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wien

# MASTERARBEIT / MASTER'S THESIS

Titel der Masterarbeit / Title of the Master's Thesis

„Vision, mission and values: a web-based genre analysis  
of university mission statements“

verfasst von / submitted by

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angestrebter akademischer Grad / in partial fulfilment of the requirements for the degree of  
Master of Arts (MA)

Wien, 2023 / Vienna, 2023

Studienkennzahl lt. Studienblatt /  
degree programme code as it appears on  
the student record sheet:

UA 066 812

Studienrichtung lt. Studienblatt /  
degree programme as it appears on  
the student record sheet:

Masterstudium English Language and Linguistics  
UG2002

Betreut von / Supervisor:

Univ. - Prof. Mag. Dr. Ute Smit



to my parents,  
for teaching me everything I know and for raising me to believe that *anything* is possible

## Abstract

A large body of work has been written about university mission statements, yet no research thus far has examined the potential impact of institutional differences on academic info-promotion genres. To address this gap, the purpose of this ESP-based study is to investigate potential differences between mission statements of traditional research universities and universities of applied sciences (UAS), the latter of which have been frequently neglected in the literature. In particular, this paper analyzes the move structure as well as the lexical-grammatical features of university mission statements ( $n=50$ ) using a manual moves structure analysis as proposed by Bhatia (1993) and the corpus analysis toolkit *Sketch Engine*.

Findings suggest that university mission statements display a fairly consistent, six-step move structure across institution types, yet institutional differences are reflected to some extent on the textual as well as linguistic level. This research could particularly benefit university stakeholders and policy makers, while it may also have important implications for online content writers or authors of similar academic-info promotion genres.

**Keywords:** genre analysis; English for Specific Purposes; ESP; marketization of higher education; university mission statements; traditional research universities; universities of applied sciences

## **Acknowledgements**

This thesis represents the culmination of a long-time dream which began in 2012 when I attended my very first lecture on linguistics. Since then, linguistics has become my most genuine interest, and there is in fact nothing in life that excites me as much as the study of languages.

As for the people who specifically helped me with this thesis and my academic path in general, my first round of thanks must go to my supervisor Professor Ute Smit, whose intellectual guidance, support and patience have been invaluable throughout this study as well as previous research projects. Thank you for your thorough advice which pushed me to sharpen my thinking and brought my work to the next level.

Nobody has been more important in the pursuit of this thesis than my partner in crime, Philip, my family and friends, whose colossal support, wise counsel and profound belief in me gave me the strength and courage I needed to keep going. Thank you for sticking with me no matter what! I love you beyond words (said by a linguist, that really is something).

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## **List of abbreviations**

|              |                                                        |
|--------------|--------------------------------------------------------|
| <b>AF</b>    | Absolute frequency                                     |
| <b>BNC</b>   | British National Corpus                                |
| <b>C</b>     | Corpus of interest                                     |
| <b>CARS</b>  | Create A Research Space model by Swales (1990)         |
| <b>CDA</b>   | Critical Discourse Analysis                            |
| <b>CGA</b>   | Critical Genre Analysis                                |
| <b>EAP</b>   | English for Academic Purposes                          |
| <b>EMI</b>   | English-medium instruction                             |
| <b>EOP</b>   | English for Occupational Purposes                      |
| <b>ESP</b>   | English for Specific Purposes                          |
| <b>HEI</b>   | Higher education institution                           |
| <b>MM</b>    | Mixed methods                                          |
| <b>MS(s)</b> | Mission Statement(s)                                   |
| <b>OECD</b>  | Organisation for Economic Co-operation and Development |
| <b>R</b>     | Reference corpus                                       |
| <b>RF</b>    | Relative frequency                                     |
| <b>RGS</b>   | Rhetoric Genre Studies                                 |
| <b>SFL</b>   | Systemic Functional Linguistics                        |
| <b>STEM</b>  | Science, Technology, Engineering, Mathematics          |
| <b>UAS</b>   | University of applied sciences                         |
| <b>USP</b>   | Unique selling proposition                             |
| <b>WWII</b>  | World War II                                           |

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## 1. Introduction

The past few decades have witnessed a surge of scholarly interest in the internationalization of higher education, with a substantial and wide-ranging body of research published in this field (Furedi 2011, Dafouz & Smit 2020, OECD 2020). In today's era of globalization, universities have been subjected to considerable changes and often "operate [...] as if they were ordinary businesses competing to sell their products to consumers" (Fairclough 1993: 143). Thus, it comes as no surprise that universities need to promote themselves to remain competitive in the global market. As a result, so-called "academic info-promotion genres", as defined by Yang (2013: 46), have emerged in recent years, one of them being university mission statements, which are "a key element of modern universities with strategic actorhood" (Seeber et al. 2019: 230) and which can be viewed as "a symbolic representation of an organization" (Seeber et al. 2019: 231). Since mission statements are publicly available and aim to "promote [the universities'] primary purposes and distinctive competencies" (Bayrak 2020: 1), it can be assumed that mission statements not only inform about the university's agenda, but also, and perhaps more importantly, seek to promote the university's educational vision. Due to their growing popularity, mission statements have received considerable academic attention to date: Ahmad and Masroor (2020), for instance, analyzed the move structure of university mission statements from Anglophone (UK, US) and non-Anglophone (Pakistan, India) universities, and Bayrak (2020) conducted a content analysis of mission statements from high-ranking universities in Europe, Asia, Latin America, Africa and North America.

However, a comparison of mission statements of traditional research universities and universities of applied sciences, as usually found in Austria, Germany, Switzerland or Sweden, is yet to be conducted, an issue this thesis promises to elucidate. Unlike research-intensive universities, universities of applied sciences (UAS), which are often also referred to as university colleges, polytechnics or second-tier HEIs, are a rather novel phenomenon, as they were only introduced to the European higher education system in the 1990s (Dannerer, Gaisch & Smit 2021: 286). Contrary to traditional research universities, UAS are more vocationally oriented and rather focus on "knowledge production, applied knowledge transfer and the formation of professionals" (Dannerer, Gaisch & Smit 2021: 286). It can therefore be assumed that systematic differences between these institutions might be reflected in their mission statements, both on the organizational as well as the linguistic level. Thus, this thesis will attempt to answer the following research questions:

**RQ<sub>1</sub>:** Which move structure and lexico-grammatical features do university mission statements of traditional research universities and universities of applied sciences use?

**RQ<sub>2</sub>:** To what extent do they differ from one another? How might these differences be explained?

To answer these questions, an ESP-based study will be conducted and a corpus of 50 mission statements (25 texts of traditional research universities, 25 texts of UAS) will be created. First, the sample texts will be analyzed by manually conducting a move structure analysis and by adhering to Bhatia's (1993) seven-step framework for genre analysis. Second, by using the software *Sketch Engine*, a corpus analysis toolkit, the lexico-grammatical features will be examined in depth.

The structure of this paper is as follows: the first part will provide a theoretical overview, which will then be related to the practical part. Chapter 2 will discuss the marketization of HE, which is followed by a detailed discussion of genre in the ESP tradition, namely (1) genre versatility and colonization, (2) communicative purpose, (3) discourse community, (4) moves and steps, (5) Critical Genre Analysis and (6) the framework for genre analysis in ESP. Chapter 4 will then introduce the genre of mission statements focussing on its definition and discourse community. In chapter 5, a detailed literature review of related studies will be presented, which will be followed by a brief description of research universities and UAS in chapter 6. Chapter 7 will outline the research design, comprising the research questions, data collection as well as the methodology. In chapter 8, the results will be presented and discussed according to the two main areas of investigation, namely (1) move structure and (2) lexico-grammatical features. The main conclusions are drawn in the final two chapters, including limitations and possible implications.<sup>1</sup>

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<sup>1</sup> It is important to mention that the present paper is partly based on an earlier study (Mikl 2018). Hence, similarities in the organizational structure can occur.

## 2. The marketization of higher education

The past centuries, and the last decades in particular, have witnessed major changes in the field of higher education. One of the most striking transformations relates to the fact that universities are no longer accessed “by invitation only” (Osman 2008: 57) and the student population has fortunately ceased to be “limited to an elite corps of wealthy and high-status men” (Palfreyman & Van der Walt 2017: 2). Nowadays, by contrast, governments worldwide have started to enact policies to promote a rise in domestic student enrollment to widen participation rates in higher education (Palfreyman & Van der Walt 2017: 2). Unlike in the past, where universities were seen as “fountains of knowledge” (Osman 2008: 57) which were “independent of political or societal influence” (Osman 2008: 58), higher education today is considered a requirement for both social mobility as well as national and economic development (Palfreyman & Van der Walt 2017: 2). Furthermore, despite the ongoing Englishization of higher education, today there is no academic language equivalent to the status of Latin in medieval universities, considering that academia does not use English exclusively, but also employs other languages as well (Palfreyman & Van der Walt 2017: 2). According to a study on language distribution in academia (Liu 2016), the majority of research may be published in English (95.91%), which without doubt has become “*the* language of the academy” (Palfreyman & Van der Walt 2017: 2 [original emphasis]), yet there is also a modest amount of literature published in other languages, such as German (0.84%), French (0.715%), Spanish (0.63%), Chinese (0.55%) or Portuguese (0.42%) (Liu 2016: 118)<sup>2</sup>.

Despite substantial changes in higher education, universities have remained “inherently globally oriented institutions” (Dafouz & Smit 2020: 2). Whilst student mobility may be seen as a recent development only, it already was a principal characteristic of higher education institutions in medieval Europe (Palfreyman & Van der Walt 2017: 1). In fact, as early as in medieval times, “wandering students” (Van der Wende 2010: 540), who left their home countries to attend universities abroad, were commonplace (Van der Wende 2010: 540). Thus, it is safe to say that “higher education has always had, and *has inherently*, an international character”, as so aptly put by Van der Wende (2010: 540 [emphasis added]).

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<sup>2</sup> It is interesting to note that the language distribution in the fields of Arts and Humanities looks quite different, with English playing a less prominent role: merely 73.26% of scholarly publications are in English, while languages such as French (7.45%), German (5.48%), Spanish (4.83%) or Italian (3.18%) are more often used (Liu 2016: 118). Similarly, Dannerer, Gaisch and Smit (2021: 292) found that in 2019 the share of publications in English at some Austrian universities was around 50%, thus showing that German is still almost as frequently used as English. Hence, while English has undoubtedly become the lingua franca in academia, other languages are still employed.

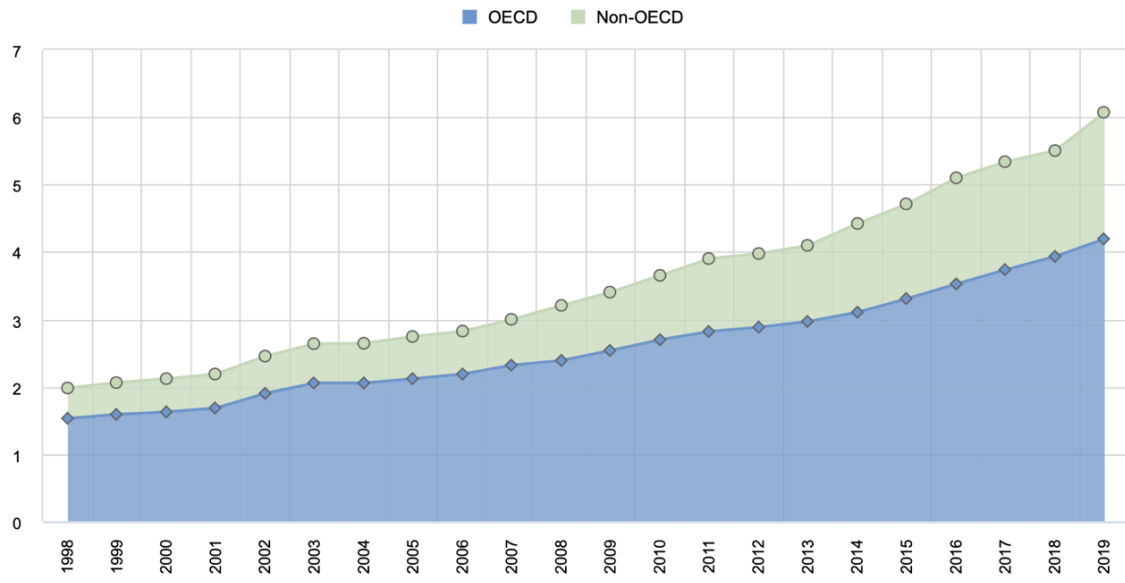
The global orientation of universities worldwide has been subject to major transformations, though. Particularly the aftermath of WWII, which involved significant political as well as economic changes, saw a considerable increase in international collaboration in the field of higher education (Van der Wende 2010: 540). For instance, during the time of post-war reconstruction, scientific cooperation and student mobility were fostered to promote peace and cultural exchange, and hence multiple cultural exchange programs, such as Fulbright, ERASMUS or UMAP were founded (Van der Wende 2010: 540)<sup>3</sup>. As a consequence, the internationalization of higher education enabled governments worldwide to “support the related processes of reconstruction, nation building, economic and democratic reform, technological development, regional integration, and international dialog” (Van der Wende 2010: 540). In other words, the internationalization has undoubtedly shaped higher education in unprecedented ways and has had significant economic and sociopolitical impacts. Also, with the world becoming more globalized and with English being increasingly used as the global lingua franca, the field of higher education “has taken a noticeable and arguably irreversible turn towards fostering student and staff mobility, investing in international collaboration and networking for research and educational programmes, while institutions are taking steps to boost their own position in various international ranking systems” (Dafouz & Smit 2020: 2).

Despite the inherently international character of tertiary education, the last decades have witnessed a substantial increase in the total number of international and foreign students worldwide<sup>4</sup>. According to a recent study conducted by the Organisation for Economic Co-operation and Development (OECD 2021: 216), the number of international or foreign students enrolled in tertiary education in both OECD and non-OECD countries increased drastically from roughly 2 million in 1998 to 6.1 million in 2019. Figure 1 (OECD 2021: 218) illustrates the growth in international or foreign student enrolment in tertiary education from 1998 to 2019.

