the university in a positive light as, at least potentially, able to address these significant challenges. They are a problem, and the university a potential solution (Hoey 2001). The university positions itself as a civic actor committed to the wellbeing of society and the good of humanity at large. This is a strategy to create some ethos appeal as a university that cares about its society, a kind of corporate social responsibility.

One significant linguistic feature of this evaluation especially the examples discussed above is that they are captured in an evaluative verb phrase comprising of a transitive verb 'address'/'solve' and an attributive noun phrase 'these great challenges'/'major global challenges'. These challenges are qualified as **great**, **major** and at a **global** scope and scale indicating their degree of enormity through the use of the superlatives and intensifiers: **great**, **major** and **global**.

7.3.2.2 Buildings and structures

University buildings and structures are the most frequent target of the negative evaluations. The main focus here is to show how important buildings have degenerated, at significant risk and currently being under-utilised, as in (96) below:

> **(96)** Our vision is to restore and reinvent the McEwan Hall so that this nationally iconic and historic building can find a greater public use in the 21st century. The project will **return the McEwan Hall building to its former glory** and 19th century brilliance, conserving this magnificent building for everyone to enjoy **(Source: Edinburgh-The McEwan Hall**)

These buildings are positively evaluated as being of historical, cultural or academic value which underscores the need for their maintenance and continued existence in order for them to continue to serve the purposes for which they are meant. Edinburgh evaluates the McEwan (Extract 96) in such terms as could be seen below. The hall is evaluated here as currently been inglorious but specifying that it was once glorious as the presupposition reads:

> 'the project will return the McEwan Hall building to its *former glory*.'

Presupposition, ‘the label for all the linguistic constructions that prompt us to note some further claim or point, behind those explicitly made in a text’ (Toolan 2007:214) is used here as an evaluative strategy where the change-of-state process verb *return* is used to imply a prior state (of *glory*) which the building no longer enjoys. This is analysed as negatively evaluative, albeit implicitly so, because of this presupposition, which serves to negatively evaluate the building’s present state. This therefore presupposes that at the moment the Hall is no more in a glorious state that it was or used to be. This evaluation may seemingly not sound very negative but yet it is because it construes the current incapacity and inability of the McEwan Hall to be put to ‘greater public use’ which is the very justification for the need for its restoration and repair.

At the same time, the hall is described as

> ‘nationally iconic and historic’

which indicates a positive evaluation construing the historical and cultural significance of the Hall which necessitates the need for its restoration.

Another similar instance of negative evaluation targeting buildings and infrastructure is the one from St Andrews (97) below about the university’s Sports Centre

> **(97)** Built in 1968, the Sports Centre **struggles**, in its current form, to meet the needs of an active student population that has quadrupled in size. The five-phase redevelopment will provide our community with refurbished pitches, a new tennis centre, a 400-seat sports hall and expanded gym facilities. **(Source: St Andrews-Sports)**

The negative construal of the Sport Centre is its inability to meet the demands of an active student population which is described as quadrupling in size. This incapacity comes on the heels of the expansion of the university’s carrying capacity which logically follows that the resources should be commensurately expanded and upgraded. The use of the verb of incapacity ‘struggles’ makes a direct evaluation of incapacity stating that the Centre in its current state is not able to grapple with the current population of the University. This explicit evaluation is in contrast to the one from Edinburgh, discussed in 96 above.

7.3.2.3 Students’ finances

Students’ financial status is the third target of the universities’ negative evaluations used on 13 occasions. Students are construed as being in dire financial need which has the consequences of affecting their studies adversely. The provision of support to student is rendered as a necessity and which needs to be given priority attention. While Edinburgh decries the lack of funds to provide scholarships to students that

> **(98)** 'In 2012, 549 undergraduates applied for an access bursary, but **a lack of funds** meant that **only** 212 applicants received one,' **(Source: Edinburgh-Scholarships and bursaries)**

Oxford confirms that graduate study is 'expensive and competitive' stating that

> **(99)** 'graduate study is **expensive** and **competition** to secure a postgraduate scholarship at oxford is **increasingly fierce**,**' (Source: Oxford-Investing in talents)**

and that

> **(100)** Funding for graduate study is **under a lot of pressure**. For a world-class university like Oxford to continue to produce world-class research, **it's important to ensure the best talent is able to study there, regardless of their means (Source: Oxford-Investing in talents)**

Extracts 98, 99 and 100 above are evaluative of negative capacity, since they imply that the students are constrained in their actions. In Extract 98, for example, the use of the work 'lack' directly construes inability to meet up with a demand. This lack is also further intensified by specifying the numbers that applied for the scholarship (549) and those who actually received it (212). This sharp contrast between the numbers that applied and the less than half that received construes a problem, caused by 'a lack of funds'. In (99) and (100), funding is 'expensive', 'competitive' and under 'a lot of pressure'. These three words all construe evaluations of difficulty and lack. To be 'expensive' means it is not easy to afford which technically excludes and incapacitates those without the means to do so. To be 'competitive' means a limited number of chances and opportunities which not everyone may end up having and to be 'under a lot of pressure' means it has less resources than required, implying that it is underfunded which invokes a sense of incapacity.

These clearly convey the message that students are at risk of not meeting up with their educational goals due to financial incapacity. The students, most of whom are also positively evaluated as talented, are seen here as having a potential capacity to excel in their academic pursuit but at risk of being incapacitated on grounds of lack of financial support which is why

Oxford maintains, in 100 above, that **it's important to ensure the best talent is able to study there, regardless of their means**.

It is worth asking whether this negative evaluation of student finances constitutes a negative evaluation of the university itself. In (98), for instance, it is presumably the University of Edinburgh who gave ‘only’ 212 bursaries, so this might be seen as an admission of incapacity on the part of the university itself. Not only are students unable, so is the university. However, this is somewhat mitigated by the lack of agency accorded to the university in this construal of the state of affairs. First, there is the passive voice – students ‘received’ a bursary, rather than ‘we gave’ them one. Secondly, the fact that ‘only 212 applicants received one’ is construed as a causal consequence of the nominalised and agentless ‘a lack of funds’. If the university suffers from an incapacity here, then it is not construed as one that is of the university’s own making. It is caused by an external state of affairs – ‘a lack of funds’.

7.4 The balance between negative and positive evaluations

As has become evident in my discussion above, that the negative evaluations which the universities make often co-occur with positive evaluations, some times of the same target. In evaluating a particular building, for instance, it is not construed as a negative thing or performing something bad or unwarranted, but rather as being in bad state. These kinds of evaluations are mainly about a current state of incapacity of the building or students, as the case may be. For instance, in (101), the McEwan Hall is construed as one with historical and cultural significance to the university and the society due to the functions it has played and continues to play. It is evaluated in positive terms as a hall worth preserving based on its functions and relevance. This positive evaluation of significance which states the relevance of the hall is followed by the attitude marker (Hyland 2005, 2017) *unfortunately* signalling a negative state or condition which is one of ‘underutilisation, a decaying fabric and infrequent opening days per year’. The use of *unfortunately* here serves a rhetorical function as an interactional resource to express the attitude of the writer towards the proposition (Hyland 2005), which in this instance is not one of condemnation but a demonstration of an incapacity gloomily rendered to construe the sad state of affairs. This negative evaluation therefore does not serve to discredit the Hall but to make a case for its restoration and repair.

> **(101)** Today the McEwan Hall continues to be used for graduation, concerts, public lectures and examination by the University of Edinburgh. Unfortunately the building is underutilised and open for only a handful of days per year. The fabric of this once

opulent hall is now also at significant risk and in urgent need of restoration and repair. **(Source: Edinburgh-The McEwan Hall**)

The use of such key words like ‘underutilised’, ‘opening a handful of days’ and ‘significant risk’ all point to a negative condition of the Hall.

The same applies to the evaluation of bursaries for students below. Here provision of bursaries is seen as a good thing and the university

(102) awards are a minimum of £1000 annually and they make a commitment to support a student for the duration of their course. **(Source: Edinburgh-Scholarships and bursaries)**

The scholarship is evaluated in Extract 102 as something positive which the university is engaged in and committed to helping students ‘for the duration of their course’. The second segment of this evaluation (Extract 103 below) however construes the incapacity of the university to provide enough scholarship to deserving students due

(103) Awards are a minimum of £1000 annually and we make a commitment to support a student for the duration of their course. In 2012, 549 undergraduates applied for an access bursary, but a lack of funds meant that only 212 applicants received one. (**Source: Edinburgh-Scholarships and bursaries**)

This incapacity is purely out of lack and not as a result of institutional failure but a rather good thing that is being hindered by ‘lack of funds’. This balance between positive and negative evaluation seems to be a recurrent pattern of the evaluations of the universities, which relates closely to a problem-solution pattern of evaluation, further discussed below.

7.5 Time Oriented Evaluations: Temporal Deictics

Another important component of the negative evaluations is the use of time oriented deictics to construe a current state of affairs in contrast to a former state. This temporal deictic lexis like ‘today,’ ‘now’, ‘current form, ‘is’, ‘increasingly fierce’ contrast with such past markers like ‘former glory’, ‘once opulent’, ‘19th century brilliance’, ‘built in 1968’. **(Source: Edinburgh-The McEwan Hall**)

The use of deixis here captures and illuminates the two conditions of the building at different times thereby initiating arguments on the need for the return to a more glorious former state, a more functional condition, to either maintain, improve or expand on the facilities, as the case may be. The use of temporal deictics also creates a sense of urgency about the problem being evaluated as could be seen in the extract below.

> (104) **Now**, important upgrades are needed if the quad is to continue to meet the needs of a world-class university **(Source-St Andrews-St Salvator's Quad)**

The use of the deictic *now* and the IF-conditional constitute an evaluation of necessity and urgency, requiring timely intervention in order to avert further deterioration thereby enabling the university to become competitive among global universities. The dichotomy between the 'past' and the 'present', 'was' ('former glory', 'once opulent', '19^{th} century brilliance') and 'is' ('today', 'now', 'current form') are deictic evaluation strategies to invoke a certain desired action from the donor. One important point this construal seeks to achieve is to convey the message that this present condition is not a permanent one and that it is resolvable if some significant efforts are made.

