

THE PRESTIGIOUS WORLD UNIVERSITY ON ITS HOMPAGE: A MOVE ANALYSIS OF AN INTRODUCTORY GENRE SET

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Abstract

Recent decades have witnessed growing demands for world universities to promote their international academic and financial status. Accordingly, university homepages have turned into the rhetorical space for promotional academic texts. In this study, we examined 'university overview', 'university mission statement', and 'university introduction at a glance' genres that provide the online visitors with instant introductory information about academic institutions. Based on a corpus of 210 texts selected from homepages of the first top 500 universities ranked by the Academic Ranking of World Universities (ARWU), we analysed their generic structures, move-step constituents, and order of moves. The findings demonstrated that the three genres shared communicative purposes, functional units, some moves and steps, socio-academic contexts, and discourse community members that led to the formation of a genre set. In addition, the tendency of the prestigious world universities for using common informative-persuasive generic patterns in their websites represent the shared cross-cultural communication among the members of the international academic community. This study may promise some practical implications for university students, teachers, and researchers.

1. Introduction

The global marketization of tertiary education has inspired the prestigious world universities to compete with each other for a legitimate academic position by selling their academic, marketable products to the potential consumers and following the conventional practices of promotional culture (Coulter and Mandell 2012; Hemsley-Brown 2012; Santoro and Snead 2013; Yang 2013). Currently, the survival of academic institutions largely depends on following the evolutionary marketing trends, transforming themselves into autonomous corporate bodies, and changing the role of students from co-producers to that of consumers (Askehave 2007; Osman 2008; Xiong 2012; Han 2014; Woodall, Hiller and Resnick 2014). In this light, as Bhatia (2004: 84) contends, the role of universities has considerably changed from that of enjoying "special status and dignity in society" to academic centres that "are finding it extremely difficult to maintain their privileged status of excellence".

As Fairclough (1993) maintains, the universities entrusted with the enrolment of international students employ communicative promotional discourse and persuasive linguistic choices to realize the establishment of their social purposes. Under this

critical condition and by following the immediate advancement of online communication tools, “promotional genres [...] have undoubtedly become the most versatile and fast developing area of discourse” (Bhatia 2005: 213). As Osman (2008: 59) argues, “The use of promotional literature in academic institutions is a recent development”. From this perspective, the universities shape their discursive practices on the basis of dynamic and flexible generic structures and in the process of reconstructing their socio-academic orientations in education.

In this context, Constantinides and Stagno (2011) highlight the role of formal academic websites as the available online resources for firmly establishing social interactions with the audience and profoundly influencing their decisions for the selection of universities. According to Askehave (2007: 725), “homepages on websites have become fully promotional texts in their own rights, not trying to hide or disclose their main purpose: to attract fee-paying students to come to the university to study”. Similarly, Zhang and O’Halloran (2013) highlight the importance of universities’ marketization practices in forming their academic-institutional identities by means of the linguistic discursual resources on their websites. Yang (2013: 53) also explore the generic template of “why choose us” texts in university websites and identify a six-move generic structure, i.e. “establish a distinguished status”, “ensure excellent teaching quality”, “present a leading role in research”, “offer attractive incentives”, “enjoy a friendly environment”, and “end with suggestions”.

University websites as student recruitment tools (Constantinides and Stagno 2011) may practise the explicit information-giving and implicit persuasion-invoking mechanisms by reliance on some introductory generic resources. Accordingly, in response to the social changes in education, the rhetorical structures of the academic texts correspond to discourse context, actor involvement, and text function (Li and Ge 2009). In this sense, “it has become something of a truism that all genres are embedded in their socio-historical contexts” (Swales 2004: 135) and they are established by the social interactions among the academic discourse community participants (Martin and León-Pérez 2014).

This study draws upon the concept of genre set. Hyland (2002: 124) argues that “the notion of genre sets and systems is likely to play an increasingly important role in the way we understand and study connections between the structural properties of institutions and individual communicative actions”. In this light, it has been acknowledged that “groups of related genres and subgenres have not been systematically investigated” (Connor and Mauranen 1999: 60). As Samraj (2005) similarly confirms, the interrelationship between the generic structures deserves to be further investigated in its own right within the academic boundaries.

Only a handful of studies have addressed promotional academic genres in the context of universities. For instance, Askehave (2007: 728) analyse four international student prospectuses and specified their generic templates consisting of six obligatory moves including “identification of sender”, “description of university”, “description of courses/degrees”, “description of destination”, “providing practical information”, and “providing contact information”. Furthermore, Osman (2008: 63) identified the constituent moves of university brochures which included “name of the university”, “university slogan or motto”, “vision/mission statement”, “profile or background of the university”, “location and size of the university”, “academic programs offered at the university”, “facilities

available to support the academic programs”, “entry requirements, fees charged, and duration of the programs”, “career opportunities and recognition received by the university”, and “contact addresses and telephone numbers”. In another investigation, Xiong (2012: 325) identified the move constituents of advertisements for academic posts, such as “titling”, “establishing credentials”, “communicating future aspirations”, “announcing posts and requirements”, “offering remunerations and incentives”, and “providing contact details”. To bridge the present gaps in the literature of university homepage genre analysis, this investigation concentrates more closely on an introductory promotional academic genre set.

Following the widespread accessibility of websites and multimodal input, universities are given the opportunity to introduce themselves on an international scale, advertise their accomplishments, and disseminate the information prerequisite for the students’ application, admission, and attendance. By checking the university websites, the online visitor may click on the ‘about us’ section that provides them with different kinds of introductory perspectives entitled as ‘overview’, ‘mission statement’, and ‘introduction at a glance’ (see Section 3 for a definition). In practice, this study explored the rhetorical organization, move-step patterns, and optimal move orders of the three genres in order to investigate their memberships to the promotional academic genre set of university introduction on the academic homepages.

To this end, the following research questions were proposed:

1. What is the generic structure and conventional move sequence of ‘university overview’?
2. What is the generic structure and conventional move sequence of ‘university mission statement’?
3. What is the generic structure and conventional move sequence of ‘university introduction at a glance’?
4. Can these three related genres be considered as members of a macro promotional academic genre of university introduction?

2. Methodology

2.1. *Corpus*

The corpus of this study comprised 210 texts selected from the first top 500 university websites through a purposive sampling method, i.e. the researchers extracted the corpus from the prestigious university websites which incorporated the promotional genres that met the criteria set in this study. The text length was set at about 130-230 words for ‘overview’ genre and 70-170 words for the ‘mission statement’ genre. For samples of ‘introduction at a glance’, no length was set due to the varied nature of text length in this genre. For each genre, 70 sample texts were taken from the formal websites of different universities. The researchers started the purposive examination of the websites by focusing on the formal homepages of the highest ranked universities and selected the pages of the websites that demonstrated one, two, or three of the promotional genres. The problem of sample selection was that not all university websites provided the three genres of ‘overview’, ‘mission statement’, and ‘introduction at a glance’ on their formal websites.