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<sup>3</sup> It is interesting to note that the term “internationalization” has gained popularity in the field of higher education only in the early 1980s, while previously terms such as “international education” or “international cooperation” were often used, and sometimes still are today (Knight 2008: 2). It is also noted that the relation and differences of meaning between the terms “international”, “transnational”, “crossborder” or “borderless” are still leading to confusion (Knight 2008: 2), which is why this paper will use the term “international” only. The interested reader can find a detailed overview of the development of international education terminology in Knight (2008: 2).

<sup>4</sup> The OECD (2021: 218) distinguishes between the concepts of “international” and “foreign” students, with the former referring to “students who left their country of origin and moved to another country for the purpose of study”, while the latter relates to students “who are not citizens of the country in which they are enrolled and where the data are collected” (OECD 2021: 218). It is important to point out, though, that the category of foreign students “may be inappropriate for capturing student mobility because of differing national policies regarding the naturalization of immigrants” (OECD 2021: 218). This paper will therefore primarily focus on the concept of international students. It needs to be mentioned, though, that the difference between the two concepts is not that clear cut, especially considering that in some cases the number of foreign students needs to be taken into account when countries do not provide numbers of international students (OECD 2021: 205).



**Figure 1: Growth in international or foreign student enrolment in tertiary education (1998 to 2019)**  
(Screenshot: OECD 2021: 216)

It hardly needs mentioning that the rapid spread of Covid-19 in early 2020 has had (and still has) a massive impact on international student mobility. For instance, it is estimated that in 2020 approximately 4 million international and foreign students studying in OECD countries were affected by the pandemic (OECD 2021: 213). As pointed out by the OECD (2021: 213), the Covid-19 pandemic has negatively impacted “the continuity of learning [...] as well as students’ perceptions about the value of their degree and their host country’s capacity to look out for their safety and well-being”. Also, it is reported that many OECD countries changed their national policies regarding the admission of international students in the academic year 2020/2021 in response to the pandemic (OECD 2021: 204). These developments are expected to have adverse effects on international student mobility in the future (OECD 2021: 213). Therefore, it is rather unlikely that international student mobility will reach 8 million international students by 2025, as previously predicted in 2015 (Oxford University 2015: 5). At the time of writing this paper, the pandemic is still ongoing and the situation ever-changing, thus it remains to be seen how student mobility will progress in the coming years.

Despite the pandemic, student mobility has been rising enormously, and so has the overall number of students enrolled in higher education: as opposed to the beginning of the millennium, when around 100 million students worldwide attended tertiary education, today around 220 million students study at university (World Bank 2021). It can be clearly seen that the last decades have witnessed rising public access to tertiary education. In fact, higher education, which was once considered “the pinnacle of learning” (Osman 2008: 57) reserved

for the elite only, has undergone a radical transformation, which Altbach (1999: 109) has termed “the ‘massification’ of higher education”. The universal access to tertiary education has been a global phenomenon, relating to both developed as well as to underdeveloped countries (Noui 2020: 93) and has thus produced a burgeoning interest in the field of higher education and inspired further scholarly work on the subject (Crossman & Clarke 2010, Curaj et al. 2015, Coelen & Gribble 2019, Dafouz & Smit 2020, Noui 2020).

These substantial transformations have had a massive impact on higher education, which is often no longer considered a social responsibility or public good, but has rather become “a commodity that can be traded” (Tilak 2009: 449), or, as put by Knight (2008: 13), “an internationally tradable service”. Zemsky (2003, quoted in Tilak 2009: 450) even goes as far as to assert that we have “lost the ‘public’ in higher education”<sup>5</sup>. In fact, tertiary education has transformed into a global market, in which universities need to promote themselves to remain competitive on both a national and an international scale (Yang 2013: 46). Also Dafouz and Smit (2020: 2) refer to these major changes, arguing that

[t]he tertiary educational sector has taken a noticeable and arguably irreversible turn towards fostering student and staff mobility, investing in international collaboration and networking for research and educational programmes, while institutions are taking steps to boost their own position in various international ranking systems.

Thus, it appears as if universities are “no longer just an institution of higher learning but also a business” (Bunzel 2007: 152). Similarly, Fairclough (1993: 141) argues that universities act as “ordinary businesses competing to sell their products to consumers”, while Tomlinson (2017: 450) notes that tertiary education has gradually turned into an “increasingly market-driven mode of delivery”. It becomes obvious that higher education institutions have adopted business strategies, which is also reflected in the concept of “educational entrepreneurship”, illustrating a greater focus on entrepreneurial values (Mautner 2005, quoted in Askehave 2007: 724). There is thus every reason to believe that universities worldwide are “commodifying academic education, which entails transforming higher education into a lucrative sphere of economic activity where the quality of education is measured by quantifiable performative accomplishments” (Teo & Ren 2019: 540). This worldwide phenomenon has been referred to in the literature as “the marketization of higher education” (Fairclough 1993, Askehave 2007:

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<sup>5</sup> Needless to say, many universities, in particular in Europe, are still public and therefore publicly funded. Considering this, Zemsky’s comment might seem exaggerated to some readers, yet one could argue that tertiary education may have lost its original educational mission and has instead “become a largely ‘transactional’ endeavor” (Greenberg 2022).

723) or the “commercialization and commodification of higher education” (Knight 2008: 13) to account for the adoption of business practices in the field of tertiary education. Consequently, many universities today, especially non-European ones, “are spending more and more time attracting fee-paying students both nationally and internationally, competing for state-sponsored research grants, conducting research that attracts corporate sponsors, and developing marketable ‘products’” (Askehave 2007: 724). It is important to point out that the trend of marketization of higher education has been observed in and relates to both private and public universities.

In addition, at the discourse level, corporate practices previously known from the business world only entered the field of higher education. For instance, the concepts of “customers”, “clients”, “corporate identity”, “strategic plans” or in fact “mission statements” have become commonplace in higher education contexts (Connell & Galasinski 1998, quoted in Askehave 2007: 724). As can clearly be seen, universities worldwide are responding to the commodification of tertiary education, implementing corporate practices.

The marketization of higher education has also greatly affected the relationship between scholars and students, “[reshaping] [...] [it] into a transactional exchange of a commodity (academic knowledge) between service providers and customers” (Teo & Ren 2019: 540). There has been increased scholarly interest in this pervasive customer-oriented approach in the context of higher education, and a large body of work has been written about this development (McMillan & Cheney 1996, Baldwin & James 2000, Molesworth, Nixon & Scullion 2009, Tomlinson 2017). Interestingly, evidence was put forward to show that students themselves identify as consumers (Tomlinson 2017). Thus, it can be argued that tertiary education “has now become elaborately packaged as a tailor-made product, commercially publicised and sold to its prospective customers, students” (Yang 2013: 46). It comes as no surprise that this key transformation has also strongly affected the use of language in academic contexts, which will be illustrated in greater detail in chapter 5.

Furthermore, there is no doubt that “the use of English has grown unstoppably in universities across the globe” (Dafouz & Smit 2020: 2), in particular in academia. Given that higher education institutions worldwide need to remain internationally competitive, non-Anglophone universities have been pressured to implement programs in English, especially considering that the “language of instruction is a strong determinant of students’ choice of destination” (OECD 2018: 223). Thus, while university programs in the university’s official language are likely to attract primarily domestic students, implementing English-medium instruction (EMI) can significantly increase the share of international students, who in many

countries are often seen as “cash cows” that contribute to the universities’ financial sustainability (Choudaha 2017: 5). With English being the lingua franca of today’s world, it is hardly surprising that Anglophone countries, such as Australia, the US, Canada, New Zealand or the UK, are the top study destinations for international students (OECD 2018: 223). Thus, amidst growing internationalization, non-English speaking universities around the world are now increasingly offering EMI, hence “opening up educational opportunities at under- and postgraduate levels all across the globe” (Dafouz & Smit 2020: 12). According to a study conducted by Wächter and Maiworm (2015: 42), many HE institutions in non-Anglophone European countries, especially Nordic ones, have implemented EMI, as illustrated in table 1:

**Table 1: Non-Anglophone European higher education institutions offering EMI (Screenshot: Wächter & Maiworm 2015: 42)**

| Country | All Institutions <sup>1)</sup> | ETP-offering Institutions <sup>2)</sup> | Share of ETP-offering institutions of all institutions (%) |
|---------|--------------------------------|-----------------------------------------|------------------------------------------------------------|
| AT      | 73                             | 34                                      | 46.6                                                       |
| BE      | 72                             | 21                                      | 29.2                                                       |
| BG      | 49                             | 8                                       | 16.3                                                       |
| CH      | 39                             | 19                                      | 48.7                                                       |
| CY      | 23                             | 11                                      | 47.8                                                       |
| CZ      | 79                             | 22                                      | 27.8                                                       |
| DE      | 356                            | 154                                     | 43.3                                                       |
| DK      | 50                             | 24                                      | 48.0                                                       |
| EE      | 23                             | 7                                       | 30.4                                                       |
| ES      | 177                            | 36                                      | 20.3                                                       |
| FI      | 42                             | 35                                      | 83.3                                                       |
| FR      | 701                            | 113                                     | 16.1                                                       |
| GR      | 42                             | 8                                       | 19.0                                                       |
| HR      | 29                             | 2                                       | 6.9                                                        |
| HU      | 54                             | 19                                      | 35.2                                                       |
| IS      | 8                              | 4                                       | 50.0                                                       |
| IT      | 207                            | 41                                      | 19.8                                                       |
| LT      | 43                             | 21                                      | 48.8                                                       |
| LV      | 45                             | 15                                      | 33.3                                                       |
| NL      | 60                             | 39                                      | 65.0                                                       |
| NO      | 56                             | 23                                      | 41.1                                                       |
| PL      | 332                            | 59                                      | 17.8                                                       |
| PT      | 98                             | 14                                      | 14.3                                                       |
| RO      | 77                             | 13                                      | 16.9                                                       |
| SE      | 42                             | 34                                      | 81.0                                                       |
| SI      | 70                             | 6                                       | 8.6                                                        |
| SK      | 33                             | 7                                       | 21.2                                                       |
| TR      | 162                            | 28                                      | 17.3                                                       |
| Total   | 3,042                          | 817                                     | 26.9                                                       |

<sup>1)</sup> Database of the European Commission on higher education institutions awarded an ERASMUS Charter

<sup>2)</sup> Identified with the help of the data base of StudyPortals and the Institutional Survey

This table clearly illustrates the Englishization of tertiary education. It can be assumed, though, that by now, several years after the publication of Wächter and Maiworm's (2015) paper, even more English-taught programs will have been implemented in non-Anglophone countries and without doubt will continue to rise in the future. Some scholars may even go as far as to argue that one day all university programs will be offered in English only. These surely are controversial waters we are entering, but the overall trend clearly points towards English becoming the "the new Latin of [...] academia" (Kaša & Mhamed 2013: 31).

In summary, it can be stated that tertiary education has faced major changes, including its massification, Englishization and commercialization. Universities have turned into businesses which sell their product to customers (i.e. students), and education has consequently become a commodity for trade. Although a large number of universities, particularly in Europe, is publicly funded and might hence adopt a slightly different business model, these institutions are not spared from marketization pressures.

### **3. Genre**

Since time immemorial, philosophers have been interested in the concept of genre. In fact, the term "genre" was coined by Aristotle to categorize different kinds of literature, i.e. poetry, drama and the epic (Flowerdew 2013: 138). More than 2,000 years later, this categorization is still prevailing, yet it is clear that the notion of genre has proliferated and expanded beyond Aristotle's original divisions. Genres now incorporate new cultural forms, such as soap opera, film noir, western, thriller etc. (Flowerdew 2013: 138), and the list is ever-growing. The concept of genre has been studied in a variety of different fields, ranging from visual arts, musicology, "folklore studies, linguistic anthropology, the ethnography of communication, conversational analysis" to "rhetoric, literary theory, the sociology of language, and applied linguistics" (Paltridge 1997: 5).

A large body of work has been written about genres in applied linguistics, yet its definition has been subject to much debate. As pointed out by Kwaśnik and Crowston (2005: 77), "[o]ne of the challenges of studying genre in general is that there never has been, nor is there presently, a consensus on what genre is, what qualifies for genre status, how genre 'works' [...] or how best to identify, construe, or study genres". Swales (1990: 58), whom many consider the father of genre analysis, defines genre as "a class of communicative events, the members of which share some set of communicative purposes". Bhatia (2004: 23), another eminent scholar in the field of genre analysis and English for Specific Purposes (ESP), provides a similar definition, viewing genre as "recognizable communicative events, characterized by a

set of communicative purposes identified and mutually understood by members of the professional or academic community in which they regularly occur”. Similarly, Flowerdew (2013: 138) views genre as “different communicative events which are associated with particular settings and which have recognised structures and communicative functions”. Martin (1984: 25), by contrast, provides a more concise definition, defining genre as “a staged, goal-oriented, and purposeful social activity that people engage in as members of their culture”.

As can be seen, many scholars have offered various pieces to the puzzle, and one must bear in mind that this “multiplicity of definitions is not necessarily sloppiness or lack of rigor, but rather an indication of the richness of this concept, and its fruitfulness as a lens through which to observe a diversity of phenomena”, as pointed out by Kwaśnik and Crowston (2005: 77). However, it is critical to note that the definition of genre is ultimately dependent on “the tradition from which a researcher is working” (Kwaśnik & Crowston 2005: 77), be it Rhetorical Genre Studies (RGS), Systemic Functional Linguistics (SFL) or English for Specific Purposes (ESP). While a detailed definition of the first two traditions is beyond the scope of this paper, the interested reader can find a more extensive account of the conception of genre within RGS and SFL in Hyon (1996), MacKenzie (2010) and Imtihan (2012). The topic of genre analysis in the field of ESP will be dealt with in the following section.