7.6 Problem-solution pattern

As indicated earlier, one of the patterns that run through most of the evaluations is the tendency towards a problem-solution pattern where the universities generate a problem and also specify the solution. This pattern relates closely to the balance between the negative and positive evaluations. The problem is evaluated and then solution proffered as a way out of it. The schema for the problem solution pattern of communication according to Hoey (2001) involves four phases: a) an optional previous situation which provides context for the pattern, b) the problem or aspect of a situation requiring a response, c) the response to the problem and d) a positive result or evaluation. This pattern helps to make sense of some of the negative evaluations discussed so far. The goal of the universities is not the problem but the solution. However, for their demand for financial support to be valid they need to provide evidence as to why such support is imperative. This is a kind of evidential support in favour of their demands. In the extract 105 below, for instance, Oxford argues that 'graduate study is expensive and competition to secure a postgraduate scholarship at Oxford is increasingly fierce'. This constitutes the problem which is the expensive nature of graduate study which has fuelled the fierce competition for postgraduate scholarship.

> **(105) Graduate study is expensive and competition to secure a postgraduate scholarship at Oxford is increasingly fierce**. In order to continue to deliver world-leading research, it is important that Oxford is able to make offers to the very best applicants. **(Source: Oxford-Investing in talents)**

Oxford however does not stop at stating the problem but also provides a solution as it maintains that 'in order to continue to deliver world-leading research, it is important that Oxford is able to make offers to the very best applicants'. The solution here is the provision of offers to the very best applicants', and the implication – which is not explicitly stated – is that donations to the university will help them to provide this solution.

Edinburgh, as could be seen in the Extract 106 below, follows the same pattern as it specifies the problem of the Sport Centre: 'the sports centre struggles, in its current form, to meet the needs of an active student population that has quadrupled in size'. Here the Sport Centre is evaluated as being incapable of accommodating the current student population at the university especially as it has 'quadrupled in size.'

> **(106)** Built in 1968, **the Sports Centre struggles, in its current form, to meet the needs of an active student population that has quadrupled in size.** The five-phase redevelopment will provide our community with refurbished pitches, a new tennis centre, a 400-seat sports hall and expanded gym facilities. **(Source: Edinburgh-Sports**)

The solution identified and proffered by the university is a 'redevelopment' which is planned to be executed in five-phases: 'the five-phase redevelopment will provide our community with refurbished pitches, a new tennis centre, a 400-seat sports hall and expanded gym facilities'. What is particularly striking about this solution is that it mentions the potential benefits that will arise from it. This is a kind of justification as to why the project is important and should be supported. This is in conformity with Hoey (2001) framework for the problem-solution pattern of communication.

UCL for example states that

> **(107)** Each year we are **overwhelmed** by the number of applications we receive for financial assistance and thanks to the generosity of alumni and friends we have been able to support an increasing amount of students each year. **(Source: UCL-Help support students)**

The problem here, like Oxford and Edinburgh, is the inadequacy of funds to meet of up with applications for financial assistance: '**each year we are overwhelmed by the number of applications we receive for financial assistance**'. The number of applications is rendered as 'overwhelming' construing a clear case of incapacity. The solution which has helped in combating the challenge and which is hoped to be continued with is the '**generosity of alumni and friends**'. This solution sounds viable as the university has through it '**been able to support an increasing amount of students each year**'. The benefits of this solution therefore scores it as a favoured option which other alumni and friends are expected to emulate.

This UCL example is interesting, since the role of donors (which is the potential role that readers of these pages take on), is fairly explicitly articulated. It is 'thanks' to their 'generosity' that the university is able to offer its solution to the problem of underfunding. The other examples discussed above, are more implicit than this. Indeed, thinking about these problem-solution patterns returns me to a point made about practical argumentation in the previous chapter; that the ultimate solution to the university's construed problems is generally implied, but not explicitly stated to be, the reader. Just as I suggested that the universities do not explicitly argue that it should be the reader (rather than other sources) who provides funding, here we see that the universities involve the reader in their proposed solution without entertaining other solutions.

This is suggestive of the differences that exist in the discourses of the various universities. While some cast their evaluations in a cautiously implicit manner, others make it more explicit and direct as this UCL example has demonstrated. It is also important to note (as it is further discussed in the next chapter) that even though the universities are talking largely about the same issue, they have different ways of representing it, most especially in terms of degree of explicitness, emphasis, focus and style. A good example being the absence of negative evaluations from Cambridge.

7.7 Why Negative Evaluations?

As stated earlier it is important to understand why the universities are making or using negative evaluations. The possible answers which the data analysis has revealed are: to construe a temporary need, to set up a problem and to work to create an ethos appeal as a civic actor, caring about the welfare of society in general.

Ethos, logos and pathos are the three modes of persuasion proposed by Aristotle (Aristotle 1356a 2,3; 2010) as the three kinds of appeal upon which persuasive argumentation is based. Logos is a persuasive strategy based on logic or reason. It incorporates the citing and use of facts, statistics, evidence, reference to authorities and cohesion in delivery in order to convince. It involves structure, systematicity and evidence to achieve some persuasive effect or appeal (Aristotle 2010). Ethos or ethical appeal is persuasion based on author's credibility or character.

The author achieves this by demonstrating to the audience that he is worthy of being listened to and has a proven and credible disposition. The key word in ethos appeal is 'character', it captures persuasive strategies that build on values, beliefs, commitment, personality and worthiness of the author. The extent to which he achieves his arguments depends on his ability to convince the audience that he is a credible person and therefore a credible source worthy of trust. Aristotle identified three prerequisites that inspire confidence and credibility in the author. These are: competence, good intention and empathy (Aristotle 1356a 1, 3, 2010). Pathos is achieved through appeal to emotions, it is also termed emotional appeal. Here the author achieves persuasive effect by appealing to the emotions of the audience. It is an affect-centred mode of persuasive which is used by the author to generate in the audience feelings such as sympathy, pity, sorrow, grief, affection, love, hatred and anger. (Aristotle 1378a 1,9; 2010)

The universities, as the analysis above has shown, utilise these modes of persuasion in varying degrees especially ethos and logos and to a lesser degree, pathos. What is crucial here about the civic actor posture of the universities is that they position themselves as civic universities which have as their values, nature and principles a commitment not only to their internal development alone but that of society. Edinburgh captures this in the extract below.

> **(108)** Edinburgh is at the forefront of these exciting developments, and the school's programme of research aims to use this expertise to help solve the great challenges facing humanity in the 21st century – disease, pollution, food security, creation of pharmaceuticals and more. **(Source: Edinburgh- School of biological sciences)**

The programme at the School of Biological Sciences is focused on helping to solve the great challenges facing humanity in the 21st century – disease, pollution, food security, creation of pharmaceuticals and more. These problems are genuine and confront humanity on a large scale. Edinburgh has identified them and has tailored its programme towards providing solutions. This commitment to the wellbeing of society positions the university as a corporate entity with social responsibility to its society. This is a strategy more typical to businesses and charities than universities but seems to be having some in-roads into the university as they become more marketised or run on a corporate or business mode of operation. The ethos appeal which the universities project is an important strategy in the business world where public image and perception are very crucial in attaining success. In canvassing for funds, the universities need be seen as championing worthy causes which is why most of them project themselves in such positive colours. The more their focus on societal issues, the more convincing and relevant their demands and vice versa.

The civic ethos appeal as outlined above relates specifically to the universities' negative evaluations of the wider world's 'challenges'. It also exists in a slightly different form in the negative evaluation of the condition of historic buildings. This tendency is particularly pronounced in the discourse of the two Scottish universities in my data, and I interpret it as acting to construe a slightly different civic ethos appeal, oriented towards local heritage rather than or as well as international challenges. This tendency is captured in the extract below.

> **(109)** Our vision is to restore and reinvent the McEwan Hall so that this nationally iconic and historic building can find a greater public use in the 21st century. **The project will return the McEwan Hall building to its former glory and 19th century brilliance**, conserving this magnificent building for everyone to enjoy. (**Source: Edinburgh-The McEwan Hall)**

The restoration and reinvention of the McEwan Hall is to make it have a 'greater public use in the 21st century' thereby conserving it for everyone to enjoy. Two things emerge here. First, the building is a nationally 'iconic and historic' one and the university is committed to its restoration as an indication that it values history and culture. Secondly, the restoration will not be purely for the university but will rather make it available for 'greater public use' and for 'everyone to enjoy'. The focus on the public construes the university as interested in serving the public rather than itself. This seemingly selfless civic construction of commitment to society and public engagement is an evaluative strategy to generate a positive ethos appeal of the universities.

Du Bois' (2007) Stance Triangle as discussed in the review and positive evaluations' sections also manifests itself here as a useful strategy through which the universities (the speaking subject) construe particular values and with whom they invite the second subject: the reader/audience to align. The universities align with things that the readers care about, so there is a degree of intersubjective work going on in the evaluations. They position themselves and the audience in a similar orientation to a shared concern in the hope that that results in donations. This explains why the universities spend a greater part of their time demonstrating how they care about the affairs of the world so as to inspire confidence from the readers in order to legitimise (van Leeuwen 2007, 2008) their persuasive appeals.

7.8 Summary of the negative evaluations

It is important at this point to return to the very pertinent questions that constitute the core of this analysis which are why negative evaluations, what kinds of evaluations, what are they evaluative of and why would the universities want to be negatively evaluative? The first major answer that emerges here to the *why* question is that the universities by making negative evaluations are able to construe positive goals about what is ideal and desirable in a world in which not all is positive. They project the relevance of what is being evaluated and then proceed to show its temporary condition which usually negates its initial intended purpose and therefore requiring some effort and financial support to return it to the desired or original state. Therefore the negative evaluations are not about the negativity of things or people but a strategy to project things as worthy to be attended to or invested in. The universities construct these goals contrasting the positive effects or benefits with current negative states thereby revealing what they care about, their goals and values.

The use of negative evaluations is also a problem solution pattern (Hoey 2001) of argumentation where the problem is more logically emboldened and then the solution proffered which is a discursive strategy to engage more actively with the reader and to be more practically persuasive and convincing. Therefore, it is in the interest of the universities to be negatively evaluative only to the extent to which it serves their purpose of foregrounding a problem or generating one, and then proffering or suggesting a solution. It is also important to observe as stated earlier that the negative evaluations are mostly temporarily located as states that are transitional and which could be changed if some efforts are made. They suggest that the current condition was once not there and that certain things led to such a condition and if the right steps are taken, then the problem will be resolved. Consequently, the negative evaluations are not an end in themselves but a means to an end which is to construct positive goals and then persuade the reader to identify with such goals by providing funds to help achieve them. It is equally a strategy to showcase the relevance of their concerns, values, and responsibility to society.

On kinds of evaluations and what they are of, they are of incapacity (negative capacity) of buildings (26 instance), global societal issues/challenges (11 instances) and students' financial status and support 13 (instances).