The researchers assessed the leading world-level university rankings annually updated on an international scale by three major ranking systems including Academic Ranking of World Universities (ARWU), QS World University Ranking, and Times Higher Education World Universities. From among these ranking scales, ARWU was chosen as it uses 'six objective indicators to rank world universities, including the number of alumni and staff winning Nobel Prizes and Fields Medals, the number of Highly Cited Researchers, the number of articles published in journals of *Nature* and *Science*, the number of articles indexed in Science Citation Index - Expanded and Social Sciences Citation Index, and per capita performance'. The latest updated ranking scale published internationally was employed for the selection of universities.

Transparency and rationality of ranking, explicitness and practicality of methodology, depth and breadth of international coverage, specificity of evaluation criteria concerned with quality of education, quality of faculty, and research output, and concentration on a large audience could validate ARWU as the appropriate ranking scale for meeting the requirements of this study.

2.2. Procedure

With no prototypical schematic model defined for the genres under study, we started with the three primary phases of coding, namely initial coding, axial coding, and selective coding of moves (Glaser and Strauss 1967). First, we identified the overall functional patterns of distinctive moves by consistently looking for their frequent patterns of occurrence. Then, axial coding was applied for the purpose of establishing the systematic relationship between the moves and their constituent steps. Finally, selective coding was employed in order to choose the main generic categories, identify the self-standing moves and steps, and integrate the similar or overlapping moves into a single independent category that takes their shared properties into account. It was at this phase that the frequency of obligatory and optional moves was calculated. In addition, the cut-off point of 60% (Kanoksilapatham 2005) was shown to represent the frequency of moves occurring at or above 60% as obligatory and below that level as optional.

In order to enhance the reliability of the findings, an external coder with prior experience in genre analysis research analysed one-third of the corpus independently and identified the rhetorical organization of the genres. The inter-coder agreement was estimated to be about 95% for 'mission statement' genre, 97% for 'overview' genre, and 98% for 'introduction at a glance' genre. After the specification of moves and steps of the three genres, we highlighted the common move sequences followed by addressing the joint properties of the genres for constituting a promotional academic genre set.

3. Generic templates of the three promotional academic genres

In the following section, the definitions and examples of each genre are presented. This is followed by the quantitative representation of the moves and steps along with a brief discussion on the main generic patterns identified for each genre.

3.1. *'University Overview' Genre*

The 'University overview' genre presents the visitors with the latest fundamental academic and professional information about the academic institutions. This genre is an academic digest in the form of short written texts that assumes the compilation of the available important facts about the universities. The universities take this rhetorical space as an opportunity for representing the holistic picture that bridges the gap between their past, present, and future.

As illustrated in Table 1, the generic structure of 'university overview' encompasses six obligatory moves in order, i.e. 'source of reputation', 'historical origin', 'current status of development', 'commitments, goals and orientations', 'global state', and 'services and supports'.

3.1.1. *Source of reputation*

This move demonstrates what the university considers as its source of eminence, esteem, and prestige. At this stage, the universities introduce themselves as the authoritative, well-accredited, and highly acclaimed world-level academic centres. This move consists of five steps including 'scholarly status', 'influential contribution', 'honors and awards', 'hallmarks', and 'partnerships'. The third step itself incorporates international and local rankings, prominent figures, graduates, alumni, and awards. The fifth step also comprises academic associations, professional affiliations, and prestigious memberships. Some illustrative examples of the moves and steps are provided below.

- (1) McGill University is one of Canada's best-known institutions of higher learning and one of the leading universities in the world. (McGill University)
- (2) Our activities focus on building a distinctive profile, exceptional performance in research and teaching, excellent qualifications for our graduates and a forward-looking administration. (Berlin Technical University)
- (3) The University of Reading is ranked in the top 1% of universities in the world. (University of Reading)
- (4) Stanford is known for its entrepreneurial character, drawn from the legacy of its founders, Jane and Leland Stanford, and its relationship to Silicon Valley. (Stanford University)
- (5) With five campuses and a network of more than 200 affiliated healthcare and educational partners spanning the state, we touch the lives of almost every New Jerseyan every day. (University of Medicine and Dentistry of New Jersey)

3.1.2. *Historical origin*

This move underlines the appeal of universities for highlighting their critical roles in establishing academic-professional scholarship, leadership, and partnership. This is characterized by their long-term establishment, eminent stakeholders, and historical milestones. This move incorporates three steps, i.e. 'date of foundation', 'name of founder(s)', and 'historical highlights' which itself includes historical developments and historical traces.

(6) Established in 1636, Harvard is the oldest institution of higher education in the United States. (Harvard University)

(7) Sun Yat-sen University, originally known as Guangdong University, was founded in 1924 by Dr. Sun Yat-sen (also called Sun Zhongshan), a great democratic revolutionary leader of the 20th century. (Sun Yat-sen University)

(8) CU-Boulder has blossomed in size and quality since we opened our doors in 1877. (University of Colorado)

3.1.3. *Current status of development*

This move describes the current state of education and research at universities. The universities use this move to illustrate their superior position, condition, and function in comparison to other educational bodies. The move has five steps including ‘identity’, ‘demography’, ‘educational infrastructure’, ‘community perspective’, and ‘location’. The educational infrastructure step locates educational programs at undergraduate, graduate, and post-graduate levels or academic degrees. Academic centres as well as scope of education and research are among the other sub-constituents of this step.

(9) UW is one of the oldest public universities on the West Coast. (University of Washington)

(10) At present, there are more than 32,000 students in University, receiving education in more than 323 specialties in 20 faculties. University’s staff comprises almost 14,000 people, including nearly 6,000 teachers (1,000 Doctors of Science, over 2,000 Candidates of Science, 42 Academicians of state academies) who represent 289 academic departments. (Saint Petersburg University)

(11) Now in its third century, the University offers 78 bachelor’s, 112 master’s, 68 doctorate and seven professional degree programs through 14 schools and the College of Arts and Sciences. (University of North Carolina)

(12) Our campus, overlooking the beautiful UNESCO World Heritage City of Bath, has a vibrant research culture driven by the enthusiasm and invention of our academic community. (Bath University)

(13) The internationally renowned Technische Universität Berlin is located in Germany’s capital city at the heart of Europe. (Technical University of Berlin)

3.1.4. *Commitments, goals, and orientations*

This move is closely associated with the universities’ obligations accompanied by what they seek to fulfil in future. This move assumes the commitments that the universities demonstrate, the ultimate goals that they are required to achieve, and the approaches that they pursue to operationalize their missions.