### **3.1 Genre analysis in English for Specific Purposes (ESP)**

In the last three decades, applied researchers have become increasingly interested in the field of English for Specific Purposes (ESP), sometimes also referred to as the British tradition (Bhatia & Salmani Nodoushan 2015: 122), which is “a learner-centered approach” whose main goal is to “[fulfil] the specific needs of target learners to satisfy either their professional or vocational demands” (González 2015: 380). According to Dudley-Evans and St. John (1998: 4), ESP is characterized by three main features, namely (1) it “is designed to meet the specific needs of the learner”, (2) it “makes use of the underlying methodology and activities of the disciplines it serves”, and (3) it “is centred on the language (grammar, lexis, register), skills, discourse and genre appropriate to those activities”. Stevens (1988, quoted in Dudley-Evans & St. John 1998: 3) adds further key characteristics, arguing that ESP is linked to specific disciplines and professions and is primarily designed to fulfil learners’ needs. ESP can therefore be seen as “needs based and task oriented” (Smoak 2003: 27). In other words, ESP focuses on “studying and teaching specialized varieties of English, most often to non-native speakers of English, in advanced academic and professional settings” (Bawarshi & Reiff 2010: 41). Such specialized varieties might involve English for Academic Purposes (EAP) as well as English

for Occupational Purposes (EOP), such as administration, medicine, law, business or other vocational purposes aimed at non-professionals in work as well as pre-work situations (Dudley-Evans & St. John 1998: 6-7).

While ESP first emerged in the early 1960s to account for the increasing importance of English as a lingua franca (Dudley-Evans & St. John 1998: 1-2), its role changed considerably in the 1980s when genre analysis was introduced following Swales' (1981/1990) groundbreaking work on the introduction of academic articles (Dudley-Evans & St. John 1998: 89). Since then, genre analysis has become a fruitful area of research (González 2015: 380). ESP now considers genre analysis a pedagogical tool (Bawarshi & Reiff 2010: 41) and genre descriptions aim to help language learners understand "what is generally acceptable in terms of how the text should be written or spoken" (Paltridge 2013: 347). However, it is critical to note that genre analysis "is now being widely used to analyse non-pedagogical aspects of the professional world, in particular the study of institutions, organisations, and other forms of corporate behaviour" (Bhatia & Salmani Nodoushan 2015: 127). Although genre analysis has come to play a key role in ESP, Dudley-Evans and St. John (1998: 31) emphasize "that it would be wrong to think of genre analysis as a *new movement* in ESP" [original emphasis]. More than 20 years after this comment we can undoubtedly argue that genre analysis has become more than a mere movement, and has rather become a core element when it comes to teaching both written and spoken texts to language learners, as well as when investigating business communication.

### 3.1.1 Genre versatility and colonization

Before moving on to genre analysis, the question of how ESP conceptualizes the notion of genre will be explained in greater detail. Bhatia (2004: 23) has attempted to pin down various key traits of genre. First, and perhaps most distinctively, Bhatia (2004: 23) argues that

[g]enres are highly structured and conventionalized constructs, with constraints on allowable contributions not only in terms of the intentions one would like to give expression to and the shape they often take, but also in terms of the lexico-grammatical resources one can employ to give discursal values to such formal features.

Despite their conventional structure, it is important to note that genres are highly flexible and constantly evolving (Bhatia 2004: 25), particularly in today's digital era. As rightly pointed out by Berkenkotter and Huckin (1995: 6), "genres are *inherently dynamic* rhetorical structures that can be manipulated according to conditions of use" [emphasis added]. Likewise, Bhatia (2004: 29) notes that genres "can be exploited to respond to novel rhetorical contexts, and thus have

propensity for innovation and further development”. Genre boundaries can therefore be blurry and fluid, resulting in “hybrid, mixed and embedded forms” (Bhatia 2004: 25), which Fairclough (1993: 141) has appropriately defined as “genre hybridization”. In an interview, Bhatia also notes that research often tends to focus on “pure genres”, although in real life situations genres most commonly appear in hybrid forms (Bhatia & Salmani Nodoushan 2015: 124). Thus, it is argued that more emphasis needs to be placed “on the complexity and dynamicity of genres, rather than on the purity of such discursive configurations” (Bhatia & Salmani Nodoushan 2015: 124).

This “versatility of genres” (Bhatia 2004: 57) has led to genre “colonization”, which “involves invasion of the integrity of one genre by another genre or genre convention, often leading to the creation of a hybrid form, which eventually shares some of its genre characteristics with the one that influenced it in the first place” (Bhatia 2004: 58). Genre colonies therefore refer to “groupings of closely related genres serving broadly similar communicative purposes” and can be divided into primary and secondary members (Bhatia 2004: 59-60). With reference to promotional genres, primary members represent prototypical genres, while secondary members are rather peripheral and refer to “mixed genres, partly promotional, partly information-giving or opinion-giving” (Bhatia 2004: 62). It is critical to note, however, that genre colonies are highly flexible, as new members can be added, genres may change over time or simply become outdated. For instance, the latter is the case with regard to print genres such as university prospectuses or letters, both of which have been gradually replaced by their digital counterparts of “why choose us” pages or e-mails. Also, it needs to be mentioned that secondary members of one genre colony can also serve as primary members of another colony, as for example is the case of annual company reports, which serve as a secondary member of the colony of promotional genres, but as a primary member of the colony of reporting genres<sup>6</sup> (Bhatia 2004: 62). Figure 2 demonstrates the colony of promotional genres as defined by Bhatia (2004: 62), with the solid line indicating primary membership and the dotted line illustrating secondary membership.

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<sup>6</sup> The interested reader can find a detailed visual representation of the colony of reporting genres in Bhatia (2004: 83).

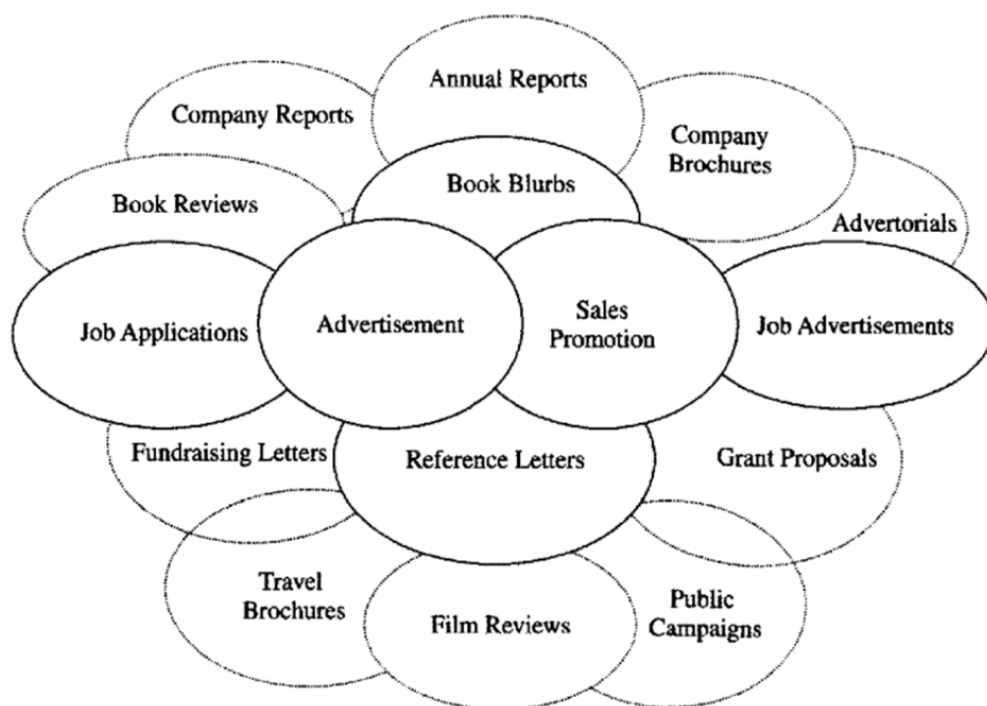


Figure 2: Colony of promotional genres (Screenshot: Bhatia 2004: 62)

It is clear that after almost 20 years, Bhatia’s visual representation of the colony of promotional genres is lacking newer, particularly web-based genres, such as blog posts, newsletters, product descriptions or Instagram guides.

### 3.1.2 Communicative purpose

There has been general consensus among applied linguists that communicative purpose, i.e. what a text aims to accomplish, is a defining feature of genre. In fact, Martin (1993: 2) defines genre as “a category that describes the relation of the social purpose of text to language structure”, hence perpetuating the view of communicative purpose being the distinctive characteristic of genres. Flowerdew (2013: 139) provides an example, stating that the genres of a lecture, a news article and a news commentary are distinguished by their distinct communicative purposes, which are deictic, informative, and persuasive. Communicative purposes can be just as dynamic as genres themselves and may thus “change over time and can even vary across cultures” (González 2015: 382) - a notion referred to as “genre volatility” (Johns 2013: 11). Beside official communicative purposes, i.e. “the generally socially acceptable purpose” (Askehave 1999: 17), genres can also be characterized by a “hidden’ purpose - a more covert purpose - which is not necessarily accepted or known by all users of the genre” (Askehave 1999: 17). For instance, while the official communicative purpose of news broadcasts is to inform their audience, hidden purposes might also seek to shape public

opinion or portray a positive image of the broadcasting organization (Askehave 1999: 17). Also, the potential set of hidden communicative purposes is indefinite and highly subjective (Askehave 1999: 21), which makes the identification of communicative purposes all the more difficult.

While communicative purpose used to be considered *the* key determinant of genre classification, it has become subject to sharp criticism. Aside from hidden communicative purposes which might pose difficulties, it has also been argued that communicative purpose oftentimes proves to be non-tangible. In fact, already Swales (1990: 46) pointed out that communicative purpose “is a somewhat less overt and demonstrable feature than, say, form and therefore serves less well as primary criterion”. Likewise, Askehave and Swales (2001: 198) note that even experts within communities of practice might disagree on the purpose of a genre. They therefore conclude that “communicative purpose can be sufficiently elusive to be largely unavailable for the initial or early identification and categorization of discourses as belonging to certain genres” (Askehave & Swales 2001: 204). Thus, while it is certainly true that communicative purpose is an essential part of genre classification, it surely is not *the* all-defining feature.

### **3.1.3 Discourse community**

A text’s communicative purpose cannot be identified by solely looking at an isolated text, but must be examined by also taking a genre’s context, i.e. its discourse community, into account (Askehave & Nielsen 2005: 122). According to Bhatia (2004: 23), a discourse community refers to “[e]stablished members of a particular professional community” who “have a much greater knowledge and understanding of the use and exploitation of genres than those who are apprentices, new members or outsiders”. Swales (1990: 24-27, quoted in Dudley-Evans & St. John 1998: 92) provides a more detailed definition and enumerates the following six defining characteristics of a discourse community:

- 1) A discourse community has a broadly agreed set of common public goals
- 2) A discourse community has mechanisms of intercommunication among its members
- 3) A discourse community uses its participatory mechanism primarily to provide information and feedback
- 4) A discourse community utilises and hence possesses one or more genres in the communicative furtherance of its aims
- 5) In addition to owning genres, a discourse community has acquired some specific lexis

- 6) A discourse community has a threshold level of members with a suitable degree of relevant content and discursual expertise

As suggested by Dudley-Evans and St. John (1998: 92), the concept of discourse communities is not as straightforward as one may think, since it often comes with a gap between theory and practice: while this concept might be useful in theory, in practice it is sometimes rather challenging to identify real and tangible examples of discourse communities. For instance, an individual might be a member of several discourse communities, or “the actual communities may be so large and amorphous that it may be easier to consider the concept of discourse community as a ‘virtual’ concept (Miller 1994) that relates to the ways in which a writer or speaker producing a genre will be affected by expectations of that genre”<sup>7</sup> (Dudley-Evans & St. John 1998: 92). Thus, members need to consider their discourse community’s expectations regarding layout, organization, structure and content, while also paying attention to the potential needs of the imaginary readership.

In addition, it is also important to mention that the emergence of online discourse practices has disrupted the original conceptualization of discourse communities as proposed by Swales (Kim & Vorobel 2017: 274). In fact, the advancement of social media has had a massive impact on discourse communities, as social media platforms “provide a communicative medium through which people are rapidly and intensively creating new kinds of discourse communities” (Kim & Vorobel 2017: 268). This development has also significantly changed the way in which “people join communities and participate in them” (Kim & Vorobel 2017: 268). As suggested by Kim and Vorobel (2017: 273), studies on computer-mediated discourse communities necessitate the use of interdisciplinary approaches in order to understand the intricacy of digital media and novel forms of discourse<sup>8</sup>.

As can be seen, ever since the proliferation of the World Wide Web, Swales’ (1990) definition has certainly become partially obsolete, given that some of these characteristics might no longer be accurate. Nonetheless, the concept of discourse community is still useful and will surely remain so in the future, as the goals of the community of practice are bound to shape a genre.

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<sup>7</sup> In today’s digital era, the term “virtual” might be misleading here, as it does not refer to “online” but rather to the concept of “imagined”.

<sup>8</sup> A full discussion of technology-mediated discourse communities is unfortunately beyond the scope of this chapter. More detailed information can be found in Kim and Vorobel (2017), Vossen and Hagemann (2010) and Thorne, Sauro and Smith (2015).

### 3.1.4 Moves and steps

A further important concept in ESP refers to a genre's move structure, sometimes also referred to as "schematic structure" (Askehave & Nielsen 2005: 122). A move, or "functional component" (Connor 2000: 2, quoted in González 2015: 382), is "a unit that relates both to the writer's purpose and to the content that s/he wishes to communicate" (Dudley-Evans & St. John 1998: 89). In other words, moves represent "a conventionalised internal structure as recognised by our discourse community" (Askehave & Nielsen 2005: 122). Thus, genres comprise multiple moves, i.e. stretches of text, each of which serves a particular communicative purpose. It is important to note that a move does not comprise certain linguistic features but is instead "better seen as flexible in terms of its linguistic realization" (Swales 2004: 229). Its length can in fact range from one word only to a few pages (Polio & Friedman 2017: 137). Genres typically comprise a set of moves, as "we cannot make all the meanings we want to at once. Each stage in the genre contributes a part of the overall meanings that must be made for the genre to be accomplished successfully" (Eggins 1994: 36, quoted in Askehave & Nielsen 2005: 122).

Moves, on the other hand, can comprise "steps" (Swales 1990: 141, Dudley-Evans & St. John 1998: 89) or "rhetorical strategies" (Askehave & Nielsen 2005: 125), which refer to "a lower level text unit than the move that provide[s] a detailed perspective on the options open to the writer in setting out the moves" (Dudley-Evans & St. John 1998: 89). Despite their obvious similarities, which frequently cause confusion, the concepts of moves and steps can be easily distinguished in the following way, as so accurately explained by Askehave and Nielsen (2005: 123): "In the same way as writers may choose between moves from a 'common repertoire' when structuring their texts, writers choose between rhetorical strategies [steps] from a network of linguistic/non-linguistic strategies and end up with their (more or less) personalized versions of a particular genre". One needs to bear in mind that scholars oftentimes use the terms "steps" and "rhetorical strategies" interchangeably; for reasons of clarity, though, this paper will only employ the term "steps", as also originally suggested by Swales (1990: 141).