In terms of genre, discourse and style (based on Fairclough 2003), it has been observed that even though all the universities focus on fundraising as a genre, they represent the discourse differently as stated above where the English universities have a tendency to focus on a more promotional discourse while the Scottish universities seem tilted towards a relatively more civic construction of problem-solution pattern of representation which is reminiscent of corporate social responsibility discourse commonly found in the business world. This discursive difference might also be seen as related to a difference in ethos, subjectivity or style – which is suggestive of the fact that the universities construe themselves as caring about slightly different things, and as having slightly different perceptions and values through the ways in which they represent the role of the university.

In summary, as the analysis above has revealed, the negative evaluations are a discursive strategy adopted by the universities to embolden their problems, to generate some, construct positive goals, and to engage, persuade and convince the reader to identify with the goals and consequently provide financial support to help achieve them.

7.8 The differences in discourses across the universities

It is also important to state that even though the universities fairly have a similar trend of argument and evaluation, there are some noticeable dissimilarities in the way their discourses are rendered especially in relation to their construction of problems and solutions. One observable trend is that the Scottish universities under study: Edinburgh and St. Andrews orient themselves as more committed to a civic constructing of problem-solution than the universities in England which are more into civic promotion discourse which focuses on their strengths rather than challenges. They pay relatively more attention to their status as leading universities and emphasise their achievements and successes. Their quest for additional support predicates heavily on their accomplishments rather than on the problems to which they seek to provide solutions. This discourse operates in a slightly different manner in the Scottish universities which are seemingly more interested in solving global challenges rather than projecting their status.

Here the University evaluates itself as being interested in providing solutions to the problems of society rather than being strictly focused on itself or its problems. It sees itself as a civic actor and a provider of answers to society through its research and other activities as contained in extract 19 and others discussed above, thereby making service to society its ultimate priority. The pattern is: the society has a problem and we want to proffer a solution which is why funds are being solicited from donors. Oxford on the other hand seems to be more interested in demonstrating that they are the best or they want to be best as could be seen below.

> **(110)** to attract the very best students from across the globe, oxford is committed to investing in outreach, bursary and scholarship support. **(Source: Oxford-Investing in talents)**

The ‘investment’ here is in becoming the best, unlike Edinburgh which is more committed to the problems and challenges of society. Oxford has internal focus while Edinburgh demonstrates an external focus. This seems be an observable recurrent trend among the universities in relation to their regional distribution, albeit only within the limits of the data under study. Even though this pattern is yet to be established at this stage because of the relatively low numbers of negative evaluations contained in the data for my study, the analysis suggests such an emerging tendency and pattern.

These relative differences in evaluative emphasis might tentatively be related to discourses and debates about the place of universities in contemporary society and Britain in particular. Collini’s (2012, 2015) perspective on this subject has been most revealing, inspiring and thought provoking. In his book titled *What are Universities for?*, Collini engages with the subject and makes a persuasive case for the role of universities in society. He dismisses the idea that limits the discussion of the place of universities to the accumulation of wealth where universities need to justify why they should be given more money by showing how they help in creating more money. To him, such a discussion should rather articulate some sense of human purpose beyond money making. He admits that the case for the importance and value of universities needs to be made but argues that ‘it needs to be made in appropriate terms, and these terms are chiefly, and certainly not exclusively, economic. They are intellectual, educational, scientific, and cultural’ (x), and emphasises that ‘higher education is a public good and not simply a set of private benefits for those who happen to participate in it’, and therefore an understanding and recognition of ‘the social character of publics as opposed to the individualist premise of markets’ (Collini 2015:1) is key to the understanding of what universities are for. He maintains that for the distinctive character and value of universities to be discovered, we must think beyond temporary models of funding currently occupying the discourse space about British universities, but rather concentrate on understanding the true character and interest of intellectual enquiry instead of building on ‘the presuppositions of those who believe that such an enquiry is a luxury whose economic benefit remains to be demonstrated’ (xi). He adds that the peculiar nature of university education as opposed to other forms of instruction and training also needs to be adequately understood. He identifies ‘funding, impact and access’, what he calls the ‘trinity’, as the main dominant issues in the political and media space on the debates, discourses and characterisations of the role and functions of universities (xi).

He decries the 'sharply accelerating way in which successive governments , of whichever party, have attempted to impose an increasingly economistic agenda over the past two decades', and therefore suggests that a 'criticism of official policy towards universities in recent years can provide the opportunity for infiltrating into public discourse a more adequate characterisation of their nature and purpose' in order to inspire the public to 'focus and recognise something hitherto neglected, misdescribed, undervalued, or suppressed' (xii-xiii), and to 'challenge the everyday individualism that experience of life in market societies can otherwise naturalise as common sense (Collini 2015:1). This to him is a sure way to make the case for the role of universities more articulately in the public domain (xiii). But beyond these, he recommends 'a properly democratic system of higher education', adding that alternative approaches be developed in opposition to 'the reductive business-school rationalism which has informed these policies' (Collini 2015:2).

From Collini's words, one thing is obvious which is that there is a tension in and about universities in contemporary Britain which centres chiefly on funding, impact and access, and that political and policy directions have been initiated along those lines, most of which seek to reduce the universities to a market or business model requiring an economistic posture from the universities which aims at progressively reducing government's responsibility towards them, thereby making them self-sufficient as corporations. This business model is currently being contested in the public domain even as most universities are forced to commence action along those new directions. The two discourses and perspectives of what a university is for, which seem to be emerging between the English and Scottish Universities are suggestive of these current tension, debate and the transition to a new socio-economic order. While the Scottish universities conceive of their role (in my data) in terms of public good, those in England especially Cambridge and Oxford follow a more business-like model, building on self-promotion, strength, popularity and impact as justification for additional support and funding.

7.9 Summary of the evaluation analysis

The analysis above of the evaluations which the universities make have revealed that while the argumentation approach (as contained in chapter 6) allows us to investigate the structure of the argument and the premises upon which it is based, the evaluation approach enables us to see in greater detail the kinds of values and evaluations involved in their persuasive discourse for fundraising. In more specific terms, the evaluations of the universities are both positive and negative. The positive ones focus primarily on showcasing some key areas where the universities have demonstrated sufficient strength and have made some significant impact. The key issues on which the evaluations revolve are categorised into significance, capacity, novelty, variety and flexibility.

Under SIGNIFICANCE the universities evaluate themselves as achieving worthy feats and outcomes and to have made important contributions to the advancement of society in general and research and teaching, in particular. The principal evaluative denominator here is to show the achievements of the universities, their relevance and impact academically and historically. To be significant means to be important, to be relevant and to make an impact, which is exactly what the universities seek to construe under their evaluations of significance.

The evaluations of CAPACITY construe the universities' ability to do things or about things which they have done already. Capacity covers the strength and quality of their research, the size of their buildings and the abilities of their people most of whom are evaluated as generous, excellent, visionary, gifted and or talented. The core concern here is to demonstrate the abilities of the universities as a strategy to show that which they have done already or are able to do. This demonstration of abilities and capabilities is a step by the universities towards 'advertising' themselves as having the wherewithal to do things if the needed resources and support and provided.

NOVELTY is primarily concerned with construing the universities' commitment to innovation, creativity and change. It construes the universities as progressive institutions that are committed to advancing the frontiers of knowledge, portraying themselves as agents of change in society. As universities evaluate themselves as pioneering in groudbreaking discoveries, research, knowledge and ideas, they by implication communicate the message that they are able to lead in the advancement of society, knowlegde and research, and should therefore be supported.

Related to NOVELTY is FLEXIBILLIY which evaluates the universities as being open and receptive to new ideas, the continuity of knowledge, change, dynamism and a continuous quest and drive for contemporary trends. In this category, the universities construe themselves as being open to new ideas and able to adjust in relation to contemporary realities. This flexibility affords them a neo-liberal posture which is more open as opposed to the rigidity of conservative ideologies. The universities seem to evaluate themselves as liberal universities that are moving with the times. The neoliberal ideology is a favoured subject of attention in contemporary discourses where freedom, dynamism and flexibility are highly priced as key drivers of growth and change.

Evaluations of VARIETY capture the range and scope of activities in which the universities are engaged. In this category, the universities are more committed to showcasing the different kinds of things they offer to their students and community. To have variety therefore implies accommodating different categories of people, things and perspectives such as activities, facilities, resources, disciplines and subject areas, clubs, societies and cultures. Such a spread positions the universities as receptive and as a homes for all.

The negative evaluations on the other hand evaluate aspects of the universities in need or challenge, as the case may be. The evaluations do not construe the universities as bad but the temporary conditions in which they are and which support from donors could help resolve. These evaluations cover three major areas: university buildings, student finance and the wider world. These construals serve as strategies for generating a problem-solution pattern (Hoey 2001) of discourse which creates room or necessitates the need for support or donation.

From the analysis above, some tendencies and strategies of persuasion have emerged but it is pertinent to note that it is not every (selected) word, phrase or sentence in the text that persuades us in the same degree or is deliberatively designed to do so. In as much as the structuring of the language is suggestive of a tendency towards persuasive and promotional discourse, analysing the text more holistically would provide more renewed, sustained and revealing insights.

In the next chapter, the findings and implications issuing from the above analysis are discussed in relation to the research questions and overall aim of the study.

Chapter 8. Discussion of findings

8.1 Introduction

The present study takes a Critical Discourse Analysis (CDA) perspective to the investigation of the discourse of fundraising in UK universities drawing its data chiefly from the alumni webpages of five UK Universities. Even though CDA constitutes the grand theoretical tradition within which the research is situated, two specific theoretical approaches have been utilised in investigating, textually, how universities construct arguments for funds and the evaluations construed therein. These were, first, Fairclough and Fairclough's (2012) argumentation framework (in complementarity with Toulmin' (1958) and van Eemeren's (2010)) and, second, a modified theory of evaluation drawing chiefly from Martin and White's (2005) Appraisal Framework.

In this chapter, a critical discussion and analysis of the findings of the textual analysis is undertaken. The discussion adopts Fairclough's (1989, 1992, 1993, 1995, 2000a, 2000b, 2003, 2010) three-dimensional framework for analysing discursive events in which he proposes three levels upon which a CDA enterprise or enquiry should be based. These are: the textual, discourse practice and social practice levels. These levels 'constitute three complementary ways of reading a complex discursive event' (Fairclough's 1993, 2010)). At the textual level, the discourse is analysed as an instance of spoken or written language, the discourse level focuses on the socio-cognitive aspects of text production, distribution, interpretation and consumption. The third level which is the social practice level analyses the text in relation to different levels of social organisation such as situation, institutional context and the wider social context or 'context of culture' (Fairclough 1993:134-136). Fairclough (1993) also introduces *genre*, the concepts of *orders of discourse* and *interdiscursivity* in his approach which are useful in accounting for the various interrelationships that ensue in discursive events. By genre he refers to 'language associated with particular socially ratified activity types such as job interviews or scientific paper'. Orders of discourse according to him is the combination of two or more conventional types of discourse. It is the 'totality of the discursive practices of an institution and the relationships between them' (1993:137-138). Interdiscursivity, he defines as the combination of diverse genres and discourses; that is the constitution of a text from diverse discourses and genres (1993:38).