(14) We are committed to creating and disseminating new knowledge as a university of growing national and international stature. (University of Illinois at Chicago)

(15) As a world-renowned research university, Princeton seeks to achieve the highest

levels of distinction in the discovery and transmission of knowledge and understanding. (Princeton University)

(16) Today, CUNY faculty and staff members continue to benefit New York City — as well as the entire nation — by serving as policy experts to business and government, advisers to nonprofit institutions, civic organizations and community groups. (City University of New York)

3.1.5. *Global state*

The move explicitly manifests the international status of the well-respected universities. This reveals how the universities go beyond the national boundaries and address the international audiences. This move comprises four primary steps, namely ‘international orientation’, ‘international scope of programs’, ‘admission of international members’, and ‘international partnerships’.

(17) The London School of Hygiene & Tropical Medicine is a world-leading center for research and postgraduate education in public and global health. (London School of Hygiene & Tropical Medicine)

(18) While the University maintains a strong and distinctive Tasmanian identity, our programs and research are international in scope, vision and standards. (Tasmania University)

(19) The Ruhr-Universität Bochum (RUB) with its 20 faculties, RUB’s disciplinary institutional units is home to 5,000 employees and over 36,500 students from 130 countries. (Ruhr University, Bochum)

(20) With numerous international partnerships and study programs, the world is our campus, and what we do has a global impact. (Dartmouth University)

3.1.6. *Services and supports*

This move represents the modern facilities of universities prerequisite for students’ advancement in both academic and extracurricular programs. The universities practically compete with each other over their capacities of properly equipping the faculty and students with adequate, first-class services. This move includes three steps including ‘extracurricular activities’, ‘facilities’, and ‘educational and financial supports’.

(21) Anyone can enjoy and be enriched by all the UW has to offer, including world-class libraries, art, music, drama, sports and the highest quality medical care in Washington state. (University of Washington)

(22) In addition to granting the general public access to its twelve museums and many of its libraries, the University makes findings from cutting-edge research available to the public in accessible and engaging lecture series and panel discussions. (University of Zurich)

(23) For students who are excited to investigate the biggest issues of the 21st century, Harvard offers an unparalleled student experience and a generous financial aid program,

with over \$160 million awarded to more than 60% of our undergraduate students. (Harvard University)

Move	Steps	Frequency
Source of reputation (69)	Scholarly status	57
	Influential contributions	62
	Honours, awards and rankings	47
	Hallmarks	22
	Partnerships	37
Historical origin (43)	Date of foundation	43
	Name of founder	10
	Historical highlights	31
Current status of development (65)	Identity	27
	Demography	31
	Educational infrastructure	60
	Community perspective	26
	Location	43
Commitments, goals and orientations (52)	Commitments	27
	Ultimate goal	52
	Approaches to fulfillment of goal	40
Global state (44)	International orientation	44
	International scope of programs	26
	Admission of international members	32
	International partnerships	27
Services and supports (42)	Extracurricular activities	13
	Facilities	11
	Educational and financial	42
	supports	

Table 1. Functional moves of the 'University Overview' genre

By providing an introductory synopsis of the universities' academic and professional orientations, the 'university overview' genre attempts to attract the attention of the potential visitors and encourage them to choose a particular academic institution as their future educational destination. This being the case, the 'source of reputation' move that highlights the tangible honours and accomplishments of the university is

prominent. A very quick consideration of the historical contribution of the university to the advancement of scientific knowledge stands as another significant move. For the purpose of familiarizing the visitors with the academic infrastructure and research perspectives, the universities address their current state of progress towards the future which is pinpointed in the next frequent move, i.e. ‘commitments, goals, and orientations’ that describe the future horizons of universities. The international program, membership, and partnership could be another key for welcoming the international students who decide to join the academic centres that support them. A very brief description of the academic and financial facilities may motivate students, researchers, and professors to be the members of universities that could equip them with what they need to realize their ultimate educational and occupational goals in different scientific areas.

3.2. *‘University Mission Statement’ genre*

As Swales and Rogers (1995: 225) assert, the mission statement is the modern matrix of institutional principles, rationales, standards, and ideologies in the form of “short, pithy and mnemonic” entities in managerial contexts. “As a situated response to an emerging rhetorical need”, the academic mission statement “both shapes and reflects organizational attitudes and behaviors”. This genre addresses the most critical obligations and expectations on the basis of which the universities act. The academic mission statement has the primary concern of declaring the academic institutions’ purposes and independence (Connell and Galasinski 1998).

This genre consisted of ‘commitments, goals and orientations’, ‘current status of development’, ‘source of reputation’, ‘global state’ as well as ‘services and supports’ (see Table 2). However, out of all these moves, only the first move was obligatory while the other four moves were optional.

3.2.1. *Commitments, goals and orientations*

This move forms the backbone of the ‘mission statement’ genre by which the universities reveal the depth of their full-scale responsibility to the outside global world. This commitment is often integrated with the universities’ ultimate purposes and the approaches adopted to accomplish them.

(24) UC San Diego is dedicated to the advancement of knowledge through excellence in education and research at the undergraduate, graduate, professional school and postdoctoral levels. (University of California San Diego)

(25) Indiana University seeks to create dynamic partnerships with the state and local communities in economic, social, and cultural development and to offer leadership in creative solutions for 21st century problems. (Indiana University)

(26) Carnegie Mellon will meet the changing needs of society by building on its traditions of innovation, problem solving, and interdisciplinarity. (Carnegie Mellon University)

3.2.2. *Current status of development*

This move highlights a set of strategic plans for specifying what the academic centres are expected to accomplish in future on the basis of what they possess at present.

This move describes ‘identity’, ‘educational infrastructure’, ‘community perspective’, and ‘location’. In this sense, educational infrastructure includes academic programs, academic centres, and scope of education or research.

(27) Cornell is a private, Ivy League university and the land-grant University for New York State. (Cornell University)

(28) The San Diego State University shall accomplish this through its many and diverse departments and interdisciplinary programs in the creative and performing arts, the humanities, the natural and mathematical sciences, and the social and behavioral sciences. (San Diego State University)

(29) We seek to develop in each member of the MIT community the ability and passion to work wisely, creatively, and effectively for the betterment of humankind. (Massachusetts Institute of Technology)

(30) The University of New Hampshire is distinguished by its location in a beautiful and culturally rich part of the seacoast of New England. (University of New Hampshire)

3.2.3. *Source of reputation*

This move complements the first move by approving the academic honours of the universities. This move incorporates ‘scholarly status’, ‘influential contribution’, ‘honours’, ‘hallmarks’, and ‘partnerships’.