The close relationship between moves and steps is best illustrated in Swales' (1990: 141) much-cited CARS (Create A Research Space) model, which has received wide scholarly attention ever since its publication. This model identifies the moves and steps found in introductions of research articles:

**Table 2: CARS model for research article introductions by Swales (1990: 141)**

|                                          |                                       |
|------------------------------------------|---------------------------------------|
| <b>Move 1 - Establishing a Territory</b> |                                       |
| Step 1                                   | Claiming centrality and/or            |
| Step 2                                   | Making topic generalizations and/or   |
| Step 3                                   | Reviewing items of previous research  |
| <b>Move 2 - Establishing a Niche</b>     |                                       |
| Step 1A                                  | Counter-claiming or                   |
| Step 1B                                  | Indicating a gap or                   |
| Step 1C                                  | Question raising or                   |
| Step 1D                                  | Continuing a tradition                |
| <b>Move 3 - Occupying a Niche</b>        |                                       |
| Step 1A                                  | Outlining purposes                    |
| Step 1B                                  | Announcing present research           |
| Step 2                                   | Announcing principal findings         |
| Step 3                                   | Indicating research article structure |

According to Swales' CARS model, introductions of research articles tend to follow a specific organizational pattern, and comprise three distinct moves, each of which can be realized by multiple different steps. Although the model has been frequently revised, modified and expanded, its usefulness is still recognized today, and even more than three decades after its publication it is often seen "as a starting point for investigating the discourse structuring of genres" (Adika 2014: 60).

Additionally, it is to be noted that moves are flexible concepts, just like genres themselves. In fact, while some moves are obligatory, and are hence "necessary to achieve the communicative purpose of the genre", others are optional, which means that members of the discourse community "may choose to employ [them] if they decide those moves add to the effectiveness of the communication" (Henry & Roseberry 1998: 147). The question of how often a move needs to occur in order to be classified as obligatory has been frequently discussed in the literature, and a variety of different categorizations have been suggested: while Kanoksilapatham (2005: 272) proposes a threshold of 60% occurrence to distinguish between obligatory and optional moves, Pho (2009, quoted in Paydari & Paramasivam 2019: 79) puts forward a cut-off frequency of 80%. Tessuto (2015: 16) even goes one step further and argues that a move can only be considered obligatory if found in every sample text. Hüttner (2010: 205), by contrast, provides a more fine-grained classification, as can be seen in table 3:

**Table 3: Guideline for deciding on status of individual moves (Hüttner 2010: 205)**

| <b>Frequency of occurrence</b> | <b>Status</b> | <b>Comments</b>                                                                                                            |
|--------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------|
| 90% - 100%                     | obligatory    | Genre exemplar usually considered inappropriate or in some way “flawed” <i>without</i> this move                           |
| 50% - 89%                      | core          | Typical of the genre, considered part of an appropriate and acceptable genre exemplar                                      |
| 30% - 49%                      | ambiguous     | Status can only be decided with further expert information - can be core or optional, acceptable or unacceptable           |
| 1% - 29%                       | optional      | Not considered a typical feature of genre, can be considered an acceptable addition (=truly optional) move or unacceptable |

As shown in table 3, Hüttner (2010: 205) views moves with an occurrence of more than 50% obligatory and core, while frequency bands below 50% are considered ambiguous and optional. In the latter case, researchers should consult experts from the discourse community to gain more information “on the acceptability and appropriateness of individual moves as well as of entire texts” (Hüttner 2010: 205).

In summary, “the essence of what we call ‘genres’” can best be summarized using Swales’ (1990, quoted in Askehave & Nielsen 2005: 122) three level model, according to which genres are made up of (1) communicative purpose, realized by (2) move structure, realized by (3) steps. Of course, this is a highly simplified definition of genre, which, on the other hand, is a multi-faceted, dynamic concept that continues to be a perpetual source of debate.

### **3.1.5 Critical Genre Analysis**

In recent years, there has been a tendency for genre analysis to slowly turn into what Bhatia calls “Critical Genre Analysis”<sup>9</sup> (CGA), which can be defined as “a development on, and advancement of the genre analytical framework we have been using for more than 35 years” (Bhatia & Salmani Nodoushan 2015: 124). CGA is not subverting traditional genre analysis, though, but instead transcends a predominantly linguistic focus and enhances the notion of context (Bhatia & Salmani Nodoushan 2015: 124). In an online interview conducted by Salmani

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<sup>9</sup> As might be expected, the term “critical” in CGA often leads to confusion, as it is reminiscent of Critical Discourse Analysis (CDA), although its meaning is different: in short, while in CDA “critical” refers to “hidden connections between language, power and ideology” (Fairclough 1989: 5, quoted in Bhatia & Salmani Nodoushan 2015: 125), in CGA it “reflects deeply grounded explanatory analysis, which is analytic rather than ideological interpretation” (Bhatia & Salmani Nodoushan 2015: 125). A more detailed elaboration can be found in Bhatia and Salmani Nodoushan (2015: 125-126).

Nodoushan, Bhatia encapsulates the difference succinctly as follows: “If we were to compare Critical Genre Analysis with conventional Genre Analysis, then we find that earlier on we have always focused on genres, whereas now we tend to go beyond it and incorporate professional practice within our frame of reference (Bhatia & Salmani Nodoushan 2015: 125). In short, CGA can be seen as “analysis of contexts, over and above that of Genre” (Bhatia & Salmani Nodoushan 2015: 125). It is critical to note, though, that CGA is still in its infancy, and it remains to be seen in how far it meets the questions of the present and the future (Bhatia & Salmani Nodoushan 2015: 127). While this study does take context into account, its main focus will remain on linguistic aspects, thus Bhatia’s original framework (1993) will be used (see next section).

### **3.2 Framework for genre analysis in ESP**

After the concept of genre has been dealt with in detail in the previous section, it is important to illustrate how to conduct a genre analysis. In his seminal book *Analysing genre: Language in professional settings*, Bhatia (1993: 22-36) investigates the theory of genre analysis and puts forward a comprehensive framework for analyzing genre, providing “a clear, step-by-step approach to undertaking genre analysis but also [supporting] this approach with detailed explanation and exemplification of a number of professional academic genres” (Drury 1995: 257). In his 2004 book *Worlds of written discourse*, Bhatia (2004: 160-168) further developed his original model. Despite important and interesting revisions, Bhatia’s original model (1993) will form the basis for this study, given that his 2004 model puts special emphasis on ethnographic rather than on linguistic analysis, the latter of which constitutes the very core of this research.

Bhatia (1993: 22-36) proposes the following seven steps when analyzing genre, which should be followed when “[undertaking] a comprehensive investigation of any genre (Bhatia 1993: 22):

1. First, the researcher needs to “[place] the given genre-text in a situational context” (Bhatia 1993: 22), thus drawing on previous experience of the nature of the genre, clues in the text as well as knowledge of the discourse community (Bhatia 1993: 22). It is in fact of utmost importance to not analyze texts in isolation.
2. As a second step, Bhatia (1993: 22) suggests “[s]urveying existing literature”, which may include linguistic analyses of the genre under scrutiny, methods or theories of genre analysis, practitioner advice or guide books relevant to the discourse community, as well as literature on social structure, history, beliefs etc. of the discourse community

(Bhatia 1993: 22-23). As pointed out by Nielsen (1997: 210), this step might be especially important for outsiders, and can be considered “non-obligatory to those who are members of the discourse community in question”.

3. Next, “[r]efining the situational/contextual analysis” (Bhatia 1993: 23) requires researchers to identify the discourse community, as well as their goals, their socio-cultural context as well as “the network of surrounding texts and linguistic traditions that form the background to this particular genre-text” (Bhatia 1993: 23).
4. As the name suggests, step 4, “[s]electing corpus”, involves the compilation of a corpus. Bhatia (1993: 23-24) emphasizes the pivotal importance of “[defining] the genre/sub-genre that one is working with well enough so that it may be distinguishable from other genres either similar or closely related in some ways”, as well as clearly specifying criteria for sample selection.
5. As a fifth step, Bhatia (1993: 24) recommends “[s]tudying the institutional context”, i.e. the linguistic, social, cultural, professional or academic conventions, as well as the context in which the genre is embedded. It is noteworthy that this step is particularly relevant when “the data is collected from a particular organization, which often imposes its own organizational constraints [...] for genre construction” (Bhatia 1993: 24).
6. Step 6, i.e. “[l]evels of linguistic analysis”, focuses on the linguistic analysis of the genre in question and is divided into three levels of investigation (Bhatia 1993: 24-34), although, according to Bhatia (1993: 24), the researcher does not necessarily have to take all levels into account:
  1. Level 1: Analysis of lexico-grammatical features:  
(A corpus-based analysis of lexico-grammatical features)
  2. Level 2: Analysis of text-patterning or textualization  
(Analysis of linguistic features characteristic of the genre in question, with a particular focus the relationship between form and function)
  3. Level 3: Structural interpretation of the text-genre  
(Analysis of moves and steps)
7. Finally, step 7, i.e. “[s]pecialist information in genre analysis” recommends consulting a specialist member of the discourse community who provides additional information and helps confirm or reject the researcher’s findings (Bhatia 1993: 34). This step is considered necessary “if one wishes to bring in relevant explanation rather than mere description in one’s analysis” (Bhatia 1993: 34).

It is critical to note, though, that these seven steps do not have to be carried out in the order suggested by Bhatia (1993), nor do they all have to be considered when analyzing genre (Bhatia 1993: 40). Instead, these steps “should be used selectively and in a flexible order depending upon the degree of prior knowledge” (Bhatia 1993: 40). For the present study, steps 1 to 4 as well as step 6 will be taken into consideration.

Even three decades after its publication, Bhatia’s (1993) framework is still widely used by genre analysts today, and continues to be considered “very operational, practical, and plausible” (Nielsen 1997: 213). Even Bhatia himself states that traditional genre analysis “is still one of the most popular frameworks for pedagogical applications to language teaching at the post-secondary levels” (Bhatia & Salmani Nodoushan 2015: 126), and is likely to remain so in the future.

## **4. Mission statements**

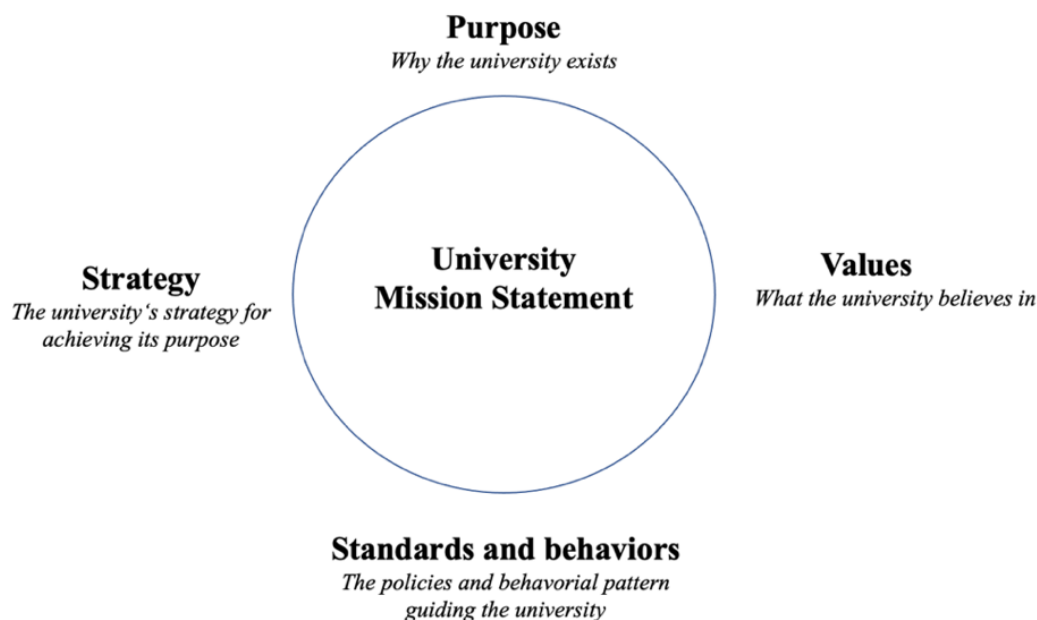
### **4.1 Genre definition**

Several decades ago, Swales and Rogers (1995: 228) argued that mission statements appeared “to be patently a growing, rather than a dying, genre” - and they were proved right. In fact, mission statements have become all-pervasive in both business as well as academic contexts, with them now being an integral part of corporate and university websites. While higher education institutions started to adopt mission statements already in the early 1980s (Ahmad & Masroor 2020: 159), it is safe to say that mission statements today constitute the bedrock or, as put by Arias-Coello et al. (2020: 300), the “key document” of any university website.

In general, mission statements are defined as a genre which “describes the most important initiatives to be achieved or attained by its decision makers” and usually aims to answer the questions “why do we exist” and “what is important to our stakeholders?” (Bayrak 2020: 1). Swales and Rogers (1995: 225) provide a more general definition of mission statements, viewing them “as carriers of ideologies and institutional cultures”. According to them, mission statements “tend to stress values, *positive* behavior and guiding principles within the framework of the corporation’s *announced* belief system and ideology” (Swales & Rogers 1995: 227 [original emphasis]).