This model is adopted for my research to discuss, more critically and systematically, the findings obtained from the argumentation and evaluation analyses conducted in the previous chapters, and to relate those textual analyses to the discursive and social practices of which the discourse is a part. The goal of this discussion is to probe further why the discourse is structured the way it is and the social, political and economic factors, ideologies and power relations necessitating the production and distribution of such discourses. A second objective is to question as well as challenge some assumptions that are opaquely rendered as a given as strategies to manipulate, control and dominate. Since the goal of CDA is not only to analyse but to also question, challenge and expose such discourses of domination and control, this critical component will equally be discussed in this section to show the social, political and economic forces at work in the discourse of fundraising in UK universities.

The discussion is structured into four main parts in line with the research questions, which were set out in Chapter 1 and are restated below.

1. What argumentative structures do universities use to argue for donations from alumni and members of the public in their online discourse?
2. What evaluative strategies do universities use to persuade readers to make donations?
3. In methodological terms, to what extent does a combination of argumentation analysis and approaches to evaluative language help to understand the discourse of fundraising in Higher Education.

As stated earlier, the discussion follows Fairclough's (1993, 2010) three-dimensional CDA approach which constitute the first three parts of the analysis and then followed by a reflection on methods. The first section titled 'the arguments, evaluation and values ascribed by the universities' operates at the textual level and focuses on providing answers to Research Questions one and two. The second section which constitutes the discourse practice level discusses the relationship between the arguments, evaluations and values and the discourse of fundraising in UK universities, and focuses on Research Question 3. The section which is at social practice level discusses the relationship between the arguments, evaluations and values and the marketisation of universities in the UK. This section addresses some aspects of Research Question 3. Section 4 captures research question 4 which is a reflection on the methods used for the study and the extent which they have enabled the achievement of the goal of the research and a sufficient answering of the research questions. This section is followed by a summary of findings which closes the discussion.

8.2 What argumentative structures do universities use to argue for donations from alumni and members of the public in their online discourse?

It is important to clarify here that the analyses in the previous chapters have done much justice to the data at the textual level. Therefore, this section will concentrate on the core analytical issues that have emerged from the textual analysis. This may involve some repetition of earlier findings, as well as some elaboration on earlier points.

The universities in their online discourses construct arguments as well as construe themselves as valuing or prioritising certain things over others. Their arguments are mostly about what to be done (CLAIM) which is what is good or desirable to be done based on their VALUES which are the things they hold dear to and which courses of action or MEANS would lead to the realisation of such GOALS. These arguments are shaped by their GOALS which are based on particular states of affairs, CIRCUMSTANCES and conditions (Fairclough and Fairclough 2012, Walton 206, 2012). The grounds upon which their arguments are based are such issues as the preservation of history and culture, supporting financially disadvantaged students through scholarships and bursaries, support to research and teaching, solving global challenges, the preservation of important buildings and structures and to expand on existing facilities in order to meet current demands. A typical structure for the argumentation reveals that the universities make a CLAIM of what to be done. Then they present their VALUES which are the things that are important to them and which they constitute their guiding principles. They then specify a particular GOAL they want to achieve which is in line with their VALUES. They as a matter of justification provide the CIRCUMSTANCE (circumstantial) premise which captures the reason(s) why such a line of action is important. Its primary responsibility is to explain the state of affairs or conditions necessitating such an action (Fairclough and Fairclough 2012)). Then most importantly, they specify which MEANS will lead to the realisation of such a goal. The MEANS are, as demonstrated earlier, the responsibility of the reader rather than the university. The universities tell us what it is that they want to do, and what they wish to achieve, but they leave it up to us to provide the means. Alternative means are not laid out by the universities, and, as I argued earlier, this is one respect in which their argumentation deviates from the normative model proposed by Fairclough and Fairclough (2012). This lack of alternative also serves to background alternative ways in which universities might be funded, assuming only a philanthropic route. (Fairclough 2004, 2005)

As stated above and fully discussed in the argumentation analysis chapter, the MEANS is the action given to the reader while the university owns the goals. At the same time, no argumentation at all is given to address the potential question of why it should be that MEANS, and not another, that is best to achieve those GOALS. In other words, the universities present their GOALS as worthwhile but there is no discussion of alternative MEANS by which those GOALS might be met. When looked at from a critical argumentation framework, this may not appear to be very sound practical reasoning on the part of the universities. However, within the fundraising context it may be understandable in that the entire goal of the university is to convince the reader to a make a donation, rather than to contribute to an ongoing debate regarding how some shared GOALS are best to be achieved. Following an Aristotelian (2010) conception of modes of persuasion, it is appropriate to state that argumentation captures the logos of the discourse.

Aristotle (2010) identified three ways of persuasion namely: pathos, logos and ethos. Pathos is persuasion by appeal to emotions especially of the reader or audience as the case may be, logos appeals to/by logical reason and ethos appeals to/by character, to appear credible and to command acceptance. The universities make their arguments in such a manner that convinces the reader of their logical reasoning and systematicity in their discourse by specifying 'what', 'how' and 'why' the funds being solicited are needed.

8.3 What evaluative strategies do universities use to persuade readers to make donations?

Beyond the argumentation approach, an investigation of the patterns of evaluation in the texts reveals that inherent in the arguments are some evaluations which when studied closely have proven to be more revealing of how the discourse of fundraising is construed by the universities. The universities make evaluations that project them as engaging in worthy causes which need to be supported, Edinburgh for example evaluates itself as commitment to solving the problem that confront humanity in the 21st century such a food security, poverty, the creation of pharmaceuticals among others. Universities present themselves as universities that care about their community, as civic universities which are socially responsible to the society both at a global and local level (Fuoli 2017) and as promoting access to quality education irrespective of financial or economic standing. They do this by positively evaluating objects or targets which are themselves external to the university, with the effect of positioning themselves as subjects with particular concerns or cares (Du Bois 2007) – with a particular *ethos* or set of values (Aristotle 2010, Bhatia, 2005).

In other places, they more directly evaluate themselves, or particular phenomena that are internal to the institutions. For instance, they equally make evaluations about their historical and cultural relevance as universities that believe in the preservation of cultures and histories. Other evaluations which the universities make include diversity, inclusion and versatility, promotion of excellence, their strength, power, prestige and significance, flexibility, modernisation and dynamism. (Brown 2010, Martin and White 2005, Molesworth, M., Scullion, R, and Nixon, E. 2010).

Similarly, they make evaluations about a world with problems which need solutions and which they are poised to provide. These evaluations come in both positive and negative forms in which a problem-solution pattern (Hoey 2001) is generated. Such problems are rendered in such are many that urgent attention is requires as a sure solution to solving it. These solutions are most times suggested by the universities, sometime vaguely though, and therefore the readers is placed a position of providing the means to achieve.

Capacity is another important key point upon which the evaluations survive. Under capacity, the universities demonstrate their strengths, capabilities and successes constitute a form positioning (Du Bois 2007), and by doing so invite the reader to align with them by providing some form of support mostly financial. (Martin and White 2005)

The universities also rely heavily on novelty (Bourdieu and Wacquant 2001) in which they construe themselves as innovative and modern universities which are chart new frontiers of knowledge and research in particular. They construe themselves as constantly updating and upgrading their facilities, approaches and methods of doing things. They see themselves as keeping up to date and changing with the time, a point which takes us to their evaluations of flexibility in which they demonstrate that they are universities that are open to new ideas and new perspectives. They are not rigid but rather flexible in their approaches. This drive towards flexibility and novelty relates intimately with discourses in neoliberal ideology in change, flexibility, dynamism and progressivesness are often celebrated, even though in most instances vaguely captured. (Bourdieu and Wacquant 2001, Brown 2010).

Variety is similarly another important point the universities foreground in their arguments. They show that they have wider scope and range of activities to accommodate people with different interests, ideologies and backgrounds where everyone can safely and happily study and feel accepted (McCaig 2010). This is captured in the range of societies and the kinds of activities they engage in be they cultural, social, economic, political or religious. To be that inclusive therefore orients the universities positive in relation to their alumni, readers, donors and friends, the ultimately such a positive image is expected to generate some good will from the readers in the form of donations.

It is worth stating that the evaluations point towards self-promotion of the universities in a manner that projects them positively before their readers (Bhatia, 1998, 2005. Equally related is the fact that these evaluations serve as justification for the funds or support being solicited by the universities. Their goal is to convince the reader that they are engaged in causes that are worth supporting. The issue of accountability also occupies a central position as to why the universities evaluate themselves the way they do. They try to demonstrate some level of transparency in the running of their affairs as a strategy to tell the reader that the funds being canvassed will be judiciously used for the purposes for which they are meant, as it is evidenced in their previous achievements and track record. In ordinary circumstances, universities, by virtue of their roles and functions, are not supposed to go to this extent to prove some point to attract support and sponsorship (Fairclough 1993,Brown 2010, Collini 2012, but the new reality demands such which is why the discourses of the universities are changing in relation to the new realities and circumstances in which they have found themselves.

It is also pertinent to note that the universities adopt slightly different kinds of evaluation strategies and postures. For example, while the Sottish universities evaluate the world as having problems which need solution (Hoey 2001), tend to be more negative in their evaluations, the English universities on the other hand tend to focus more on a self-promotion (Bhatia 2005) of their achievements and success as a strategy to persuade the reader to support them to continue to maintain their ‘good’ work, and therefore tend to be more positive.

8.4 In methodological terms, to what extent does a combination of argumentation analysis and approaches to evaluative language help to understand the discourse of fundraising in Higher Education.

The utilisation of argumentation theory (Fairclough and Fairclough 2012, Walton, 2006, 2012, 2013, Eemeren 2009, 2010) and evaluative language approaches (Thompson and Hunston 2000, Martin and White 2005 Bednarek 2006) to the investigation of the discourse of fundraising in UK universities in the online discourse has been revealing and enriching. The two approaches have allowed me to see complementary things about the discourse and given me the opportunity to investigate the discourse in greater detail. While taking the argumentation approach as a starting point makes for a macro structural understanding of the discourse in relation to is *logos (logic or coherence,* following Aristotle’s three modes of persuasion: ethos, pathos and logos), the evaluation approach enables a micro, finegrained delicate analysis across all the levels: word, phrase, clause, sentence and discourse. It affords me the opportunity to see through the data thoroughly such that particular instances of language use construing specific evaluations are analysed in greater details. Equally important is the fact that approaches to evaluation have enabled me to see the *ethos* appeal of the universities just as the argumentation has done same for *logos*.