(31) The University of California, Santa Barbara is a leading research institution that also provides a comprehensive liberal arts learning experience. (University of California, Santa Barbara)

(32) The depth and breadth of our academic programs, the exceptional qualifications of our full-time faculty, the unmatched experiences of our adjunct faculty and the strengths of our research initiatives allow our students, our faculty and our staff to look at the world beyond the classroom. (Washington University)

(33) The University will develop stronger bonds with its alumni, whose success embodies the transformational power of a Temple education. (Temple University)

(34) Commitment, inspiration, ambition, and independence are Utrecht University’s core values. (Utrecht University)

(35) As a knowledge resource to the public, the university builds partnerships with other educational institutions, community organizations, government agencies, and the private sector to serve the region and impact the world. (Houston University)

3.2.4. *Global status*

Universities persistently attempt to draw the attention of the global community by establishing their missions in accordance with the prospects of international society. This move highlights the world-level perspectives of universities that approach and finally accomplish the ideals of a global community by addressing the global issues with global scope.

(36) As a great civic university, Edinburgh especially values its intellectual and economic relationship with the Scottish community that forms its base and provides the foundation from which it will continue to look to the widest international horizons, enriching both itself and Scotland. (University of Edinburgh)

3.2.5. *Services and supports*

This move presents the educational facilities that universities utilize for the purpose of providing their members with the tools that help them initiate, develop, and preserve knowledge in the process of reaching their full potential.

(37) The university provides superior and comprehensive educational opportunities at the baccalaureate through doctoral and special professional educational levels. (University of Texas at Austin)

Move	Steps	Frequency
Commitments, goals and orientations (70)	Commitments	28
	Ultimate goal	70
	Approaches to fulfillment of goal	61
Current status of development (30)	Identity	20
	Educational infrastructure	30
	Community perspective	23
	Location	14
Source of reputation (38)	Scholarly status	21
	Influential contribution	38
	Honours and awards	10
	Hallmarks	23
	Partnerships	14
Global state (24)	International orientation	24
Services and supports (31)	Educational supports	31

Table 2. Functional moves of the ‘University Mission Statement’ genre

The ‘mission statement’ genre puts emphasis on the significance of universities’ commitments and defines the ultimate goals that the universities attempt to accomplish by encouraging their communities to focus on the potential plans and move towards the attainment of the predetermined academic-professional missions. To underline the importance of actual approaches to the realization of their large-scale goals, the universities highlight their educational infrastructure and influential contribution. In other words, first, the universities define their missions to demonstrate their forward-

looking progress to future. Second, they pinpoint how they moved in the direction of accomplishing these purposes in the past by relying on their influential contributions and significant hallmarks. Third, the universities quickly demonstrate their educational facilities to further support their members' movement to the great missions set in advance.

3.3. *'University Introduction at a Glance' genre*

The 'University introduction at a glance' genre is an accurate and detailed framework of facts and figures with a wide scope that compiles the basic, relevant, and classified package of information in numbers. This brief genre affords the online visitors with the representative, comprehensive mainstream of statistical information in a straightforward manner. This may help the online visitors to get familiarized with university at a glance without going through the detailed texts replete with scattered pieces of information.

As shown in Table 3, this genre encompassed seven comprehensive moves including 'historical origin', 'current status of development', 'global state', 'students' admission and graduation rate', 'source of reputation', 'services and supports', and 'reference to other sources'. Moves 2,3,5,6 were obligatory, whereas the others were optional.

3.3.1. *Historical origin*

This move presents the factual, numerical information about the historical origin of academic institutions for the purpose of establishing the universities' long-term presence in education, research, and public service. This move addresses 'date of foundation', 'name of founder', and 'historical development'.

(38) Founded as Throop University in 1891 in Pasadena (California Institute of Technology)

(39) Founded by Ezra Cornell and Andrew Dickson White (Cornell University)

(40) Founded in 1900 as the University of Dallas Medical Department

Affiliated with Baylor University in 1903

Moved from Dallas to Houston in 1943

In 1969, Baylor College of Medicine became an independent institution (Baylor College of Medicine).

3.3.2. *Current status of development*

This move familiarizes visitors with the detailed statistical scheme of universities' current demographic, educational, and environmental conditions. More specifically, this move clearly shows the universities' 'identity', 'demography', 'educational infrastructure', 'community perspective', 'campus life', and 'institutional identity'. As a step, demography incorporates three sub-steps of student profile, faculty profile, and staff profile. The first includes undergraduate students, graduate students, professional students, full-time students, total students, students' gender, and students' origin. The second sub-step encompasses full/assistant/associate professor, full-time/part-

time faculty, tenured/tenure-tracking faculty, total faculty, faculty's degrees, faculty's gender, and student/faculty ratio. Finally, staff profile consists of academic staff, non-academic staff, full-time/part-time staff, total staff, and staff's gender. Similarly, the third assumes academic programs, academic spectrum, academic centres, scope of education, and scope of research. Accordingly, academic program addresses academic calendar, undergraduate programs (Bachelor programs), graduate programs (Master and PhD programs), professional programs, major and minor programs, courses offered, and total programs. Academic spectrum also includes BA/BSc degree, Master degree, PhD degree, Diploma degree, Professional degree, other certificates and total degree. Academic centres count the number of colleges, schools, institutes, campuses, and faculties of universities. As another sub-step, scope of education deals with the most popular disciplines offered by the academic institutions. The more comprehensive sub-step that represents scope of research signifies research budget, research sponsorship and expenditure, scientific publications and projects including patents and inventions, research areas, research centres, research partnerships, research rankings, and prominent researchers. Campus life describes the location, size, residential state, classroom size, and major buildings of universities. As the last step, institutional identity traces the universities' identities realized by motto, colour, nickname, and mascot with occasional reference to shield, emblem, and religious affiliation.

(41) Type of University: Coeducational, nondenominational, private (Lehigh University)

(42) We have 15,137 students enrolled, over 25% come from outside the UK, representing over 100 nationalities.