Scholars have provided similar definitions for university mission statements: Durna and Eren (2002, quoted in Ahmad & Masroor 2020: 160) consider university mission statements the principal element of strategic planning of higher education institutions. Furthermore, apart from being a road map for institutions themselves, mission statements also, and perhaps more importantly, serve as an important means for “informing external constituents about the

characteristics and values of the organization, as well as assuring these constituents that the organization recognizes their expectations” (Seeber et al. 2019: 230). Seeber et al. (2019: 231), by contrast, take a rather discursive approach, defining mission statements as “a symbolic representation of an organization, a prototypical *identity narrative*” [emphasis added]. As becomes obvious, definitions of university mission statements abound, however, in very simple terms, they serve “multi-faceted strategic functions” (Seeber et al. 2019: 230) and primarily “express the *raison d’être* of an organization” (Özdem 2011: 1889) and hence help distinguish the institution from others. Figure 3, based on and inspired by Campbell’s (1989: 4, quoted in Cortés-Sánchez 2018: 587) Ashridge Mission Model for creating corporate mission statements, visually illustrates the four basic elements of university mission statements:



**Figure 3: Elements of university mission statements based on Campbell (1989: 4)**

As pointed out by Seeber et al. (2019: 231), higher education institutions face two central challenges when drafting their mission statements: on the one hand, with universities “[having] more than one institutionally ascribed identity and more than one societally sanctioned purpose” (Seeber et al. 2019: 231), the universities’ stakeholders (i.e. academics, students, executives, staff, governments etc.) have different and sometimes even contradictory expectations towards the universities’ mission. It is hence of utmost importance for higher education institutions to determine which of the competing institutional expectations should be tackled (Kraatz & Block 2008, quoted in Seeber et al. 2019: 231). On the other hand, the quest

for legitimacy requires universities to resemble other universities in the field. However, to withstand the pressure of competition, higher education institutions must also differentiate themselves from competitors (Deephouse 1999, quoted in Seeber et al. 2019: 231). It is thus crucial for universities to “[tailor] self-presentation in a way that suitably balances similarity and uniqueness, namely to achieve an *optimal level of distinctiveness*” (Seeber et al. 2019: 231 [original emphasis]). It therefore stands to reason that crafting mission statements proves to be much more challenging than one may think, especially considering that a number of different interests and expectations need to be reconciled.

Following Yang’s (2013: 46) definition of academic-info promotion genres, university mission statements can clearly be seen as part of this genre categorization. As their name suggests, such genres “explicitly provide information but implicitly convey promotional messages” (Yang 2013: 49), which without doubt applies to university mission statements as well. Indeed, this genre aims not only to inform readers about the university’s mission, but above all to promote the institution and set it apart from competitors. Thus, being “partly promotional, partly information-giving” (Bhatia 2004: 62), university mission statements can be considered a hybrid genre.

If, however, one keeps in mind that each genre is defined by a number of hidden purposes (Askehave 1999: 21), it can be argued that communicative purposes are numerous if not infinite. According to Askehave (1999: 21), such hidden purposes may include, for example, to shape public opinion, attract funding or represent the organization as reputable, all of which might certainly hold true in the context of university mission statements. One is hence left to wonder at further potentially hidden communicative purposes, which may involve creating a common identity, strengthening the stakeholders’ affiliation with the institution, responding to competitive pressures in the global market, attracting prospective students, academics, donors etc.

Despite long-standing research on mission and vision statements, it is interesting to note that the difference between the concepts of “mission” and “vision” has been a hotly contested subject in the literature and is still open to discussion (Davis & Glaister 1996: 263). While the notion of mission statements has been defined in detail above, vision statements, which are also seen as an essential factor for strategic planning, refer to “the long-term objectives of the business” and aim to “shape[s] and guide[s] future business practices” (Özdem 2011: 1889). Vision statements are therefore concerned with “what the organization wants to become in the future and which position it desires to acquire” (Özdem 2011: 1889). Thus, it can be stated that vision statements are devoted to an institutions’ future, while mission statements are rather

centered on an entity's purposes, values and objectives. Skrabanek (2020) puts it even more clearly, stating that the former “focuses on tomorrow and what the organization wants to become”, and the latter “focuses on today and what the organization does”. Now, it is quite obvious that the two genres are closely related and boundaries are hence fairly blurry, which is why mission and vision statements are frequently seen as interchangeable (Skrabanek 2020). Elements of mission and vision statements are frequently combined, which is clearly reflected in the headings of the sample texts (see tables 4 and 5).

Unlike other genres on university websites which are known to be quite wordy, such as “about us” pages, university prospectuses or their online counterpart of “why choose us” pages<sup>10</sup>, mission statements ought to be “clear, concise, and intense” (Özdem 2011: 1889). Without doubt, the genre's brevity can be viewed as a further promotional feature, given that online readers are certainly more likely to engage in shorter texts.

As already pointed out by Swales and Rogers (1995: 226), the genre of mission statements comprises texts that appear under a number of different names, such as “Guiding principle” (Carinthia University of Applied Sciences), “Vision and guiding principles” (Kiel University of Applied Sciences), “Mission and core values” (Cambridge University) or just “Mission” (Vienna University of Technology, University of Florence).

## **4.2 Discourse community**

In corporate contexts, it is commonly assumed that mission statements are frequently “engendered by senior management, indeed they may be written by the CEO with his or her most senior colleagues, not likely by the legal staff” (Swales & Rogers 1995: 227). Similarly, university mission statements, as well as other core content on university websites, are also likely to “be under ultimate control of senior management and faculty”, as argued by Jenkins (2014: 81). Similarly, also Davies and Glaister (1996: 291) argue that crafting mission statements is “a top level management activity”. In fact, both the University of Bern and the University of Basel indicate the Senate as the author. Yet, most mission statements do not explicitly state by whom the text was written, thus it is virtually impossible to pinpoint the writer<sup>11</sup>. It can be assumed, however, that several people act as co-authors of university mission statements by contributing text, pictures or layout. In fact, some universities view their mission statements as a co-creation, whose writing process involves the engagement of multiple

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<sup>10</sup> The interested reader can find a detailed ESP-based study of “why choose us” pages in Mikl (2018).

<sup>11</sup> It needs to be mentioned that e-mails were sent to multiple universities to inquire about the authors of their mission statements. Unfortunately, though, the requests remained unanswered.

stakeholders, a claim also made by Hladchenko (2013). For example, the Hanover University of Applied Sciences and Art starts off their mission statement in the following way: “Who are we? Who do we want to be? These questions are answered by the new mission statement of the Hochschule Hannover [...], *which was developed through an interactive, university-wide dialogue*” [emphasis added], with the ultimate goal of “turning the mission statement into a living culture”. It can be assumed that this collaborative writing process, seen as a communal act across departments and hierarchies, does unfortunately not apply to all university mission statements and might hence form an exception. Yet, it is likely that the senior management, i.e. the rectorate, as supreme authority needs to approve the text before it is published on the university website.

With regard to the target audience, university mission statements are mainly directed towards university stakeholders, including students, academics, staff, community groups, industry, professions as well as governments (Temmerman 2018). It is quite conceivable, though, that mission statements are, first and foremost, aimed at internal university members (i.e. scholars, staff, students), who are directly affected by “strategic and operational decisions” (Bayrak 2020: 1). Interestingly, though, in a content analysis of 248 mission statements, Cortés-Sánchez (2018: 584) found “an overall emphasis on society and students, as stakeholders”. It remains questionable, however, how many stakeholders - both internal as well as external - actually read university mission statements and for what reasons.<sup>12</sup> For instance, as opposed to university prospectuses or course descriptions, mission statements are rather unlikely to serve as “decision-making tool[s]” (Shahnaz 2021: 4) for prospective students. This issue surely warrants further elaboration and could be resolved in future research.

Additionally, following the constant increase in global competition in higher education, there is reason to assume that mission statements are also read by staff members of other universities. According to Lloyd (2021), “[c]onducting a competitor analysis is vital for not only matching your competitors, but giving you an edge”. Likewise, Crestodina (n.d.), author of the book *Content Chemistry: an illustrated handbook for content marketing*, points out that “analyzing competitor websites can quickly give you ideas for your own web marketing”. Thus, when compiling mission statements, authors may in fact draw upon competitor texts.

In summary, since online genres entail a mass and therefore undefinable audience, it is extremely difficult to identify a potential readership. Still, it can be argued that executive

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<sup>12</sup> In an informal survey, the author of this thesis asked around twenty university students and four university lecturers whether they had read the mission statement when selecting their university, and all of them answered in the negative. This result is of course not representative, but it might still reflect the increasing insignificance of mission statements and provide a useful point of entry for future scientific surveys.

management members appear to be the authors of university mission statements, whereas potential readers involve, amongst others, university stakeholders.

## **5. Overview of relevant research**

Over the last decades, an ever-increasing body of literature has been devoted to so-called academic info-promotion genres, a term coined by Yang (2013). This concept refers to “genres which explicitly provide information but implicitly convey promotional messages [...] in academic settings” (Yang 2013: 49). University mission statements can without doubt be seen as part of this genre classification. In order to give a comprehensive overview of research done on mission statements, this literature review investigates, first and foremost, research on mission statements (MSs), both in corporate as well as university settings, and also addresses previous studies on other academic info-promotion genres, amongst them being university prospectuses, “why choose us” pages and “about us” pages. In particular, the following section aims to examine the impact of marketization on academic genres.

Considering that mission statements originated from the business world in the 1970s (Höfler 2015: 12), it may come as no surprise that most research has focused specifically on corporate mission statements (Ahmad & Masroor 2020: 161). Drucker (1973, quoted in Bart 1997: 372) was among the first to specify the meaning of the term when arguing that the definition of a company’s mission is determined by answering the question “what is our business and what should it be?”. Interestingly, most research on company mission statements following Drucker (1973) has primarily focused on content analysis (David 1989, Campbell 1993, Peyrefitte & David 2006, Biloslavo & Lynn 2007, Höfler 2015). For instance, Bart (1997) investigated the content of industrial firm mission statements and examined its impact on firm performance. Whilst Bart’s (1997) study determined characteristic features of industrial firm mission statements (i.e. purpose, values, distinctive competence, desired competitive position, identification of stakeholders, general corporate goals, one big goal, concern for customers/employees/shareholders, vision), no relation between a company’s mission and its financial performance could be identified. In a similar study, Bart and Baetz (1998) investigated the relationship between mission statements and positive firm performance by analyzing a sample taken from 136 Canadian corporations. They argued that if the connection between mission statements and company performance turned out to be weak, the importance of company mission statements should be reconsidered and, as a consequence, mission statements might be abandoned by both academics and practitioners. The study suggests that the presence of mission statements is not necessarily linked to superior firm performance; yet, a strong

relation between company performance and mission statements which managers were pleased with could be detected. Further, evidence was put forward to show that inclusive writing processes involving internal stakeholders positively affected firm performance. One may find it quite questionable, though, whether reducing the legitimacy of mission statements only to their potential impact on company performance even is appropriate.

While Bart and Baetz (1998) were slightly hesitant to attest the putative importance of mission statements, in recent years we have been witnessing “collective confidence in mission statement utility”, as so aptly put by Kirk and Nolan (2010: 473). In fact, it is now commonly assumed that “a well-designed mission statement is linked to better organizational performance because it provides a framework for decision making, influence over staff and volunteer motivation, and a mechanism for signaling organizational legitimacy to stakeholders” (Kirk & Nolan 2010: 473). Despite this popular belief, which is also corroborated by previous research (Rarick & Vitton 1995, Dermol 2012), there continues to be controversy over this issue in academia, as multiple studies provide counterevidence and refute a direct linkage between the presence of mission statements and company performance (Weiss & Piderit 1999, Kirk & Nolan 2010, Alawneh 2015). It is therefore still a moot point as to whether mission statements actually serve as a key tool for organizational success, an issue which surely necessitates further research. This leads one to wonder whether companies might really re-think the utility of mission statements if research continues to disprove their impact on firm performance. However, it is also possible that many companies may not consider these research results significant enough to change their current practices.

The growing importance of mission statements in corporate contexts also affected tertiary education, which started to adopt mission statements in the late 1980s (Arias-Coello et al. 2020: 300). Mackay, Scott and Smith (1995) were reportedly the first to investigate the content of 168 university mission statements from the UK to determine how universities set themselves apart in the international market. Their analysis examined status, market position, intentions regarding differentiation and managerial style. Even though some differentiating features could be found, no clear trend was discernible.

Their study produced a growing interest in this field and inspired further scholarly work on university mission statements. While mission statements have generally been considered a key element of the strategic planning process, they have also been subject to frequent skepticism (Davies & Glaister 1996: 269). Davies and Glaister (1996) were among the first to conduct a content analysis as well as a questionnaire survey aimed at university vice-chancellors. Their study provides evidence that the contents of university mission statements are characterized by

similar features as those found in corporate contexts. According to them, most university mission statements include their inspirational purpose, their responsibility to stakeholders, the public and the community, as well as their business domain (Davies & Glaister 1996: 287). Still, the authors end on a rather critical note, arguing that “[t]here is a strong impression that [mission statements] have been produced either because it is something required by an external stakeholder or because it is perceived as ‘the thing to do’” (Davis & Glaister 1996: 291). The study, however, does not include any information on which universities were selected. This surely is far from satisfactory, for the lack of information clearly reduces the article’s transparency and thus its credibility.

A large body of research has since been devoted to content analyses (e.g. Morphew & Hartley 2006, Palmer & Short 2008, Kosmützky & Krücken 2015, Cortez 2017). In a recent study, Arias-Coello et al. (2020) investigated the content of mission statements of Spanish universities, with mastery attention to the basic functions of higher education institutions, namely teaching, research, service to society and internationalization. It was reported that Spanish university mission statements rather focus on teaching than research and service to society, and considerably lack information on public service, management and internationalization. The latter result was found to be particularly surprising, considering that the Spanish Ministry of Education in collaboration with universities devised a “Strategy for the Internationalization of Spanish Universities 2015-2020” (Arias-Coello et al. 2020: 309). The authors thus conclude by saying that Spanish universities appear to “retain a very classical conception of a university’s functions” (Arias-Coello et al. 2020: 309).

Likewise, in his study on 72 mission statements of Turkish universities, Özdem (2011) adds further evidence to the field of academic info-promotion genres. Results suggest that Turkish universities seem to focus mainly on “their function of educating a qualified work force required for the development of the country” (Özdem 2011: 1892), which might reflect that education is not only seen as a commodity, but is still considered fundamental to economic growth.