A combination of these analytical frameworks has given rise to an illuminating reading of the discourse both at the micro and macro levels. One providing a superstructure for the analysis and the other an in-depth sieve through aspects of it. As stated earlier, each of the approaches has enabled me to see a specific aspect of the discourse and the two work together to give me a holistic understanding of the nature and character of the persuasive philanthropic fundraising discourse (Bhatia 1998) of the universities as contained in their alumni webpages. It is also crucial to reiterate here that relationship between argumentation and evaluation in terms of analysis is that evaluation enables an articulation of the *kinds* of values in ways that the argumentation approaches do not. This implies that while the argumentation approach (Walton, 2006, 2012, 2013, Fairclough 2012) projects the values the universities hold dear and for which they solicit support but does not provide the framework to probe into those values, the evaluation approach (Hunston and Thompson 2000, Martin and White 2005, Bednarek 2006) provides the toolkit for such a delicate and sensitive investigation.

It is important to note however that there are certain things about the discourse which the two approaches do not allow us to analyse such pictures, videos and non-textual semiotic components of the discourse. A multimodal analysis will prove useful in this direction. This could be taken up by further research. The multimodal component of the websites is one of their important features which need to be investigated in order to unravel the extent to which they constitute a marketised discourse or not. My research had initially intended to undertake it as my third theoretical approach but time did not perfect, which is why further investigation focusing specifically on the visual component would be most ready and revealing of some specific features of the discourse. Equally useful, as stated early, is the fact that a longitudinal approach may also be very useful in deepening an understanding of the discourse under study in such a manner as it must have progressed over time.

8.6 Summary of findings

In summary, the analysis of the philanthropic fundraising discourse of UK universities, as seen from a sample of five universities, suggests a hybridisation of different genres, discourses and styles echoing a shift towards a more business or marketised form and order of discourse. This change of perspective which is reflected in the discourse is interpreted on the basis of the political and economic factors which have recently impacted heavily on the university and Higher Education funding in Britain. This change takes the form of a progressive reduction in government funding to universities and an active involvement of universities in sourcing for alternative sources of funding. The discourse of fundraising in UK universities at the present moment is somewhere in a continuum with charities and businesses on the far right end and traditional forms of discourse on the far left end, with the universities' somewhere in the middle: neither wholly marketised nor wholly traditional, but more tilted towards a market mode.

Chapter 9. Conclusion

9.1 Conclusion

This study has investigated how universities use language in their online discourse to persuade readers, alumni and friends to make donations in support of their programmes and activities. The data consist of a sample of the alumni webpages of five universities, namely University of Oxford, University of Cambridge, University of St Andrews, University of Edinburgh and University College London. The analysis has been conducted using two complementary theoretical approaches: argumentation and evaluation. The analysis has been conducted to account for the kinds of arguments the university make in order to persuade the readers to make donations and the evaluative strategies they employ.

It has been revealed from the analysis that the universities make arguments about the kinds of things they want to do by making a claim of what they want to do and then foreground it in values and goals, then they specify the means to achieving such a goal in relation to the circumstances at stake. This argumentation structure is useful in that it enables the reader to understand what the universities want to achieve, and which is also what the universities want to emphasise. The use of VALUES conveys what is important to the universities or what necessitates them to do the kinds of things they do. The GOAL specifies more pointedly, the specific thing that is to be done in order to achieve the overall aim of the university. This argumentation structure offers itself as a useful starting point for investigating the fundraising discourse of the university. However, in a more delicate manner, the argumentation model is not sensitive to the specificities of the values with which the arguments are laden.

To complement this, the evaluative approach has been adopted to allow for a more sensitive analysis. Based on the evaluation analysis, some salient findings have been observed as follows.

The universities make both positive and negative evaluations. The positive evaluations dwell on things which the universities have done, are doing or intend to do. They could also be the things which paint the image of the university in positive colours such as the quality of their research, their commitment to the preservation of histories, cultures, attending to the global challenges, preservation of old buildings, provision and upgrading of facilities like sport centres and libraries and the award of scholarships to deserving students. Thematically, six kinds of evaluations which correspond with the analytical variables have been identified, namely: significance, capacity, variety, flexibility and novelty. These positive evaluations serve as a form of promotional strategy to market themselves to their reader in such a positive manner in order to be bought. They equally serve as a kind of ethos appeal following Aristotle's (Aristotle 1356a 2,3; 2010) three modes of persuasion: ethos, logos and pathos. The ethos appeal is an appeal based on character, credibility or personality. Therefore, as the universities make positive evaluations, they deliberately project and position themselves as committed to and caring about certain things. As they establish such a credibility, they position themselves and then invite the reader to alignment with them. This is what DuBois (2007) calls intersubjective positioning in stance-taking. This alignment and intersubjective positioning is very key to the discourse of fundraising because it is the point at which the participation, support, and donation of the reader is solicited. Therefore, positive evaluations constitute some form of persuasive and promotional strategies (Bhatia 2005) from which the universities solicit donations from readers.

However, the universities also make negative evaluations in their discourses. The negative evaluations revolve around three main issues: financial support to students, restoration of old buildings and solving global challenges or problems of the wider world. It is however important to state that the negative evaluations follow a certain pattern, which is that they are mostly about temporary states of affairs which if the right steps are taken could be resolved. These are captured in temporal deictics like 'now'. Similarly, the evaluations are not about bad things about the universities but about inabilities or incapacities to do things. Such a stringing is meant to generate a problem-solution pattern (Hoey 2001) from which actions will be initiated. Negative evaluations are therefore not about negativities but rather about things that are in a state of challenge which some appropriate action needs to be taken. The negative evaluations are therefore another persuasive rhetorical strategy to engender in the reader a sense of need and urgency requiring some commensurate action.

It has been observed, even though based on a small sample of data, that across the five universities studied, there is a certain pattern in the representation of positive and negative evaluations. While the English universities are largely positive and promotionally inclined with Cambridge having no instance of negative evaluations, the Scottish universities have a comparatively higher tendency for negative evaluations. Clearly from this small sample, it is difficult to tell whether this constitutes any particular pattern of distinction (perhaps relating to the differences in Higher Education funding between England and Scotland). It does, however, point to the fact that the evaluative strategies employed by British universities are not entirely uniform.

Having summarised the study as above, the next question is how does this constitutes a marketised discourse? The data has shown much evidence of marketised language at different levels among the universities, one of which is its promotional nature where the universities demonstrate how great, good and powerful they or their activities, programmes and facilities are; a trend which accords with commercial advertising rather than with universities. Another component of the marketization is a corporate social responsibility (CSR) posture which they demonstrate as universities that care about and are committed to the wellbeing of their communities. CSR is a corporate governance concept where the companies operating within a certain environment, from the profits made, give back to the society. The mandate of universities ordinarily does not extend to that level but some of them even seem to behave as if they are civic actors with certain obligatory commitments to society, as opposed to the traditional mandate of the universities of educating students and conducting research.

One other element of marketization observed is the linguistic structure where all the evaluative noun phrases and clauses, and the attributive adjectives are rendered in superlatives captured in such words phrase like the ‘renowned research’, pioneering research’, ‘biggest and most ambitious’. These are features of promotional language which are usual practice in the corporate world where the major drive is profit. For universities, profit is not the goal, and therefore, for business or corporate styles of discourse to invade their discourse is a by-product of an entrenching marketised model among the universities in the UK.

But to wrap up, it is pertinent to observe, or at least step back in a more dispassionate manner and assess more critically this emerging trend in which universities are becoming like businesses and consequently ran on such principles. It is important to acknowledge that a marketised and business model to doing things may not necessarily be a wrong thing to do but it must be weighed against the implications for the system within which it operates. The goals and mandate of every organisation should guide its nature and operations. A business operates as a profit making venture unpretentiously and sets in motion all machinery to achieve its aim. Its discourse features are well spelt out and are utilised maximally to achieve maximum profits.

A university on the other hand is not a business, neither does it operate on such principles. This is so because the university does not have products, goods or service to sell in exchange for profit. Rather, the university is a centre for the development and propagation of human capital. It prepares the work force of the society especially the political class and its entire elite. The principles of a university require some form of regimentation under which some very strict rules, policies and procedures are expected to be followed and which are actually enforced. When a university shifts from its original calling, it is bound to compromise its standards in order to satisfy its 'customers' who in this instance are students. The university is not supposed to satisfy its students but rather impact knowledge based on its terms but that cannot be possible when the students becomes customers. If the student as customer analogy, for the purpose of this study, may be too extreme, then let us bring it home to a closer example in which case universities are canvassing for funds from the public as if they are charities and using business discourse features to persuade their readers. Ordinarily, universities are not supposed to be going out actively looking for money but should rather be focused on their core mandate while the government funds them through tax payers' money. As Collini (2012) has stated, 'the university should be a protected space in which thoughts and ideas, 'the highest aspirations and ideals' can be pursued to the highest level' (87). I share a similar perspective with Collini (2012) that in order for the universities to function optimally and to serve the purpose for which they are meant, they needed to be protected and properly funded by the government. This is so because universities are 'a public good' and not a business as it is recently been conceived, they must therefore continue to operate within the tenets of their core mandate.

As critical discourse analysts, it behoves us to continue to challenge these discursive practices as they tend to entrench a certain kind of hegemony that is meant to exploit the citizens. The case of the universities is a kind of free market principle that is being introduced (Fairclough 1993, 2005, Brown 2010, Collini 2012, 2015), a trend that has already eaten into the fabric of many economies where governments have gradually withdrawn from the provision of public amenities and services to their citizen thereby transferring responsibility to them amidst heavy tax burdens. These practices which are fast becoming 'business as usual' (Hale and Vina 2016) and which seem to be accepted uncritically must be challenged by the discourse analysts in order to unravel the hidden wishes behind such a trend and the consequences at stake.

9.2 Limitations of the Study

It is important to acknowledge here that the approaches: CDA, argumentation and evaluation have their limitations, and such have reflected in this research as well. One of such is their subjectivity and inability, of evaluative frameworks for example, to provide an evidence-based and data driven standard model with which analysis could be conducted. This lack of evidence-based analytical models and objectivity is reminiscent of what Fish (1979, referring to stylistics) calls 'confirmation bias' in which what is claimed by the analyst or critic has no established and confirmed correspondence with the object, item or meaning being read, suggested or referred.