- 10,563 undergraduates
- 4,574 postgraduates
- 54% male students
- 46% female students (Bath University)

(43) The university has 7 faculties:

1. Humanities;
2. Law, Economics and Governance;
3. Geosciences;
4. Social and Behavioural Sciences;
5. Science;
6. Medicine / University Medical Centre Utrecht (UMC Utrecht);
7. Veterinary Medicine (Utrecht University)

(44) École Normale University offers its community a rich and dynamic campus life. (École Normale University)

(45) Location: Princeton, N.J. /Size of main campus: 180 buildings on 500 acres / Residential college system with 98 percent of undergraduate students living on campus (Princeton University)

(46) Motto: *Vox clamantis in deserto* ("a voice crying out in the wilderness")

Color: Dartmouth Green

Nickname: Big Green (Dartmouth University)

3.3.3. *Global status*

The move addresses the concept of globalization in the form of international student admission and transference. This move brings the international perspectives of universities into the statistical account of facts by showing the number of ‘international member admissions’, most specifically students, ‘international student exchange programs’, and ‘international partnerships’.

(47) International students: 2,072; International scholars: 2,392 (Yale University)

(48) Outgoing students: 1,100; Incoming students: 1,900 (University College London University)

(49) The University of Bonn proudly maintains partnerships with 56 universities in Europe, America, Asia and Australia. (University of Bonn)

3.3.4. *Student admission and graduation rate*

This move informs the potential students about how the universities admit the students and what credentials the students need to have for application to these centres. The move also pertains to graduation and retention rate of the university. This specific move encompasses ‘freshman application’, ‘freshman admission’, ‘average score for admission’, ‘intellectual background of applicants’, ‘admission rate’, and ‘graduation rate’ in numbers.

(50) In 2012, the Graduate School received more than 9,470 applications (Brown University)

(51) Freshman Admission, Class of 2016: Admits: 1,620 (Massachusetts Institute of Technology)

(52) GPA: mid-50% range 89-95//SAT: mid-50% range for Math: 600-70; Critical Reading: 530-640; Writing: 530-640//ACT: mid-50% range 25-29 (Stony Brook University)

(53) 98% placed in the top tenth of their high school graduating class (California Institute of Technology)

(54) Undergraduate admission rate in 2011-12: 7.9 percent (Princeton University)

(55) For freshmen entering in Fall 2006: 70% graduating within six years (Stony Brook University)

3.3.5. *Source of reputation*

This move illustrates the universities’ record of impressive achievements by immediately attracting the attention of the visitors to the statistical facts relating to honour and reputation. The move is realized in the form of ‘scholarly status’, ‘honours and awards’, and ‘partnerships’. At this level, honours and awards include ranking, prominent graduates, alumni, leaders, and scholars, graduates’ employability and placement rate as well as clusters of excellence.

(56) Its establishment revolutionized U.S. higher education; today, it remains a world leader in education, research and patient care. (Johns Hopkins University)

(57) Faculty includes an Abel Prize winner, Guggenheim Fellows, MacArthur “Genius Award” 3 Fellows, Pulitzer Prize winners, National Medal of Science and National Medal of Technology recipients, a National Endowment for the Arts “Jazz Master,” and many more. (Rutgers University)

(58) The ENS maintains a number of partnerships with universities and research centers. (École Normale University)

3.3.6. *Services and supports*

This move incorporates the universities’ academic and financial infrastructures facilitating the progress of academic and research programs. Financial service for students draws on tuition, fee, and other expenses, and financial aid package includes scholarships, fellowships, grants, and affordability options for students. But financial service for university represents the estimated values of income, budget, endowment, revenue, funding resource, economic impact, and expenditure. This move also highlights major facilities and extracurricular activities.

(59) Undergraduate tuition for academic year 2012-13: \$42,808
Room, board, and required fees: \$12,208
Total cost: \$55,016 (Brown University)

(60) 57% of full-time enrolled freshmen receive need-based aid; average amount \$8,553
37% of full-time enrolled freshmen receive merit-based aid; average amount \$3,169
51% of full-time enrolled freshmen receive self-help aid; average amount \$5,449 (Stony Brook University)

(61) The University of Toronto has 44 libraries
The University of Toronto has more than 21 million holdings
The University of Toronto library system is the third largest in North America (University of Toronto)

(62) NCAA Division I, Southeastern Conference
9 men’s varsity sports
12 women’s varsity sports
38 national championships, including 26 since 1999 (University of Georgia)

3.3.7. *Reference to other sources*

This move leads the students to other resources for gaining more information about different statistical sections given in the ‘university introduction at a glance’ genre. This stage encourages the visitors to use other available links to see a complete, detailed introductory framework about the university.

(63) For more detailed information, please visit: <http://www.provost.utoronto.ca/link/students/fees13.htm> (University of Toronto)

Move	Steps	Frequency
Historical origin (34)	Date of foundation	34
	Name of founder	9
	Historical development	12
Current status of development (70)	Identity	22
	Demography	67
	Educational infrastructure	68
	Community perspective	8
	Campus life	32
	Institutional Identity	14
Global State (44)	Admission of international members	44
	International student exchange programs	16
	International partnerships and associations	10
Students' Admission and Graduation Rate (26)	Freshman application	14
	Freshman admission	24
	Average score for admission	16
	Intellectual background of applicants	8
	Admission rate	26
	Graduation rate	13
Source of reputation (59)	Scholarly status	21
	Honours and awards	59
	Partnership	31
Services and supports (57)	Financial service	57
Reference to other sources (20)	Facilities	23
	Extracurricular activities	23
	-----	20

Table 3. Functional moves of the 'University Introduction at a Glance' genre

This genre provides the visitors with a set of facts and figures that enable them to develop an understanding of different aspects of university study and research. The ‘current status of development’ move with its focus on the educational infrastructure and demography is the move with the highest frequency in the genre. In this genre, the aim is to convince the visitors by presenting a set of numbers about the community members, academic programs, honours and awards, and financial services. In other words, this genre attempts to draw the attention of the readers by numerical statistics rather than simply with words.

4. Move sequence

In this section, we address the conventional move sequences of the three promotional academic genres as follows.

4.1. Conventional move sequence of the ‘University Overview’ genre

As shown in Table 4, the most conventional move sequence(s) in this genre occurred at the level of two moves with M1-M3 as the most repeated pattern. In addressing the conventional order of three moves, the sequence of M1-M5-M3 had the highest level of frequency. The move sequences M1-M3-M5-M4 and M1-M4-M3-M6 were the most common sequence of four moves. Finally, M3-M1-M4-M6-M5 showed the most conventional order with 5 moves.