Bayrak (2020) compared the content of mission statements from the highest-ranking universities in Europe, Asia, Latin America, Africa and North America using text mining techniques. Evidence was put forward to show that universities across the five regions seem to identify similar values, namely community service, the dissemination of knowledge as well as the focus on teaching excellence. However, Bayrak (2020: 8) also determined considerable differences and found that “there is great variability in the mission statements with respect to how they communicate their core values, main purposes, and value propositions” (Bayrak 2020:

1): while African universities appear to prioritize academic readiness and skill development, Asian as well as European universities also focus on promoting social responsibility and sustainability. North American universities, by contrast, make frequent reference to “maintaining and serving a diverse body of faculty, students, and community”, thus encouraging diversity. Additionally, by examining keywords, Bayrak (2020: 8) suggests that European universities seem to have a “global perspective”, while Asian universities appear to place greater importance on individual talent development and learning. By conducting a contrastive study of various geographical regions as well as employing a cluster analysis, Bayrak (2020) has made an outstanding contribution to the field of genre analysis; yet, his approach has not been taken on by many scholars thus far. Moreover, Bayrak’s article speaks to experiences one can see in educational realities, and attempts to provide context and a framework for understanding current developments in tertiary education.

Seeber et al. (2019) go one step further, investigating the influencing factors of the contents of 123 mission statements from UK universities. They suggest that (1) universities seem to reconcile “claims that are plausible to external constituents and consistent with the values of internal members”, and (2) use similar claims used by higher education institutions of the same organizational form, but instead distinguish themselves from geographically closer institutions to avoid “competitive overlap” (Seeber et al. 2019: 230). The authors (2019: 241) draw a highly interesting conclusion, namely “the greater the system diversity and amount of information available to constituents, the clearer it will be for a university what expectations it should address but also the smaller will be its leeway for strategic positioning in the symbolic space”. Their study is in every way remarkable, specifically because Seeber et al. (2019) are among the very few that conceptualize mission statements as identity narratives. By bringing together insights from organizational identity and online storytelling, their study provides a major contribution to the fields of genre analysis, multimedia storytelling and narrative identity. It can be seen that university mission statements, which are now ubiquitous and “the thing to do” (Davis & Glaister 1996: 291), have become a dynamic and fruitful area of investigation.

A mounting body of literature on other academic info-promotion genres shows that marketization practices indeed have had a substantial impact on language use in higher education settings. The cornerstone was laid by Fairclough’s (1993) seminal study on university prospectuses using Critical Discourse Analysis (CDA). In a diachronic study of British university prospectuses from 1967, 1968 and 1993, Fairclough provides evidence that the 1993 prospectus is characterized by a preponderance of promotional features, such as the personalization of the university, the avoidance of explicit obligational meanings, and the shift

in authority relations with the consumer having authority. Fairclough's (1993) study has led to a more profound understanding of the adoption of marketing strategies in university contexts, which slowly but surely has turned academic genres into promotional ones. His findings accord well with the results of Askehave (2007), Osman (2008) and Shahnaz (2021), all of which provide evidence that the language use in university prospectuses has in fact become increasingly promotional. It is also argued that the communicative purposes "are viewed to be more promotional than informative" (Osman 2008: 57).

Following the proliferation of the Internet, the print genre of university prospectuses has been gradually replaced by its online counterpart, namely "Why choose us" (WCU) pages, a part of a university's website which illustrates why the university in question is the best choice. In a pioneering analysis of WCU pages, Yang (2013) was the first to investigate the move structure and the lexico-grammatical features of WCU pages of Anglophone universities. His results corroborate prior research on academic genres, for he also found that WCU pages employ a variety of promotional features, such as the pronouns "we" and "you" to personalize the institution and establish a connection with prospective students, (quasi) superlatives and highly promotional adjectives (e.g. *top*, *excellent*, *unique*, *prestigious*) as well as simple sentence structure to ease comprehension. Similar findings were also reported by Mikl (2018), who conducted a contrastive analysis of WCU pages of Anglophone and non-Anglophone European university websites. In addition, Yang (2013) also conducted a reader perception study to examine the readers' reaction when reading the WCU page. Yang's (2013) mixed methods (MM) approach is bound to be very productive and insightful, considering that this multilevel analysis is likely to yield more conclusive results. Further, his approach may open up new opportunities for future studies on genre analysis, which might also turn to MM research. Vyshnevsky's (2016) study on WCU pages of language schools shows similar results, for he also proposed that this genre imitates the language of advertising.

Similar results could be found in "about us" pages, which can be defined as a "professional page which introduces a company, individual or a group" (Casañ-Pitarch 2015: 83) and which "allows potential clients to get to know the company more personally and provides practical information" (Casañ-Pitarch 2015: 70). In a corpus-based study of "about us" pages of 115 British universities, Caiazzo (2014) found that the genre under scrutiny "echoes the generic structure of advertisements", hence it is argued that "about us" pages "can be placed within the colony of promotional genres" (Caiazzo 2014: 321). Caiazzo (2014) therefore adds further evidence to the vast impact of marketization on academic genres. Needless to say, the findings of these studies on the marketing strategies of tertiary education

are echoed by many studies on a variety of different academic genres, such as the university president's message (Teo & Ren 2019: 542), academic job advertisements (Xiong 2012) or graduation speeches (Han 2014).

In summary, it can be stated that in recent decades there has been growing interest in research on higher education genres, amongst them being university mission statements, which originate from corporate contexts. It can be clearly seen that academic genres have become increasingly promotional and appear to have adopted the language of advertising.

## **6. Setting the stage: research universities vs. universities of applied sciences**

Since the 1990s, there has been a considerable expansion of the European UAS sector, particularly because “governments wanted to create clear and distinctive alternatives to universities, to meet the increasingly diverse needs of the labour market” (Kyvik 2004, quoted in Santiago et al. 2008: 44). In fact, voices were being raised whether traditional research-based universities were still fit to meet the needs of individuals, society as a whole and an ever-growing knowledge-based economy (Santiago et al. 2008: 44). On top of that, the diversification of higher education institutions was also spurred by “regional development strategies with enhanced social and geographical access to tertiary education” (Santiago et al. 2008: 44).

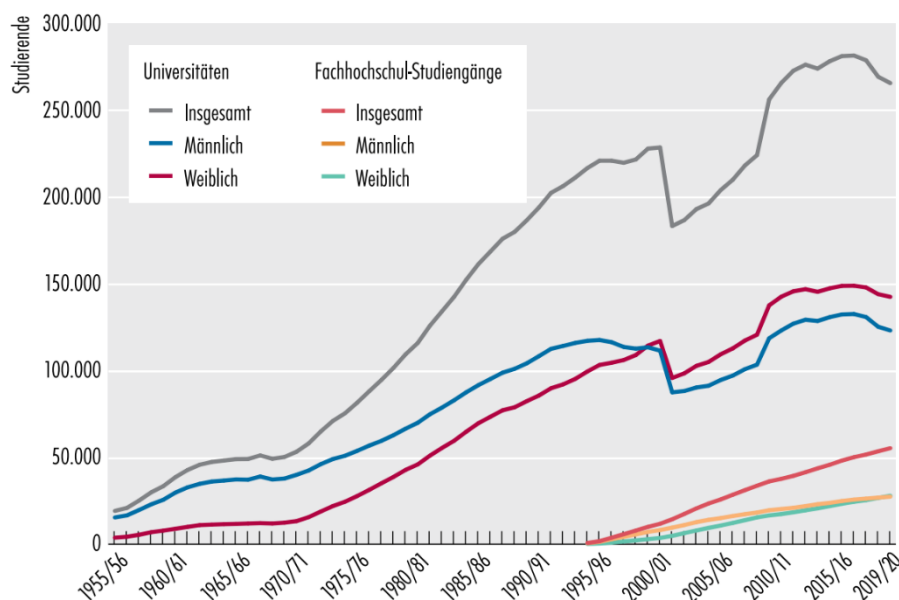
Following these endeavors, more and more countries have since been introducing UAS, chief among them are Austria, Germany, Finland, Switzerland, the Netherlands and Sweden. Unlike the majority of traditional research universities, UAS are rather young institutions, whose development only started in the late 1960s (Kleimann & Hückstädt 2021: 169): they were implemented in Germany in the early 1970s, in the Netherlands in the late 1980s, in Finland in the early 1990s, in Switzerland in the late 1990s (Santiago et al. 2008: 44) and in Austria in 1994 (Federal Ministry Republic of Austria n.d.). This expansion was propelled by three main factors, namely diversification, deregulation and enhanced permeability of the education system (Beerkens 2003, Gaisch & Aichinger 2018, quoted in Dannerer, Gaisch & Smit 2021: 286). As pointed out by Kleimann and Hückstädt (2021: 169), the UAS's “historical aim was to establish a new institutional type of higher education organization providing scientifically sound, but shorter and more practice-oriented, study programmes than universities”. Santiago et al. (2008: 44) express similar views, stating that UAS are “strongly employer-oriented and closely integrated with the labour market needs of each locality and region”. Likewise, Dannerer, Gaisch and Smit (2021: 286) state that UAS are centered on

“teaching activities, graduate employability and their direct relevance to the local economy”, while being less focused on scientific research.

It is hence no wonder that there are distinct differences in the traditional institutional make-up of UAS and research universities: on the one hand, UAS put a stronger focus on teaching, thus the professors’ teaching load is considerably higher, which leads to smaller study groups and a greater teacher-student ratio (Kleimann & Hückstädt 2021: 169). As a result, there are less time resources available for research, which leads to lower third-party research funding (Kleimann & Hückstädt 2021: 169). On the other hand, while traditional universities conduct more of what Kleimann and Hückstädt (2021: 169) define as “basic research”, UAS, as their name suggests, carry out applied research (Kleimann & Hückstädt 2021: 69). In addition, traditional research-based universities generally offer the full range of academic study programs, while UAS predominantly focus on engineering, business and social work (Kleimann & Hückstädt 2021: 169), although some UAS also cover health, liberal arts, journalism etc. Also, UAS tend to be considerably smaller than traditional research universities and thus display “a more complex and diversified organizational structure” (Kleimann & Hückstädt 2021: 170). Moreover, one of the most striking differences relates to the fact that UAS in most countries do not usually grant doctorate degrees (Kleimann & Hückstädt 2021: 169), as this right has been reserved for traditional research universities only (My German University 2021). It needs to be mentioned, though, that the completion of a master’s program from a UAS gives access to doctoral/PhD programs at research universities. Moreover, it is interesting to note that the German state of Hesse has recently granted some UAS the right to grant doctorate degrees. If they “can prove that they have strong research performance in a certain subject, they may be granted the right to form a graduate center for doctoral studies in this subject area” (My German University 2021). This development might lend support to the view that a greater number of UAS might offer doctorate programs in the foreseeable future.

It might be tempting to suggest that the co-existence of UAS and research universities point towards a binary higher education system, yet reality shows otherwise: due to “increased competition, quantitative expansion and a shift in legislation” (Kleimann & Hückstädt 2021: 170), boundaries between the two types of HE institutions have become fuzzy. This fairly recent development has been referred to as “structural convergence” (Enders 2010, Hüther & Krücken 2018, quoted in Kleimann & Hückstädt 2021: 170). Santiago et al. (2008: 44), for example, highlight that research universities have begun to adapt their study programs, providing shorter and more practice-oriented degrees.

As discussed above, the UAS sector has grown enormously in the last decades and UAS continue to be on the rise, with an ever-growing body of research on the subject (Lepori 2008, Hu et al. 2015, Teuscher 2019, Kleimann & Hückstädt 2021, Weidenauer & Eichinger 2022). For instance, while there are about 103 UAS in Germany (excluding private and church-related ones) (Kleimann & Hückstädt 2021: 169), Austria currently has 21 UAS (Federal Ministry Republic of Austria n.d.). These remarkable numbers clearly show “a continuous, strategic expansion of this higher education sector” (Federal Ministry Republic of Austria n.d.), and there is little sign that this development is going to cease soon. As can be seen in figure 4, the number of students at research universities in Austria appears to be declining, whereas enrolments at Austrian UAS have been increasing steadily:



Q: STATISTIK AUSTRIA, Hochschulstatistik 2019/20.

**Figure 4: Development of the number of students at research universities and UAS in Austria from 1955 to 2020 (Screenshot: Statistik Austria 2021: 33)**

Figure 4 clearly illustrates that research universities in Austria have considerably higher student enrolments than UAS. Yet, ever since their implementation in the 1990s, UAS in Austria have been gaining increasing popularity among students and, in view of these numbers, will continue to do so in the future.

In summary, the boundaries between traditional research universities and UAS have become increasingly blurred, with both types of institutions adopting elements of each other’s approaches. Ultimately, the distinction between these two types may become less relevant as higher education institutions continue to evolve and adapt to the changing needs of students and society.

## **7. Research design**

### **7.1 Research questions**

As previously mentioned, this study draws upon the genre-based approach developed by Swales (1990, 2004) and Bhatia (1993, 2004) to investigate the schematic structure and lexico-grammatical features of university mission statements. More specifically, a contrastive analysis of mission statements of traditional research universities and universities of applied sciences is conducted ( $n=50$ ). Thus, the overarching research questions were formulated as follows:

**RQ<sub>1</sub>:** Which move structure and lexico-grammatical features do university mission statements of traditional research universities and universities of applied sciences use?

**RQ<sub>2</sub>:** To what extent do they differ from one another? How might these differences be explained?

The second research question surely raises an interesting sub-question, namely:

**SQ<sub>1</sub>:** How do mission statements of research universities and UAS reflect their respective educational philosophies and priorities?

The institutional differences between research-oriented universities versus universities of applied sciences (see chapter 6) might in fact strengthen the hypothesis that the practice-based and profession-oriented focus of UAS is reflected in their mission statements. In addition, with UAS being fairly young institutions which were introduced in Europe only from the late 1960s onwards (Santiago et al. 2008: 44), it may be the case that their mission statements put greater emphasis on more recent topics such as sustainability, diversity, equity, inclusion etc. On the other hand, one might expect the mission statements of traditional research universities to mainly highlight more academic related topics such as scientific research excellence, research-led teaching, international prestige or academic freedom. In addition, it may be assumed that traditional research universities are more inclined to use formal, academic language, whereas UAS may seek to convey their young nature through their use of language, employing a more informal, colloquial tone. However, considering that with institutional convergence “the boundaries between universities of applied sciences and universities [...] have begun to blur” (Kleimann & Hückstädt 2021: 168), it might also be the case that their mission statements eventually turn out to be quite similar with only a few minor or even no differences at all.

## 7.2 Data collection and methods of analysis

For this corpus-based study, a total of 50 samples of European university mission statements were retrieved in April 2022, with 25 sample texts each from traditional research universities as well as universities of applied sciences. The corpus, i.e. an electronic collection of a large set of written or spoken language (Walsh 2011: 90), consists of around 21,000 words in total, with each post having an average length of 430 words. A complete list of the universities that were chosen for this paper can be found in tables 4 and 5.