Another equally compelling challenge of these approaches is that it is very difficult to apply them, especially the evaluative approaches, across contexts which is why, in this research, Martin and White (2005) and the other frameworks that were considered useful (Lemke 1998, Thompson and Hunston 2000, Martin and White 2005 and Bednarek 2006) were still not adequate to capture the peculiarities of my data which explains why I had to develop a model that provided me with the analytical categories more appropriate to the specific nature of my data.

Another limitation of approaches to evaluation is that there is a proliferation of models and terminologies: appraisal (Martin 2000, Martin and White 2005), stance (Barton 1993, Beach and Anson 1992, Biber and Finegan 1988, 1989, Conrad and Biber 2000, DuBoi 2007), modality (Halliday 1994, Perkins 1983), evidentiality (Chafe 1986, Chafe and Nichols 1986), connotation (Lyons 1977), affect (Ochs 1989, Besnier 1993), attitude (Halliday 1994, Tench 1996), intensity (Labov 1984), and hedging (Holmes, 1988, Hyland 1996) without a standardised harmony among them sometimes leading to unhealthy overlaps and confusion. Most of the categories derived by these scholars are often intuitively derived and taken as a given without rigorously testing them across a wide set of data. It appears as if each data set or context requires a new framework to address it. Martin and White's (2005) appraisal framework for example, does not readily apply to the context of my research which is why I had to develop a modified version to account for the specific features of my data. This fluidity of approaches could be arguably considered a strength but more of a weakness due to the lack of a standardised model as well as their intuitive and impressionist perspective (Thompson 2008). Thompson (2008) has raised some critical concerns about Martin and White's (2005) appraisal theory especially their use of the concepts of affect, judgement and appreciation and what they represent and the seemingly layered nature of appraisal choices.

CDA on the other hand particularly has the danger and tendency of subjecting its analysis to political and sociological interpretations without adequately or necessarily focusing on the linguistic elements and a corresponding relationship between the text and the meanings derived and the conclusions made. For example, there is a tendency of CDA critics to jump into conclusion of what their findings signify. This tendency of extrapolation is a result of the tool kit of analysis which CDA offers in which the analysis operates at three levels: the textual, the discourse practice and social practice levels (Fairclough 1993, 2000, 2010). The textual level analyses the internal structure and mechanism of the language, but both the discourse and social practice levels are more interpretative and abstract focusing on and suggesting the social and political significance of the text without, in some cases, any such tangible links established between the text and the claims made about them. These limitations have also been raised by other scholars like Widdowson (1998, 2005) who has consistently described CDA as unsystematic in its nature. He considers it as 'a kind of ad hoc bricolage which takes from theory whatever concept comes usefully to hand" (Widdowson 1998: 136). Breeze (2011) has also cited other scholars that have criticised CDA and has summarised their arguments as follows: 'the underlying premises, the analytical methodology and the disputed areas of reader response and the integration of contextual factors. Other controversial issues such as the predominantly negative focus of much of CDA scholarship, and the status of CDA as an emergent "intellectual orthodoxy"' (Breeze 2011:493).

In the present study, CDA has been applied but it must be acknowledged that the social practice level has been minimally explored in order not to fall into the temptation of ladening the conclusions with interpretation without any corresponding textual or linguistic evidence. The version of CDA applied here is deliberately modified to avoid being trapped in the web of interpretations.

In relation to the argumentation approach, the Fairclough and Fairclough's (2012) model assumes a mono-dimensional approach to making an argument with a monolithic structure, but it is important to note that arguments follow as many forms as there are speakers/participants and contexts and therefore to propose a model of analysis does not in any way limit the nature or forms arguments can take. In practical terms, it is not very common to have all the features proposed by Fairclough and Fairclough's (2012) analytical framework in a single argument. In the present study, not all the features of the analytical framework were captured in full force, which is why the appraisal framework was brought in to supplement as well as complement the inadequacies of the argumentation approach.

The question of counterclaims also does not manifest strictly in the same manner as proposed by Fairclough and Fairclough (2012). In some arguments, there are other counter or opposing voices, but they are more of putative or imagined voices to which the argument responds. In the present study, the arguments analysed do not have physical counter voices but there are putative voices which the arguments for fundraising must address in order to convince the reader who in his heart may be asking the questions: why should I give money to the university, what are they using these funds for, where are the funds from their tuition going, are there no alternative sources of funding to universities, why should the problem be that of the university but the means that of the reader/donor and how productive and socially useful and responsible are the universities? It is important for these complexities of natural arguments to be taken into account in the argumentation theory and the concept of counter claims be reconceptualised and expanded where necessary to include both the spoken and unspoken/imagined voices and or counterarguments.

9.3 Suggestions for further Study

The current study focused on the discourse of fundraising in UK universities, from which some results have been obtained and which suggests some tendencies. However, the sample size of five universities is not sufficient to warrant a valid generalisation. Further investigation using larger data samples will prove most useful in arriving at more enduring results with a higher degree of reliability and authenticity from which more valid generalisations can be made.

Secondly, on the theoretical front, the alumni webpages contain text, images, videos and links thereby making them modular in nature. Therefore, a multimodal approach to the analysis could have been most rewarding, enriching and revealing but for constraints of time within which the research had to conducted, it was not possible to apply such an approach. Further research could be conducted using multimodal (Kress and van Leeuwen 2006) and hypermodal (Lemke 2002) approaches to the discourse.

Finally, a diachronic approach to the topic could also prove useful as it will show the shift in perspective over time and the various changes that have been brought to bear on the discourse across the periods.

However, this research is valuable in demonstrating that a combination of theoretical approaches has positive implications for a more in-depth analysis from which insights that are more illuminating could be gained. It has also ventured into a genre which has so far received scant attention and has provided a basis upon which further research can be built. This research is equally an important contribution to the discourse of Higher Education marketization in the UK and most especially from a critical point of view which is meant to challenge as well as stimulate further discussion on the subject matter. Another point worth noting is the unique affordances of electronic data (websites) and the unique methodological approaches they require, and which this research has demonstrated in practical terms and with reasonable success how to collect and analyse such data. This therefore sets the research agenda for other scholars intending to conduct such a similar research.

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Appendices

Appendix 1: University of Cambridge

Text 1

Sports, performing arts and extracurricular

Clubs and societies are an **integral** part of the **student experience**. With societies ranging from **academic, religious, musical, political, and artistic** there are opportunities for students to **develop** their skills, **meet others** and **enjoy** extracurricular activities no matter **their interests**.

Text 2

Collections and museums

Cambridge's collections have multiple lives, embracing **public and private histories**, personal and scientific interest and the past and the present. They **illuminate** the wider activities, histories and environments of the people who made them and the worlds they represent. We draw upon our collections to **conduct pioneering research**. By **investing in our collections and museums**, our ambition is **to deepen** public understanding of **cultures and people across the planet**.

Accumulated over nearly 300 years, the collections contain materials from the dawn of human activity and beyond, and objects **that stir our innate sense of wonder**. As well as being a vital resource for research, teaching and cross disciplinary exploration, they are an important means by which academic Cambridge **shares its knowledge** with the wider public, s**timulating** engagement with the subjects to which they relate. By animating concepts and ideas, they raise **educational aspiration** in **the most powerful way** there is: by appealing to the imagination

Text 3

Give to a College

Cambridge's collegiate system is **vital** to the **success** of the university and the **achievement** of its people. Colleges **unite** different **generations**, **disciplines** and **backgrounds** in a **close-knit community** where **scholarship and discovery flourish**. Through membership of a college, our students **experience** a great deal **global university** at a human scale. Colleges are at the **heart** of the Cambridge **experience**.

Text 4

Academic subjects and disciplines

The University of Cambridge consists of **over 100 departments**, faculties, schools and institutes which **house research and teaching communities**. In addition, **strategic research initiatives and networks** build on areas of **existing research strength** by bringing together a critical **mass of expertise** from across the academic community.

Text 5

Enhance our environment

Cambridge **creates** the **perfect environment** for **bold thinking** and **creative ideas**. Our 31 colleges are independent **communities** that **draw together** every discipline, intellectual perspective and generation. **Our community** buildings, libraries and **special collections** provide a setting in which to **conduct pioneering research** and help us to engage and **educate the public.**

Text 6

Support our people

Our goal is to **renew and strengthen** our **investment in extraordinary people** by supporting our academic leadership, whilst **nurturing and developing** the **next generation** of talent. **Choose from supporting academic posts and fellowships, graduate studentships or bursaries for undergraduate students.**

Our **7000 graduate students** are the **engine room** of the University. **Through hard work, diligence and determination** they **drive forward** discovery and understanding. They are a **crucial** source of **fresh eyes**, **fresh approaches** and **bold ideas**. They **ensure** that our senior academics **never get too comfortable** with the status quo and that we **never stop challenging our most basic assumptions.**

Our senior academics set the agenda. It is through their **expertise and leadership** that we **discover extraordinary things** and **train the next generation.**

Appendix 2: University of Edinburgh

Text 1

School of Biological Sciences

Creating one of the world's finest research clusters for the study of biology.

The University of Edinburgh's £80m vision for the School of Biological Sciences is to create one of the world's finest research clusters for the study of biology.

A centre of excellence

A remodelled and augmented complex of buildings at our historic King's Building's campus is crucial to this ambition. The new complex will form a physical and metaphorical focal point for the research and collaboration of our 600+ biologists and their academic partners from around the University and the globe.

Solving global challenges

Biological Sciences is undergoing a hugely exciting revolution as we begin to increasingly understand the genome, how it is expressed in living organisms, how it can be influenced and even how it can be repaired or built from scratch.

Edinburgh is at the forefront of these exciting developments, and the School's programme of research aims to use this expertise to help solve the great challenges facing humanity in the 21st century – disease, pollution, food security, creation of pharmaceuticals and more.

Collaboration

Collaboration is key to solving these problems and the new complex of buildings will ensure our broad range of scientists will have the space, the facilities and the opportunity to work together and make the breakthroughs that matter.

Text 2

The Edinburgh Campaign

The Edinburgh campaign raised £350 million for the University; its impact is described in 12 stories of research, investment and change.

The Edinburgh Campaign, one of the most ambitious fundraising initiatives in Scotland's history, sought to raise £350 million to transform the University. On Friday 16 November 2012 we celebrated achieving this immense goal.

The campaign in numbers

Total income

£350m

Total income for student support

£52m

Total number of donors

23, 322

This considerable achievement was made possible through the commitment of the Uiversity's community of donors, alumni, staff and friends. This was not only financial support, but also commitments in terms of time and provision of talent, enthusiasm and advocacy.