4.2. Conventional move sequence of the ‘University Mission Statement’ genre

By analysing the conventional move sequence(s) of the genre, it was revealed that M1-M3 had the highest frequency of two moves in sequence. The most recurring three-

Conventional Move Sequence	Frequency
M1-M2	6
M1-M3	24
M1-M4	15
M1-M5	15
M1-M6	6
M2-M1	5
M3-M1	13
M3-M4	6
M3-M5	7
M4-M1	5
M1-M3-M5	6
M1-M5-M3	9
M3-M1-M5	8

Table 4. The most frequent conventional move sequence in the ‘University Overview’ genre

move pattern belonged to M3-M1-M5. The only case of sequencing four moves was M1-M3-M5-M2.

4.3. Conventional move sequence of the 'University Introduction at a Glance' genre

M2-M5 was the most frequent occurrence of two moves. M2-M5-M6 was the most common order for three moves. M2-M4-M5-M6 was the most common order for four moves.

Conventional Move Sequence	Frequency
M1-M2	15
M1-M3	23
M2-M1	10
M3-M1	12
M1-M2-M3	5
M1-M3-M2	7
M1-M3-M5	5
M2-M1-M3	5
M3-M1-M2	6
M3-M1-M5	8

Table 5. The most frequent conventional move sequence in the 'University Mission Statement' genre

Conventional Move Sequence	Frequency
M2-M3	18
M2-M4	10
M2-M5	51
M2-M6	48
M2-M7	9
M5-M2	17
M5-M6	6
M1-M2-M5	9
M2-M3-M5	5
M2-M4-M3	6
M2-M5-M3	6
M2-M5-M6	12
M2-M6-M5	8
M2-M6-M7	7

Table 6. The most frequent conventional move sequence in 'University Introduction at a Glance' genre

5. The promotional academic genre set

The analysis illustrated that although these genres were relatively distinct in their overall rhetorical structures, they had many similarities in move-step patterns and revealed the presence of common moves, such as 'source of reputation', 'current status of development', 'global state', and 'services and supports'. In examining the frequency of these shared move patterns, the chi-square test, $\chi^2(6, N=210) = 4.639, P=0.59$, demonstrated that there was no statistically significant difference in the common four moves in the genres (see Figure 1). This indicated the close interactions between move constituents and highlighted their membership to the introductory promotional academic genre set.

It was also revealed that the overall distribution of common steps located in common moves could be indicative of the decreasing similarity in frequency of the shared components at the lower layers. In other words, as illustrated in the tables, some moves that are shared by the three genres may consist of different steps. These three genres had similar steps in the 'source of reputation' move that included 'scholarly status', 'honours and awards', and 'partnership'. As the chi-square test, $\chi^2(4, N=210) = 21.84, P=0.00$, demonstrated, the frequency of these steps statistically differed (see Figure 2). 'Current status of development' move also incorporated 'identity', 'educational infrastructure', and 'community perspectives' in three genres. In this case, chi-square test, $\chi^2(4, N=210) = 18.83, P=0.00$, showed a significant distinction in frequency of the aforementioned steps (see Figure 3).

In another line of investigation, the frequency of shared conventional move sequences in these three genres with different move labels was estimated. In this case, only M1-M5 and M2-M1 were recognized. But, as the chi-square test, $\chi^2(2, N=210) = 9.41, P=.00$, demonstrated, the frequency of these two conventional moves in sequence significantly differed.

6. Discussion and conclusion

'Genres are community resources which allow users to create and read texts with some assurance' (Hyland 2015: 33). 'Overview', 'mission statement', and 'introduction at a glance' genres as the members of a promotional academic genre set share similar participants, product, specific communicative purpose, general communicative purpose, and rhetorical acts (Bhatia 2004). Accordingly, the participants of the promotional academic genres are scholars, researchers, and students. These academic genres have these informative, promotional texts as their main products. The genres may differ in their specific communicative purposes, whereby the 'overview' genre demonstrates the overall introduction to a university, the 'mission statement' genre transmits the commitments and goals of university, and the 'introduction at a glance' genre provides the overall scheme of facts and figures about the university. However, they share one central purpose in general and that is persuading the readers to buy the university services in the process of receiving some preliminary general information.

In practical terms, it was found that although these three genres relatively differed in their overall genre-based templates, type and number of moves, occurrence of obligatory