Criteria for selecting the mission statements were as follows: first, for practical reasons, mission statements were selected on the basis of convenience sampling. This purposive sampling technique was regarded most appropriate, as it “may save time, money, and effort” (Dörnyei 2007: 129) and thus mitigates feasibility issues. Hence, data was collected from universities which had their mission statements readily available on their website. Unlike research universities, vocational universities are represented in a few countries only (e.g. German-speaking area, Netherlands, Sweden, Finland etc.), therefore the selection of these samples was also based on availability. It is striking, though, that the websites of universities of applied sciences oftentimes lack mission statements, thus the data collection turned out to be considerably more challenging and time-consuming than expected. This observation may lend support to the view that mission statements might, after all, become outdated, and that universities instead put the focus on other genres, such as strategic plans. On the other hand, it might also be the case that UAS are still in the process of developing their MSs. This surely raises a couple of questions which should be dealt with extensively in future research.

Second, it is to be noted that some universities lack mission statements in English, and only provide them in the university’s official language. Needless to say, for the present study only mission statements in English were taken into account. Additionally, some university websites present their mission statements together with different text types/content points (e.g. history, “about us” etc.), however, it is important to note that only texts which engage with the universities’ mission, vision or guiding principles were considered in the analysis.

Furthermore, while oftentimes the entire text followed the heading “mission statement” (or equivalent), sometimes different subheadings such as “vision” or “values” were found as well, all of which were included in the corpus. Thus, in this case, the entire text, including different subheadings, was considered, since it was assumed that the move structure is not limited to the paragraph entitled “mission statement” only, but may instead stretch throughout the entire text. Moreover, hyperlinks were excluded, as a full-fledged investigation of webpages

**Table 4: Data of the study - Traditional research universities**

| Traditional research universities |                                             |         |                                    |
|-----------------------------------|---------------------------------------------|---------|------------------------------------|
| Number                            | University                                  | Country | Name of text                       |
| 1                                 | University of Innsbruck                     | AT      | Mission statement                  |
| 2                                 | University of Klagenfurt                    | AT      | Mission statement                  |
| 3                                 | Vienna University of Economics and Business | AT      | Mission statement                  |
| 4                                 | University of Antwerp                       | BE      | Mission statement                  |
| 5                                 | University of Zagreb                        | HR      | Vision and mission                 |
| 6                                 | University of Turku                         | FL      | Mission                            |
| 7                                 | University of Paris                         | FR      | Our mission, public service        |
| 8                                 | University of Lyon                          | FR      | Missions                           |
| 9                                 | Humboldt University Berlin                  | DE      | Mission statement                  |
| 10                                | Technical University of Munich              | DE      | Our mission statement              |
| 11                                | University of Hamburg                       | DE      | UH's mission statement             |
| 12                                | Aristotle University of Thessaloniki        | GR      | Vision and mission                 |
| 13                                | University of Florence                      | IT      | Mission                            |
| 14                                | University of Milano Bicocca                | IT      | Mission and vision                 |
| 15                                | University of Amsterdam                     | NL      | Mission and vision                 |
| 16                                | University of Warsaw                        | PL      | Mission statement of the UW        |
| 17                                | Comenius University of Bratislava           | SK      | Mission statement                  |
| 18                                | University of Ljubljana                     | SI      | Mission, values and vision         |
| 19                                | University of Barcelona                     | ES      | Mission and values                 |
| 20                                | University of Uppsala                       | SE      | UU's mission, goals and strategies |
| 21                                | University of Zurich                        | CH      | The UZ mission statement           |
| 22                                | University of Basel                         | CH      | Mission statement                  |
| 23                                | University of Lucerne                       | CH      | Mission statement                  |
| 24                                | Cambridge University                        | UK      | Mission and core values            |
| 25                                | King's College                              | UK      | Mission and vision                 |

**Table 5: Data of the study - Universities of applied sciences**

| Universities of Applied Sciences |                                                |         |                                                       |
|----------------------------------|------------------------------------------------|---------|-------------------------------------------------------|
| Number                           | University                                     | Country | Name of text                                          |
| 1                                | University of Applied Sciences Vienna WKO      | AT      | Our mission                                           |
| 2                                | Carinthia University of Applied Sciences       | AT      | Guiding principle                                     |
| 3                                | University of Applied Sciences WR Neustadt     | AT      | Mission statement                                     |
| 4                                | Kufstein University of Applied Sciences        | AT      | Our mission                                           |
| 5                                | Salzburg University of Applied Sciences        | AT      | Mission statement                                     |
| 6                                | Health University of Applied Sciences Tyrol    | AT      | Mission statement                                     |
| 7                                | Haaga-Helia University of Applied Sciences     | FL      | Strategy and Values                                   |
| 8                                | Humak University of Applied Sciences           | FL      | Humak's mission                                       |
| 9                                | Satakunta University of Applied Sciences       | FL      | Mission                                               |
| 10                               | Kiel University of Applied Sciences            | DE      | Vision and guiding principles                         |
| 11                               | Bremen University of Applied Sciences          | DE      | Our mission statement                                 |
| 12                               | Hanover University of Applied Sciences and Art | DE      | Mission statement                                     |
| 13                               | Mannheim University of Applied Sciences        | DE      | Mission statement                                     |
| 14                               | BBW University of Applied Sciences             | DE      | Mission statement                                     |
| 15                               | Aeres University of Applied Sciences           | NL      | Our mission                                           |
| 16                               | Amsterdam University of Applied Sciences       | NL      | Mission and vision                                    |
| 17                               | HAN University of Applied Sciences             | NL      | Mission and vision                                    |
| 18                               | Avans University of Applied Sciences           | NL      | Mission and identity                                  |
| 19                               | Royal Academy of Art The Hague                 | NL      | Mission statement                                     |
| 20                               | Stockholm School of Economics                  | SE      | Mission and vision                                    |
| 21                               | Dalarna University                             | SE      | Commitment, vision and values                         |
| 22                               | University of Gävle                            | SE      | Mission statement, vision, core values and strategies |
| 23                               | Bern University of Applied Sciences            | CH      | Strategy and mission statement                        |
| 24                               | Luzern University of Applied Sciences          | CH      | Mission                                               |
| 25                               | Graubünden University of Applied Sciences      | CH      | Mission                                               |

associated with the hyperlinks is beyond the scope of this paper. Drop-down, by boxes, by contrast, were included, since they usually provide additional information following some kind of heading. Finally, some universities (e.g. University of Florence, University of Uppsala, Bern University of Applied Sciences, Hanover University of Applied Sciences and Art) offer a PDF document on their websites featuring a highly detailed account of their mission statement, however, this text was not taken into consideration due to feasibility issues. It was striking, though, that the PDF document was mostly provided in the universities' official language and not in English.

Regarding the methodology, the sample texts are first analyzed using a hand tagged move structure analysis as originally proposed by Swales (1990). Next, the moves are categorized according to Hüttner's (2010) framework. Depending on the frequency of occurrence, the moves are divided into the categories of "obligatory" (90%-100%), "core" (50%-89%), "ambiguous" (30%-49%) and "optional" (1%-29%). Then, as suggested by Henry and Roseberry (2001), the move structure analysis is combined with a computer-assisted analysis of lexico-grammatical features. Thus, the corpus-processing software *Sketch Engine* is employed to analyze multi-word units, concordances and keywords, the latter of which can be seen as useful indicators "when identifying key concepts in discourses, typical vocabulary in a genre/language variety, lexical development over time, etc." (Brezina 2018: 80). The term "keywords" might be misleading here, as it neither refers to the most important words nor to the most frequently occurring ones; instead, when comparing the corpus of interest (C), sometimes also called "focus corpus" (Kilgarriff 2012, quoted in Brezina 2018: 80), "node corpus" (Scott 1997, quoted in Brezina 2018: 80) or "target corpus" (Culpeper & Demmen 2015: 96), with a reference corpus (R), keywords "are those whose frequency is unusually high in comparison with some norm" (Scott 2008, quoted in Walsh 2011: 96). In this regard, positive or overused keywords refer to "an unusually high percentage of occurrence", whereas negative or underused keywords signify "an uncommonly low percentage of appearance" (Yang 2013: 52). It must be noted that both positive and negative keywords provide important information when investigating texts, as they make up "the summation of the features of a given text or corpus" (Ishikawa 2011: 10, quoted in Yang 2013: 52), while also being closely related to "the cultures, assumptions, and value systems of argumentative discourse in academic settings" (Bondi 2010, quoted in Yang 2013: 51-52). In other words, a keyword analysis seeks to "identify the significance (or keyness) of lexis in a set of texts" (Groom 2010, quoted in Yang 2013: 52). Lockwords, by contrast, a term coined by Baker (2011), are words with similar occurrences in both C and R. Owing to the predominantly British English spelling and to the

presence of two mission statements of British universities, the British National Corpus (BNC) was selected as R.

Although word frequency is automatically computed by text analysis software and therefore does not have to be done manually by corpus linguists, the following table provided by Brezina (2018: 81) illustrates the process of keyword calculation:

**Table 6: Keyword calculation (Brezina 2018: 81)**

| Corpus of interest C | Reference corpus R | Decision             |
|----------------------|--------------------|----------------------|
| Frequent             | Infrequent         | + (positive keyword) |
| Infrequent           | Frequent           | – (negative keyword) |
| Comparable freq.     | Comparable freq.   | 0 (lockword)         |

Both positive and negative keywords provide statistically relevant information about our corpus of interest. In more general terms, a keyword analysis “provides a useful way of characterising a text or a genre and has potential applications in the areas of forensic linguistics, stylistics, content analysis and text retrieval” (Walsh 2011: 96-97). Put simply, the text analysis software *Sketch Engine* will compare “two pre-existing word lists and one of these is assumed to be a large word list that will act as a reference file or benchmark corpus [R]”, while the other one “is the word list based on the text(s) that you want to study” (Walsh 2011: 96), i.e. [C].

Considering the fact that the corpus of interest comprises texts on the same topic, the famous “whelk problem”<sup>13</sup> should not be neglected (Brezina 2018: 17). This concept was coined by Kilgarrieff (1997, quoted in Brezina 2018: 46) and refers to “unequal distribution of words in corpora” (Brezina 2018: 46). When texts included in C focus on the same topic, the frequency list will naturally comprise “specific topic-related vocabulary items” which subsequently “become dramatically overrepresented in the corpus” (Brezina 2018: 17). Hence, in order “to generate maximally useful keyword results” (Culpeper & Demmen 2015: 96) critical awareness is of pivotal importance.

Needless to say, “the absence of evidence is not the evidence of absence”, as so fittingly formulated by Brezina (2018: 19). Put another way, “if an expression does not appear in a corpus, this doesn’t mean that this expression is non-existent” (Brezina 2018: 19). One therefore needs to be cautious when interpreting the evidence that corpora give both with regard to their quality (representativeness and balance) and their quantity (corpus size) (Brezina 2018: 19).

<sup>13</sup> To illustrate this, in a corpus of interest which consists of a book on whelks (small sea creatures similar to snails) the term “whelk” will obviously be a positive keyword, although it is rather uncommon in general English. Thus, when focusing on word frequency only, results might be highly misleading (Brezina 2018: 46-47).

In addition to that, the software *Sketch Engine* will also investigate collocations, however reduced to multi-word lexical units only. Multi-word sequences are frequently also referred to as “lexical phrases”, “fixed expressions” or “lexical bundles” (Biber, Conrad & Cortes 2004: 372) and can be defined as “the most frequent recurring lexical sequences in a register” (Biber et al. 1999, quoted in Biber, Conrad & Cortes 2004: 376) and usually “do not represent a complete structural unit” (Biber, Conrad & Cortes 2004: 377). It is also important to point out that the majority of multi-word terms “are not idiomatic in meaning” (Biber, Conrad & Cortes 2004: 376). According to Rieder-Bünemann, Hüttner and Smit (2019: 12), multi-word units hold significant importance in the ESP context, as they “are seen as central for creating academic discourse and as a means to differentiate texts by discipline, but are not necessarily restricted to expressions with specialized meanings”. Furthermore, by investigating multi-word sequences, it is also possible to “analyse the distinctiveness of particular registers” (Biber, Conrad & Cortes 2004: 373). Hence, the study of lexical bundles proves particularly fruitful, as it goes beyond the level of single keywords and thus offers deeper insights than individual words alone.