Text 3

The Next Phase

The end of the Campaign does not mark the end of our activities. The future of the University depends on continued investment, ambition and being able to adapt to our rapidly changing world. We are currently planning the next phase of our activities and have launched a number of new projects including the transformation of St Cecilia's Hall and increased investment in student support.

Text 4

St Cecilia's Hall

A vision to restore and renovate Scotland's oldest purpose-built concert hall.

Commissioned by the Edinburgh Musical Society in 1763, St Cecilia's Hall offers an irreplaceable window into the past. Named after the patron saint of music, St Cecilia's is Scotland's oldest purpose-built concert hall, and the second oldest in the British Isles.

A hidden gem

This Georgian treasure, nestled in the heart of the Old Town, is a place where visitors can discover forgotten sounds and musical styles, learn about the beautiful instruments it contains, and find out about the cultures of the people who created and played them.

Musical Excellence

Our vision is to restore and renovate this historic venue, making it 'the' centre for excellence for the display, study, performance and enjoyment of musical instruments in Scotland and the UK. The new galleries will combine wonderful objects, live performance, research and teaching, sounds and stories; all set within the interiors of a refurbished and extended building.

Inspiring future generations

By investing in this Project we will ensure the future of this world-class Collection, outstanding Hall, and innovative programme for generations to come.

Text 5

The McEwan Hall

A framework for the restoration and reinvention of the McEwan Hall

Built between 1888 and 1897 thanks to one of the single largest private donations in the University's history, the McEwan Hall is one of Edinburgh's most recognisable architectural landmarks. Named in recognition of its benefactor, Sir William McEwan, the founder of the Edinburgh brewing firm, it was his wish for the magnificent ceremonial hall to be made.

Restoration and repair

Today the McEwan Hall continues to be used for graduation, concerts, public lectures and examination by the University of Edinburgh. Unfortunately the building is underutilised and open for only a handful of days per year. The fabric of this once opulent hall is now also at significant risk and in urgent need of restoration and repair.

Bridging the centuries

Our vision is to restore and reinvent the McEwan Hall so that this nationally iconic and historic building can find a greater public use in the 21st century. The project will return the McEwan Hall building to its former glory and 19th century brilliance, conserving this magnificent building for everyone to enjoy.

Text 6

Old College Law Campaign

Creating world class facilities to match the school's excellence in teaching and research.

This is an exciting time for Edinburgh Law School

Over the past five years it has doubled its research income, significantly increased its number of academic staff and grown its postgraduate intake by 100%. It is already one of the UK's leading law schools, and has a vision to become one of the top law schools in the world over the next decade.

New look for Old College

An important step to helping it achieve its vision is an ambitious redevelopment of the whole of the interior of the Law School at Old College, providing accommodation fit for the 21st whilst celebrating, revealing and preserving the building's character and history. The redevelopment will bring the Law School's learning accommodation up to the same first-class standards as that of its teaching and research.

The new Law Library

As a central part of the redevelopment of Old College the Law Library will increase its presence, visibility and accessibility in Old College by moving from its current position on the second floor to a suite of rooms on the ground floor of the building. It will:

Offer students outstanding digital resources alongside a world-leading printed collections;

Have a pride of place in the heart of Old College in a suite of rooms on the ground floor, accessible from the Old Quad;

Feature a combination of informal, group and private study spaces, encouraging our students to work in ways which enhance their broader skill set;

Provide architectural quality sensitive to the building's heritage. A central design feature will be a series of beautiful octagonal book stacks, echoing the octagonal geometry of the original lecture theatre above the Law Library, dating from the early 1790s.

Text 7

Scholarships and bursaries

We are committed to ensuring that every student has the opportunity to fulfil their potential.

For centuries the University of Edinburgh has supported students who have left their mark on the world. Today, we are committed to ensuring that every student has the opportunity to fulfil their potential, regardless of their financial circumstances.

That's why we have created one of the most comprehensive scholarship and bursary programmes anywhere in the UK.

Transforming lives

Increasing access to world leading higher education is a fundamental ambition of the University. We see first-hand the transformative effects this has on our students, our society and our future.

Text 8

Sport

Supporting student athletes and building a legacy for success.

Sport at Edinburgh is a key part of university life. The Sport Union comprises 64 different clubs whilst the sports facilities are rated as among the very best in the country with over 15, 000 members. We aim to provide our students with the best sporting experience whilst studying with us.

Inspirational sporting alumni

Student athletes need not look far to be inspired by their predecessors who have achieved greatness on the world stage. Iconic sporting alumni include Olympic medalists Katherine Grainger and Sir Chris Hoy and Commonwealth medalist and European Champion, Eilidh Child.

Supporting excellence

Exceptional sporting talent at Edinburgh is recognised and nurtured by an extensive performance which provides athletes with the essential support required to produce world beating performances. The sports scholarship programme helps ensure that every student has the opportunity to achieve their potential, regardless of their financial circumstances.

Over 300 student athletes are currently supported through the Eric Liddel High Performance Scholarship Fund and other scholarships for sporting excellence.

Legacy for success

Investment in sport at Edinburgh has allowed the institution to rise to an all-time best of 5^{th} in the British Universities rankings. Following on from student success at Glasgow 2014, the sports scholaarship programme will continue to play a vital role in athlete preparations for the 2016 Rio Olympic games.

Text 9

Principal's Bursary Fund

The Principal's Bursary Fund awards bursaries to students who need financial support through their studies.

Whether a student can come to Edinburgh should always be based on their ability to learn, not their ability to pay.

Our bursaries

Awards are a minimum of £1000 annually and we make a commitment to support a student for the duration of their course.

In 2012, 549 undergraduates applied for an access bursary, but a lack of funds meant that only 212 applicants received one.

The Principal's Bursary Fund was established in 2010 and, since then, alumni have donated almost £400,000, supporting 96 students for the duration of their studies.

Text 10

Edinburgh Fund

The Edinburgh Fund supports projects and areas that most directly affect student life at the University.

The fund supports talented students with scholarships and bursaries, helps build and enhance student facilities, and enables research initiatives and community projects through Innovation Initiative Grants (IIG).

More about Innovation Initiative Grants

• £130,000 a year is raised by the Edinburgh Fund to support Innovation Initiative Grants.

• We award grants of up to a maximum of £5000 per project.

• The School of GeoSciences was awarded an IIG to investigate the surface melt and runoff from a Greenland outlet glacier.

• A grant was awarded to Children's Holiday Venture to help with the costs of training a new team of student volunteers.

Thank you

Your support ensures that the University of Edinburgh continues to attract the brightest minds, regardless of background or financial ability and contributes to the provision of world-class facilities for teaching, research and student life.

Appendix 3: University of Oxford

Text 1

The Campaign

Launched in 2008, the Oxford Thinking Campaign is the biggest and most ambitious fundraising campaign for Higher Education in Europe. Having surpassed the initial target of £1.25bn in 2012, the University has a new target of £3bn.

Funds raised through the Campaign support three core priorities: student support; academic posts and programmes; and infrastructure. All of this work is helping to address major global challenges to ensure a better future for everyone.

Text 2

Student Support

At Oxford there are over 22,000 full-time students, with around 12,000 undergraduates and 10,000 graduates.

To attract the very best students from across the globe, Oxford is committed to investing in outreach, bursary and scholarship support.

Students are supported in five key ways:

• Schools - Working with teachers, school children and potential University applicants across the country to raise aspirations so students can meet their full potential

• Undergraduates - Providing maintenance bursaries for over 2,500 undergraduates

• Postgraduates - Providing competitive, fully-funded graduate scholarships across departments, divisions and colleges

• Soft skill development - Providing mentors and funded internships worldwide to ensure our students have the transferable skills they require to successfully pursue career opportunities

• Minority support - Providing specific tailored support to minority groups, including the provision of disability and counselling services

Every gift, however small, can have a life-changing impact.

Text 3

Academic posts and programmes

Teaching and research of the highest quality underpin the University's goal to benefit society on a national and global scale. Through the Oxford Thinking Campaign, we aim to support the University's work in advancing world-leading research and in making life-changing discoveries while conserving the special features of the tutorial system.

Many posts established by benefactors over the years are widely considered to be among the most prestigious in their disciplines. With your help, we can maintain and build upon our long tradition of academic excellence and nurture the next generation of the world's leading scholars, teachers and researchers. Securing vital teaching positions means that academic programmes can be developed and delivered to meet current needs and future challenges.

The Campaign is committed to advancing the work of each of the four academic divisions of the University, in addition to Continuing Education, whilst helping to promote the interdisciplinary initiatives that are increasingly required to effectively tackle major issues.

Text 4

Buildings

The physical infrastructure of the University provides an important platform for all academic endeavour as it affords more than just walls and a roof. The working environment needs to offer the appropriate facilities and equipment for vital teaching and research, whilst also providing the opportunity for engagement, interaction and inspiration.

'We shape our buildings; thereafter our buildings shape us.' Winston Churchill

Oxford's historic architecture is well known and continues to play an important part in the life of the University. In order to guarantee that the University can meet the requirements of world-leading research in the 21st Century and can continue to serve the academic staff and students, we need to ensure that our laboratories, teaching spaces, libraries and other facilities are of the highest quality.

Many of Oxford's buildings across the collegiate University have been made possible through the support of donors at all levels. Recent examples include:

• The Andrew Wiles Building, home to the new Mathematical Institute

• The T.S. Eliot Lecture Theatre at Merton College

• The Weston Library, due to be officially opened in 2015

By supporting infrastructure at Oxford, it is possible to help build future success.

Text 5

Investing in talent: the Oxford Graduate Scholarship Matched Funding Scheme

Graduate students are vital members of Oxford's academic community. Whilst enhancing their own skills and expertise, they help drive crucial research across all subject areas. Graduate study is expensive and competition to secure a postgraduate scholarship at Oxford is increasingly fierce. In order to continue to deliver world-leading research, it is important that Oxford is able to make offers to the very best applicants.

The provision of fully funded scholarships is essential for Oxford to compete alongside other world-leading institutions for the stars of tomorrow. The Oxford Graduate Scholarship Matched Funding scheme (OGSMF) was established in 2012 by the University, in recognition of this need. Under the scheme, Oxford matches benefactions from donors on a ratio of 40:60 (University:donor), which greatly enhances the impact of philanthropy. The scheme has been a great success with 89 scholarships already created, many of them in perpetuity.