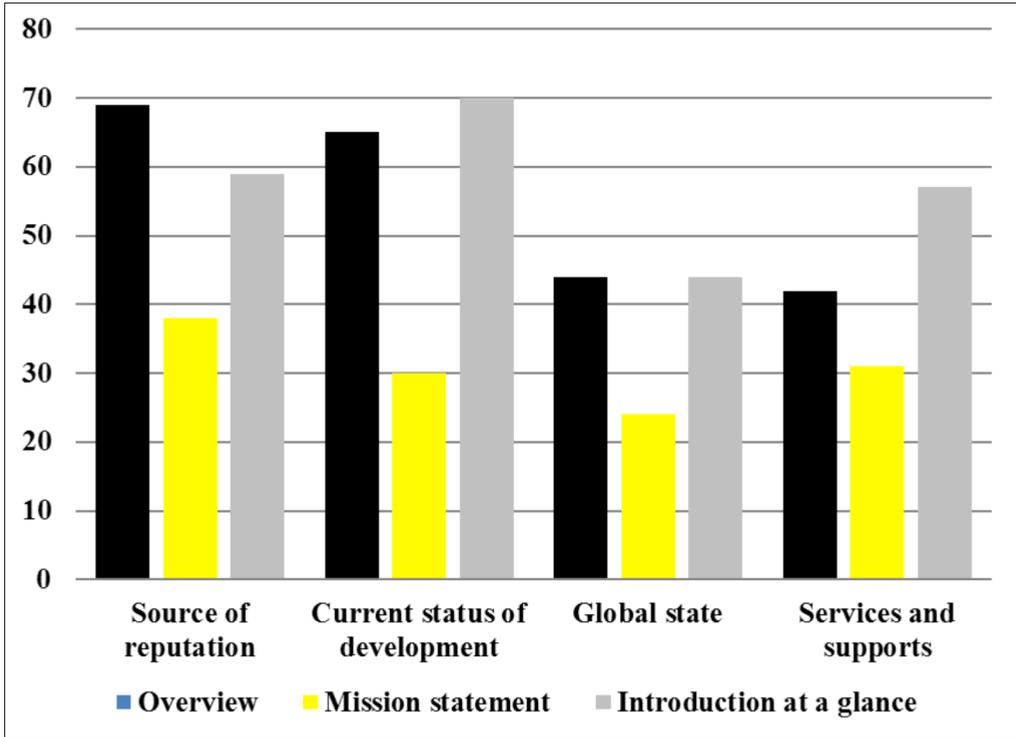


Figure 1. Overall distribution of common moves in three genres

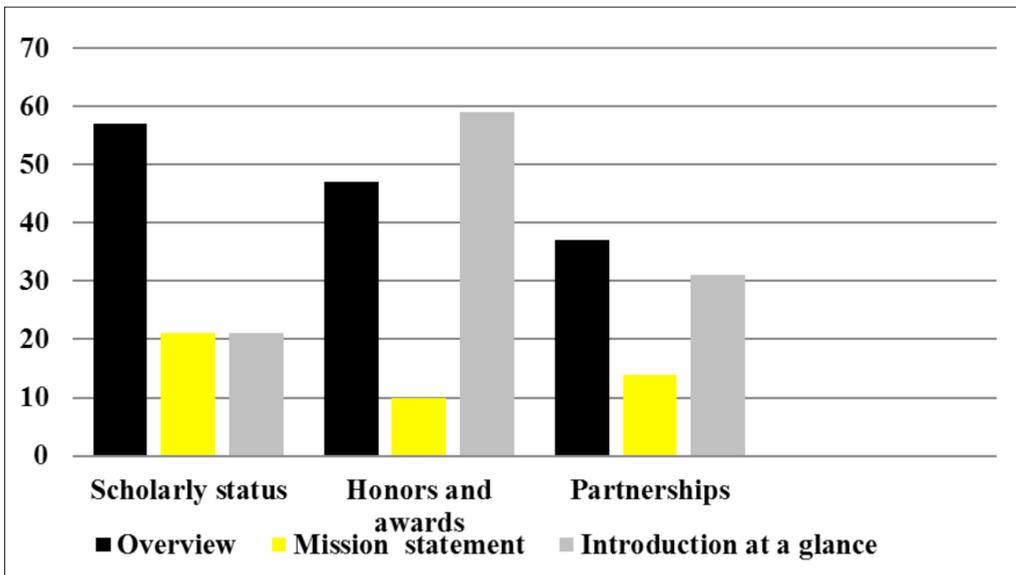


Figure 2. Overall distribution of common steps in 'source of reputation' move

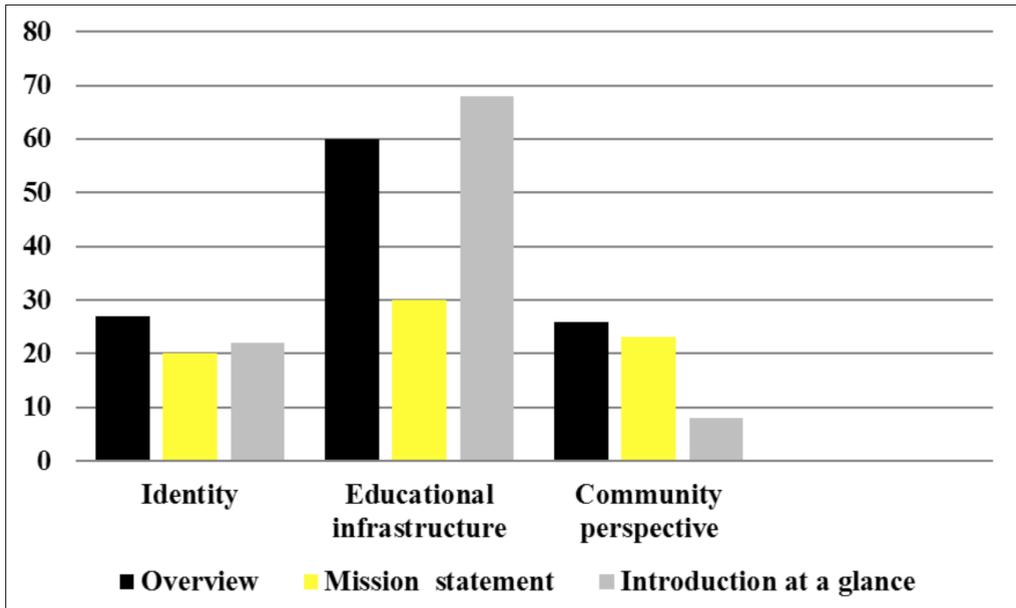


Figure 3. Overall distribution of common steps in 'current status of development' move

and optional moves, and the presence of certain steps and sub-steps, they shared many similarities in their communicative purposes, rhetorical structures, socio-cultural contexts, information distribution mechanisms, descriptive-persuasive introductory orientations, and discourse community memberships. This could ensure significant contributions of the three genres to the construction of a promotional academic genre set. More specifically, these genres attempted to present some general information about the academic institutions for the purpose of meeting the communicative needs of a convincing introduction and attracting an increasingly growing number of academic members on an international scale. By investigating the rhetorical framework of these text genres, it was demonstrated that although the genres were fairly distinct in their move patterns, they shared some common key moves, such as 'source of reputation', 'current status of development', and 'global state' along with 'services and supports'. These generic texts encompass the synthetic use of descriptive and persuasive elements with the observable function of providing information and the hidden intention of selling the products and services of academic institutions to the target audience. As Hyland (2006) maintains, academic genres could be the representation of the larger generic structures that are not independent and may consist of different forms of genre colony. In this sense, the three genres were not formed in isolation. Instead, they were intertextually and interdiscursively correlated as embedded in the academic-professional contexts of universities' online homepages. Constituting the macro-level framework of a set of texts with largely patterned relationships, these academic genres formed the building blocks of the more comprehensive levels of genre assemblage, i.e. genre constellation (Swales 2004) and genre colony (Bhatia 2004) that account for the full range of communicative purposes and communicative events enacted by the full set of social participations and

contextualized relations among all members of the discourse community. Along this line, the move pattern templates of the three genres revealed that these texts were inextricably interwoven in their forms and functions as reflected by the structured relationships in their rhetorical frameworks and community memberships.

In comparison to the student prospectus genre (Askehave 2007: 725), the present genre set highlights the two moves characterizing the role of ‘university description’ and ‘destination description’. Also, some of the moves present in the university brochure, i.e. ‘vision/mission statement’, ‘profile or background of the university’, ‘location and size of the university’, ‘academic programs offered at the university’, ‘facilities available to support the academic programs’, and ‘career opportunities and recognition’ (Osman 2008: 63) were also present in the genre set. In addition, some of the moves in “why choose us” texts on university websites (Yang 2013: 53), namely ‘establishing a distinguished status’, ‘ensuring excellent teaching quality’, ‘presenting a leading role in research’, and ‘offering attractive incentives’ could be located in the genres of the study.