Creating an ideal legacy

Through this fund, Clara Freeman (Somerville, Modern History) and her sisters Miranda Jones and Isabella Wheater have established the Oxford — R. E. Jones Scholarship in chemistry. Clara explains: 'Funding for graduate study is under a lot of pressure. For a world-class university like Oxford to continue to produce world-class research, it's important to ensure the best talent is able to study there, regardless of their means.'

Appendix 4: University of St Andrews

Text 1

Legacy bequests

Charles II endowed a Chair of Hebrew in 1688 and later the Regius Professorship of Mathematics. During his years as Rector, Andrew Carnegie presented St Andrews with playing fields and a fully-equipped gymnasium. By leaving a legacy bequest to the University, you can join the vibrant history of those who have made a difference by giving to St Andrews.

A legacy bequest is one of the most personally significant gifts you can make to St Andrews. Since the foundation of the University, we have relied upon the generosity of committed supporters to keep St Andrews as a centre for academic pilgrimage supported by world-renowned research and first-class teaching.

Legacy bequests from far-sighted benefactors have had a profound effect on future generations of students and have helped to make Scotland's first University what it is today— culturally diverse and internationally renowned for the quality of its teaching and research. Your legacy bequest will impact the University for decades and centuries to come by providing funding for some of our most significant projects from research into Neural Sciences to re-developing St Salvator's Quad.

As the University embraces the significant milestone of its 600th Anniversary, we invite you to join those who have already made a difference by remembering the University through a gift in your will which could support:

• Undergraduate and Postgraduate scholarship and bursaries;

• Academic posts and research programmes in specific University schools and departments;

• St Andrews' rich cultural heritage of historic buildings, libraries, collections and museums;

• University sports facilities and activities, from golf to water polo

Or, if you so desire, you can support these all and more by leaving a legacy bequest for the general purposes of the University.

Text 2

Sports

The University Sports Centre provides a perfect setting where everyone can take part in classes, train, or play sport at any level. With your help, we can provide the best coaching, equipment and facilities to encourage higher participation at every level.

Over half of the student body at the University of St Andrews participates in sport, ranging from playing in recreational leagues, to competing in national and international championships. St Andrews students prove that a healthy body complements a healthy mind.

Find out more about ways alumni, family and friends can get involved and help promote sport at St Andrews below. If you're interested in a specific sport, you can find a list of all Athletic Union Clubs here.

Text 3

Priority Capital Projects

Sports Centre Redevelopment: £14m

Built in 1968, the Sports Centre struggles, in its current form, to meet the needs of an active student population that has quadrupled in size. The five-phase redevelopment will provide our community with refurbished pitches, a new tennis centre, a 400-seat sports hall and expanded gym facilities.

Martyrs Kirk Research Library: £2.5m

In 2012, the University acquired Martyrs Kirk, a nineteenth-century former church in the centre of St Andrews, which is being redeveloped as a new Arts Postgraduate Research Library. The renovation includes a dedicated room in which our collection of rare books and archives can be consulted by members of the University and the broader community.

Students' Association Building: £2m

A multi-million pound renovation will transform the current Students' Union —inadequate for our expanding and engaged student population — into a fit-for-purpose building, including new theatre and music facilities, a new multimedia suite and a modern headquarters for student societies and campaigns.

St Salvator's Quadrangle Improvement project: £700k

St Salvator's Quad has been our physical and spiritual home for celebrations, royal visits and foam fights for nearly 550 years. Now, important upgrades are needed if the Quad is to continue to meet the needs of a world-class university. The renovation will provide handicapped-accessible ramps, replace tarmac with flagstones, add lighting to building faces and refurbish iron and woodwork.

Text 4

Martyrs Kirk Postgraduate Research Library

The cornerstone of any great research university is the nurturing of young intellectuals. Our postgraduate population has doubled in the past decade and now numbers 1,600, half of whom are studying for an advanced research degree. As this population grows, so too do their needs for dedicated space, specially designed for our advanced research postgraduates to provide room for study and collaboration.

The redeveloped Martyrs Kirk, set amidst many of the University's oldest and most important buildings and designed by well-known local architectural practice Gillespie and Scott, will create the enhanced facilities necessary for this growing community whilst improving access to many of the priceless written and printed treasures we have collected over the past 600 years.

As Professor Louise Richardson, Principal and Vice-Chancellor of the University, said, We may be 600 years old but we are moving fast. Our postgraduate students are the engine that will drive the next generation of cutting-edge research. By transforming Martyrs Kirk into a Research Library we will provide them with the resources they need in a unique and inspiring setting'

To achieve all of this within the stone walls and soaring stained glass windows of the existing building, we need to raise at least £2 million (US $3 million). We have been generously gifted a challenge fund of US $650,000, which we hope will encourage new partners to join us, and have identified a number of opportunities that exist within the building to recognize generous contributors.

Text 5

Students’ Association

A major refurbishment of our Students' Association building will deliver exceptional new theatre and music facilities, a new multimedia suite for the student newspaper and radio station, and a modern headquarters for student societies and campaigns.

£2m

St Andrews regularly tops the higher education league tables: this reflects not just the excellence in teaching and research, but also our impressive performance in the national student satisfaction surveys. To maintain this competitiveness and advance its ambitious goals for enhancing the student experience, the University plans to make a transformative investment in the Students' Association building.

A £12 million redevelopment will provide a full renovation, increased space, an aesthetic overhaul, and facilities capable of meeting the needs of a 21st-century student body.

The plans envisage the creation of new and improved student venues within the building's current footprint, including provision for theatre and acoustic music, modern central headquarters for student societies and campaigners and a state-of-the-art multimedia suite to be shared by the STAR radio station. Rogue film productions and the student television broadcasting group, Bubble TV. A key element of the Association's strategy is the promotion of dynamic and imaginative collaboration between this cohort of student media societies.

The injection of capital will also give a greater edge to the Students' Association's commercial and entertainment operations and thus enable it to continue to fund its mission as a charity dedicated to student services, activities and representation. The Students' Association provides financial support (and creative direction) to over one hundred and forty student societies and therefore plays a leading role in nurturing and promoting St Andrews student talent.

Text 6

St Salvator's Quadrangle Improvement Project

In the next few years, St Salvators Quad will serve as the set-piece for international celebrations, important community events and graduation parties (not to mention foam fights). As St Andrews consolidates its position among the best universities in the world, it is right that this sacred centre receive the upgrades and refurbishment it needs — including:

• Replacement of the degraded tarmac with hard-wearing and sympathetic flagstone.

• Restoration of the central lawn with new seasonal plantings.

• Ramps serving the Cloister, Chapel, and Upper and Lower College Halls, as well as the Butts Wynd gate, to ensure that the space is safer and more accessible than ever before.

• Reconditioned iron and woodwork throughout.

Your support of the Quadrangle Project ensures that the next generation of students enjoys a safer, brighter, environmentally-sustainable and versatile quad.

Text 7

Scholarships

The scholarship has enabled me to be in St Andrews - which has been the best experience of my life. — Kate Reid, 3rd year

Our aim is to encourage all of those with excellent academic standing to apply to St Andrews in the knowledge that financial assistance is available to help them through their studies. By providing invaluable support to students across disciplines and backgrounds, we will produce a group of talented graduates with the capacity to make the most of the opportunities afforded by a world-class education.

Text 8

The 600th Anniversary Scholarship

Almost 300 friends of the University attended a fundraising dinner on 8 November 2012, in the presence of Their Royal Highnesses, the Duke and Duchess of Cambridge, in support of the 600th Anniversary Campaign.

This event and related fundraising efforts have so far secured over £500,000 to establish the 600th Anniversary Scholarship Fund which encourages young students to study at St Andrews by providing them with support for accommodation and living costs.

A new 600th Anniversary Scholarship will be awarded for the next three years meaning that by 2016 there will be a 600th Anniversary Scholar in each year of undergraduate study.

We are grateful for the generosity shown by alumni and friends through which this programme has been created in perpetuity as a fitting and lasting mark of the tremendous support given to the University at this historic time.

Appendix 5: University College London

Text 1

Where you can help

How do you want your gift to benefit UCL?

The generosity of alumni and friends has shaped UCL, from improving our campus to enhancing all aspects of the work that takes place here. Below you can find an overview of how you can benefit your university.

If you are considering establishing a scholarship in your name or you wish to support a specific area of research you should visit our Leadership Giving page for further information.

Help Support students

Help Support Your Department

Help Support Teaching and Research

Text 2

Help Support Students

At UCL we believe financial circumstances should never prevent gifted students from benefitting from a world-class education.

Scholarships and Bursaries are extremely important for UCL to maintain our ideals and offer our students the support they need. Read how Hannah Waits scholarship helped her.

Awards are made to students who demonstrate academic excellence and financial need.

Each year we are overwhelmed by the number of applications we receive for financial assistance and thanks to the generosity of alumni and friends we have been able to support an increasing amount of students each year.

Text 3

Help Your Department

Every department at UCL wants to make sure that their students have the best possible educational experience and are eager to enhance their reputation for research excellence. You can help them to achieve this by making a gift to your department.

Alumni gifts provide Heads of Department with a vital source of funding. From supporting student scholarships to investing in new facilities, 100% of your gift will be directed to areas of the greatest importance within your department.

Text 4

Help Teaching and Research

You don't need to be a researcher to help unlock the secrets of the brain or to find a new way to treat cancer. You can play your part by supporting UCL's researchers to discover the research breakthroughs that will improve the quality of our lives and find solutions to conditions that potentially affect all of us. Your gift will also help ensure that our students who are the potential researchers of tomorrow are provided with the facilities and student experience fitting for a 21st century university.

By donating to Teaching and Research you will allow UCL to determine where your gift will have the most impact, from facilitating innovative research and teaching, to assisting capital projects that enhance our academic environment.

The collective impact of alumni and friends' giving to this fund also allows UCL to directly invest in improvements to its world-class libraries, museums and collections, and facilities which underpin teaching, research and the student experience at UCL including support for student clubs and societies.

Text 5

Leave a Gift in Your Will

UCL is a centre of academic excellence, hitting the headlines on a daily basis with expertise that spans the sciences and the arts, as well as the globe. UCL individuals, past and present, have made discoveries and inventions that have changed the world, informed by the radical vision of UCL's founders two centuries ago who refused to let religious restriction and academic convention inhibit progress

A gift in your will to UCL will continue to transform lives through world class research, through the improvement of resources and buildings, and by giving opportunity to the next generation of students.

We are truly grateful to alumni, staff and friends who have already chosen to remember UCL in their will, and if you are considering this type of gift, thank you. Every gift of every size will make a real difference. We would be delighted to hear from you if you have already included UCL in your will, if you are considering a gift, or if you would like a copy of the UCL legacy giving brochure.