This study could be of importance to different academic community members. For instance, it may help students to find the necessary information they need to know before their application for and admission to different universities. Similarly, post-graduate researchers look for the academic institutions that may supply them with the first-class, ultra-modern facilities for conducting major projects and solving world challenges. More importantly, discourse and genre analysts could follow the study to discover how academic community members communicate with each other and study the actual interactions between language, discourse, and society. The present study highlights the emergence of the new online genres that involve the large-scale communication among different members of the universities or academic communities. While research-based genres like research articles and proposals have been investigated from a variety of perspectives by several scholars in the field, the new online genres that could establish, sustain, and strengthen international communication among the academic community members have not been extensively investigated.

This study focused on the rhetorical structures of three promotional academic genres. Subsequent studies might address the multimodality of online university introduction websites. Furthermore, the present investigation drew on ARWU university ranking and left the space open for future studies to concentrate on other ranking systems that classify universities according to eastern/western or discipline-based criteria for the purpose of making more detailed comparisons. Future research may investigate the universality of the university introduction genre set by expanding the scope of the research to include both prestigious and more modest world university websites.

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Appendix A. University Overview Genre Samples

1. Harvard University
2. Stanford University
3. Princeton University
4. Cornell University
5. Washington University
6. Swiss Federal Institute of Technology, Zurich
7. University of Colorado
8. University of North Carolina
9. Karolinska Institute
10. University of Zurich
11. Vanderbilt University
12. Rutgers University
13. McGill University
14. Stockholm University
15. Michigan State University
16. Texas A&M University
17. Catholic University of Louvain
18. Emory University
19. Mayo Medical University
20. Seoul National University
21. University of Freiburg
22. University of Geneva
23. University of Liverpool
24. University of Miami
25. Erasmus University
26. Mount Sinai School
27. Oregon Health and Science University
28. University of Illinois at Chicago
29. University of New South Wales
30. University of Waterloo
31. Brandeis University
32. City University of New York
33. Keio University
34. Lancaster University
35. Queen's University, Belfast

36. Technical University of Berlin
37. University of Reading
38. Ruhr-Universität Bochum
39. Friedrich-Alexander-Universität Erlangen-Nürnberg
40. Manitoba University
41. University of Medicine and Dentistry of New Jersey
42. Oregon University
43. Clemson University
44. Drexel University
45. Flinders University
46. King Saud University
47. London School of Hygiene and Tropical Medicine
48. Saint Petersburg University
49. Scuola Normale Superiore, Pisa
50. Sun Yat-Sen University
51. Temple University
52. Dundee University
53. Montana University
54. University of Alaska Fairbanks
55. Bath University
56. Duisburg-Essen University
57. Oulu University
58. University of Wollongong
59. Federal University of Rio Grande do Sul
60. Kent State University
61. North Caribbean University
62. Northwestern University
63. Portland State University
64. UConn Health Center
65. University of Nebraska Medical Center
66. University of Sherbrooke
67. Tasmania University
68. York University
69. University of Wisconsin-Madison
70. Dartmouth University

Appendix B. University Mission Statement Genre Samples

1. University of California, Berkely
2. Stanford University
3. Massachusetts Institute of Technology
4. Columbia University
5. Cornell University
6. University of California, San Diego
7. University of California, Santa Barbara
8. Texas University
9. Utrecht University
10. Rutgers University
11. University of Edinburgh
12. Carnegie Mellon University
13. Australian National University
14. Indiana University
15. University of Bonn
16. Texas A&M University
17. Lund University
18. National University of Singapore
19. Tokyo Institute of Technology
20. University of California, Riverside
21. University of Geneva
22. Manson University
23. Stony Brook University
24. University of Illinois at Chicago
25. Maryland University
26. Tennessee University
27. Warwick University
28. Virginia Commonwealth University
29. Virginia Polytechnic University
30. Washington University
31. University of Texas Health
32. Trinity University
33. Leipzig University
34. University of Central Florida
35. University of Cincinnati

36. Guelph University
37. Houston University
38. Missouri University
39. Washington State University
40. Yoshiva University
41. Clemson University
42. Okayama University
43. Polytechnic University of Valencia
44. San Diego State University
45. Syracuse University
46. Temple University
47. University of Montana
48. Texas Dallas University
49. Tokyo Medical and Dental University
50. Tulane University
51. Utah University
52. Graz University
53. University of Pittsburgh
54. Waseda University
55. Huazhong University of Science and Technology
56. Indiana University-Purdue University Indianapolis
57. Nankai University
58. Portland State University
59. Arkansas University
60. Jyvaskyla University
61. York University
62. Victoria University
63. Yale University
64. University of North Carolina
65. Michigan University
66. University of Queensland
67. Dundee University
68. New Hampshire University
69. Tokushima University
70. Rhode Island University

Appendix C. University Introduction at a Glance Genre

1. Harvard University
2. Stanford University
3. Massachusetts Institute of Technology
4. University of California, Berkley
5. California Institute of Technology
6. Princeton University
7. Chicago University
8. Yale University
9. Cornell University
10. University of California, San Diego
11. University of South California
12. Utrecht University
13. McGill University
14. Toronto University
15. Rutgers University
16. Brown University
17. Uppsala University
18. Leiden University
19. Stockholm University
20. University of Bonn
21. Case Western Reserve University
22. University College London
23. Lund University
24. North Carolina State University
25. University of Freiburg
26. University of Massachusetts Amherst
27. University of Milan (*Università degli Studi di Milano*)
28. University of Rome 'La Sapienza'
29. Stony Brook University
30. Hamburg University
31. Tennessee University
32. Brandeis University
33. KTH Royal Institute of Technology
34. RWTH Aachen University
35. University of Buffalo

36. Vermont University
37. Yonsei University
38. George Washington University
39. Saint Louis University
40. Reitoria - Portal da Universidade
41. Bath University
42. Arkansas University
43. University of Graz
44. Karlsruhe Institute of Technology
45. University of Oulu
46. University of Turku
47. Aalto University
48. Carleton University
49. Kyungpook National University
50. Lehigh University
51. Polytechnic University of Turin
52. University of Texas at San Antonio
53. Nebraska University
54. University of Tehran
55. WHU Otto Beisheim School of Management
56. Queensland University
57. University of California, Los Angeles
58. University of Georgia
59. Dartmouth University
60. Rockefeller University
61. Johns Hopkins University
62. Wisconsin-Madison University
63. Zurich University
64. Munich University
65. Ohio State University
66. Ecole Normale University
67. Oslo University
68. Rochester University
69. Baylor College of Medicine
70. University of Versailles