## 8. Results and discussion

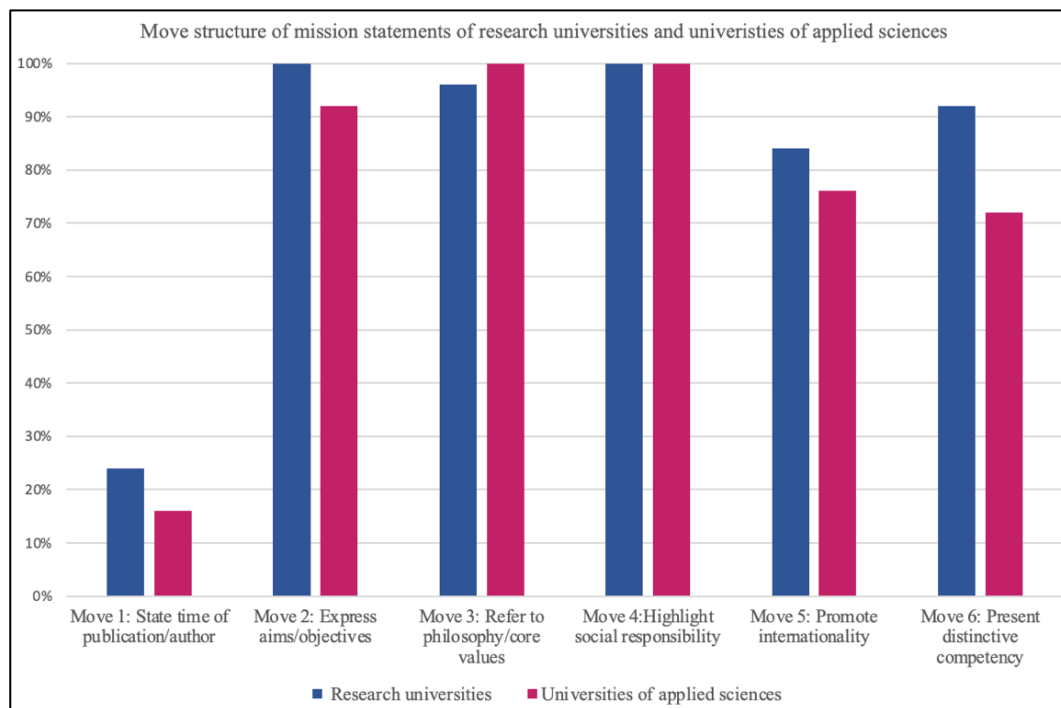
### 8.1 Move structure analysis

#### 8.1.1 Similarities

Interestingly, and perhaps quite contrary to what one might expect, the sample mission statements of both traditional research universities and universities of applied sciences display a fairly similar move structure, even drawing upon the same steps<sup>14</sup>. While a more extensive table, which also showcases the different steps and their corresponding frequencies will be discussed later (see page 41), table 7 illustrates the move structure of both sample groups as well as their percentages, whereas the bar chart in figure 5 shows a visual representation thereof:

**Table 7: Move structure of mission statements of RU and UAS**

| Move                                                | Percentage                   |            | Status            |
|-----------------------------------------------------|------------------------------|------------|-------------------|
|                                                     | <i>Research universities</i> | <i>UAS</i> |                   |
| <b>Move 1:</b> State time of publication and author | 24%                          | 16%        | optional          |
| <b>Move 2:</b> Express aims and objectives          | 100%                         | 92%        | obligatory        |
| <b>Move 3:</b> Refer to philosophy and core values  | 96%                          | 100%       | obligatory        |
| <b>Move 4:</b> Highlight social responsibility      | 100%                         | 100%       | obligatory        |
| <b>Move 5:</b> Promote internationality             | 84%                          | 76%        | core              |
| <b>Move 6:</b> Present distinctive competency       | 92%                          | 72%        | obligatory   core |



**Figure 5: Move structure of mission statements of RU and UAS**

<sup>14</sup> For more detailed analytical tables containing moves and steps of all sample texts, please refer to tables 12 and 13 in the appendix.

The single most striking observation to emerge from the hand-tagged move analysis is that the rhetorical structure of mission statements (MS) appears to be largely consistent across different types of universities and even countries. The latter finding is also corroborated by previous studies (Ahmad & Masroor 2020), which also found that the structure of university MSs is generic across the four countries of the UK, the US, Pakistan and India. While the reasons for similar rhetorical structures of university MSs across different types of HE institutions and countries might be manifold, one reason seems to be the most obvious one: since MSs have been used in academic contexts since the late 1980s (Arias-Coello et al. 2020: 300), it is quite conceivable that they have become increasingly standardized over the past few decades across institution types and socio-cultural and academic contexts.

Hence, the MSs of both research universities and UAS exhibit a predicable structure, albeit in slightly diverging form: as demonstrated by table 7, moves 2, 3 and 4 can be regarded obligatory, as they occur in more than 90% of the sample texts. This clearly shows that expressing the institution's aims and objectives, its philosophy and core values as well as highlighting social responsibility are a common strategy of university MSs across institution types and countries. Similarly, move 5 turns out to be a core move in both sample groups, with 84% of research universities and 76% of UAS promoting the institution's internationality. In the present era of unprecedented international opportunities, it is quite surprising, though, that this is merely a core move, and not an obligatory one. Also, move 1 is optional in both sample groups, as only 24% of research universities and 16% of UAS refer to the MS's time of publication and its author. Move 6 appears in both sample groups, however with varying frequency: this move is used in 92% of the sample texts of research universities and is thus obligatory, whereas it only occurs in 72% of UAS texts, which makes it a core move. The reasons for this discrepancy may be various, but it could be the case that many universities choose to present their USP in different text types (e.g. "about us", WCU page) rather than in their MS.

Table 8, which is inspired by Ahmad and Masroor's (2020: 164) findings, illustrates the communicative purposes identified for each move:

**Table 8: Moves and their communicative purposes**

| <b>Move</b>                                         | <b>Communicative Purposes</b>                                                                                                                                                                  |
|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Move 1:</b> State time of publication and author | <ul style="list-style-type: none"> <li>- <i>Establish credentials</i></li> <li>- <i>Create relationship between reader and writer</i></li> <li>- <i>Personalize the institution</i></li> </ul> |

|                                                    |                                                                                                                                                                                                                                        |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Move 2:</b> Express aims and objectives         | - <i>Describe status quo and future aspirations by referring to excellence in research and teaching, interdisciplinarity and innovation</i>                                                                                            |
| <b>Move 3:</b> Refer to philosophy and core values | - <i>Set the institution's identity</i><br>- <i>Provide the university's guiding principles for all stakeholders to live by and work towards</i><br>- <i>Build trust and positive image by presenting the university's core values</i> |
| <b>Move 4:</b> Highlight social responsibility     | - <i>Create a positive public image by emphasizing the institution's service to society</i><br>- <i>Maintain public legitimacy</i>                                                                                                     |
| <b>Move 5:</b> Promote internationality            | - <i>Ensure an international environment by highlighting international opportunities</i>                                                                                                                                               |
| <b>Move 6:</b> Present distinctive competency      | - <i>Highlight the institution's USP and set it apart from competitors</i><br>- <i>Convince stakeholders of the university's superior quality</i><br>- <i>Convince prospective students/staff members to apply</i>                     |

As mentioned previously (see section 3.1.2), genres are characterized by not only general communicative purposes, but also by a large number of more covert purposes (Askehave 1999: 21) about which one can only speculate. In the case of university MSs, the hidden purposes may range from self-promotion<sup>15</sup>, increasing reputation in academia, establishing and fostering relationships with stakeholders, creating a common identity to attracting more sponsors, meeting international standards etc. There are, of course, countless other hidden purposes, which can also differ from MS to MS. The communicative purposes in table 8 therefore represent only a small selection of a large number of (possible) purposes, which may after all be known only to the writers/conceptualizers of the respective MS.

Since university MSs can be considered part of “academic info-promotion genres” (Yang 2013: 46), it is hardly surprising that the communicative purposes identified above turn out to be highly promotional. While all moves seem to be informative at first glance (e.g. inform readers about the institutional goals, core values, international orientation, service to society, provide information about the publication date and author(s) of MS), they primarily aim to promote the universities and depict them in a favorable light. In particular move 6 appears to be entirely promotional, showing off the institution's distinctive competency and thus setting it apart from competitors, a strategy commonly used in advertisements. This finding clearly is in line with Yang's (2013: 46) definition of “multi-functioned genre-mixing instances such as

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<sup>15</sup> Xiong (2012: 332) makes an interesting point, noting that the hidden purpose of “self-promotion seems to be regarded as a ‘private’ and therefore less ‘socially ratified’ purpose which has to be attached to a more legitimate purpose”.

integrating the purposes of information, persuasion and promotion”, all of which can peacefully co-exist “without distorting the communicative role”. It can hence be argued that university MSs are characterized by both informative and promotional purposes, with the latter undoubtedly exceeding the former.

A closer analysis of moves and steps and their classification status is shown in table 9:

**Table 9: Moves and steps of RU and UAS**

| <b>Moves and steps</b>                                   | <i>Research universities</i> |            | <i>UAS</i> |            |
|----------------------------------------------------------|------------------------------|------------|------------|------------|
|                                                          | Frequency                    | Status     | Frequency  | Status     |
| <b>Move 1: State time of publication &amp; author</b>    | 24%                          | Optional   | 16%        | Optional   |
| <b>Move 2: Express aims and objectives</b>               | 100%                         | Obligatory | 92%        | Obligatory |
| Step 2.1: Research excellence                            | 92%                          | Obligatory | 48%        | Ambiguous  |
| Step 2.2: Teaching excellence                            | 80%                          | Core       | 64%        | Core       |
| Step 2.3: Interdisciplinarity                            | 60%                          | Core       | 56%        | Core       |
| Step 2.4: Innovation                                     | 20%                          | Optional   | 48%        | Ambiguous  |
| <b>Move 3: Refer to philosophy &amp; core values</b>     | 96%                          | Obligatory | 100%       | Obligatory |
| Step 3.1: Ethical values                                 | 80%                          | Core       | 84%        | Core       |
| Step 3.2: Good academic practice                         | 20%                          | Optional   | 4%         | Optional   |
| Step 3.3: Academic freedom                               | 44%                          | Ambiguous  | 4%         | Optional   |
| Step 3.4: Sustainability                                 | 56%                          | Core       | 52%        | Core       |
| Step 3.5: Equal opportunities                            | 52%                          | Core       | 20%        | Optional   |
| Step 3.6: Diversity/Inclusion                            | 64%                          | Core       | 64%        | Core       |
| Step 3.7: Life-long learning                             | 28%                          | Optional   | 32%        | Ambiguous  |
| Step 3.8: Individual personal development                | 60%                          | Core       | 64%        | Core       |
| Step 3.9: Anti-discrimination                            | 20%                          | Optional   | 12%        | Optional   |
| Step 3.10: Compatibility of family & career              | 12%                          | Optional   | 20%        | Optional   |
| Step 3.11: Transparency                                  | 24%                          | Optional   | 16%        | Optional   |
| Step 3.12: Practice-oriented learning                    | -                            | -          | 76%        | Core       |
| Step 3.13: University motto                              | 4%                           | Optional   | 4%         | Optional   |
| <b>Move 4: Highlight social responsibility</b>           | 100%                         | Obligatory | 100%       | Obligatory |
| Step 4.1: Positive contribution to society               | 88%                          | Core       | 76%        | Core       |
| Step 4.2: Tackle global challenges                       | 20%                          | Optional   | 44%        | Ambiguous  |
| Step 4.3: Build human capital                            | 40%                          | Ambiguous  | 76%        | Core       |
| Step 4.4: Contribution to regional development           | 48%                          | Ambiguous  | 36%        | Ambiguous  |
| Step 4.5: Collaboration with other regional institutions | 52%                          | Core       | 64%        | Core       |
| Step 4.6: Positive contribution to economy               | 16%                          | Optional   | 20%        | Optional   |
| <b>Move 5: Promote internationality</b>                  | 84%                          | Core       | 76%        | Core       |
| Step 5.1: International networks/cooperation             | 48%                          | Ambiguous  | 48%        | Ambiguous  |
| Step 5.2: Student/staff mobility                         | 24%                          | Optional   | 24%        | Optional   |
| <b>Move 6: Present distinctive competency</b>            | 92%                          | Obligatory | 72%        | Core       |
| Step 6.1: (Long-standing) history                        | 36%                          | Ambiguous  | 12%        | Optional   |
| Step 6.2: Unique location                                | 28%                          | Optional   | -          | -          |
| Step 6.3: Variety of study programs                      | 44%                          | Ambiguous  | 32%        | Ambiguous  |
| Step 6.4: Market position of university                  | 64%                          | Core       | 44%        | Ambiguous  |
| Step 6.5: Part-time study programs                       | -                            | -          | 12%        | Optional   |
| Step 6.6: Blended learning                               | 4%                           | Optional   | 12%        | Optional   |

As previously mentioned, the mission statements of the two sample groups are characterized by the same moves with similar occurrences, and it is striking that many of them are realized through the same steps, of which the most striking ones will be discussed in further detail. One of the most interesting similarities is the reference to the same values, amongst them being general ethical values (e.g. responsibility, trust, honesty, justice), sustainability, diversity/inclusion and personal development of the individual, all of which can be considered core steps. Likewise, the steps of fostering good academic practice, anti-discrimination, compatibility of family and career as well as transparency seem to be of equal importance to both research universities and UAS, since all of them represent optional steps in the sample texts. Counter to widespread belief, it seems that traditional research universities and UAS mostly hold the same values and even attach similar importance to them. Research universities, which are oftentimes thought to be rather conservative and perhaps even antiquated, appear to cherish not only traditional academic values (e.g. good academic practice), but also modern values of the 21<sup>st</sup> century, such as sustainability, diversity and compatibility of family and career. Therefore, the hypothesis that research universities tend to uphold traditional academic values rather than contemporary ones cannot be fully confirmed. In fact, as also pointed out by McTighe Musil (2010: 88), “in a world where uncertainty is the norm, complexity routine and diversity a given [...], the academy is in the midst of a far-reaching transformation”, while still maintaining “its traditional commitment to advancing knowledge, cultivating critical thinking and developing the individual”.

In addition, one text of each sample group includes a university motto. The Salzburg University of Applied Sciences uses the acronym “salz” (“salt”) as their motto, which in German stands for *Soziale Kompetenz* (social competence), *Avant-garde* (avant-garde approaches), *Leistung* (performance) and *Zukunft* (future). They thus employ a rather modern slogan which might represent a purposeful break with traditional Latin mottos, which are frequently used in academia. By using this motto, they may seek to present themselves as a particularly modern and dynamic institution, which is well-equipped to meet the emerging needs of today’s society. The University of Klagenfurt, on the other hand, selected the Latin motto of *per aspera ad astra* (through hardships to the stars) to represent their institutional ethos. Founded only in 1970 (Profile, University of Klagenfurt n.d.), the University of Klagenfurt is still a rather young research institution, which is why the use of Latin may be somewhat surprising. It might be assumed, though, that the usage of Latin, the former lingua franca of academia and language of the intellectual elites, is aimed at establishing credibility and preserving the legacy of traditional research universities, perhaps with the goal of being

considered as such as well. Similarly, the University of Warsaw also makes use of Latin in their MS, stating that “[t]he civic mission of the University is the formation of those elites who will in their activities serve the ‘*imperio rationis*’ rather than the ‘*ratione imperii*’ [not for reasons of its authority, but for the authority of Reason]” [emphasis and translation added]. Overall, it seems that Latin might continue to play a role in traditional research universities, while UAS may tend to use their official language for their motto. However, since this step is only optional in both sample groups with just one MS each featuring it, results are of course not representative and must be treated with the utmost caution.

Furthermore, move 4 proves to be obligatory in both sample groups, with 100% of sample texts referring to the institutions’ social responsibility. First and foremost, this move is realized through step 4.1 (positive contribution to society), which turns out to be a core step in both sample groups. With this move, HE institutions might aim to emphasize that they not only contribute to individual advancement, but also, and more importantly, enrich society as a whole, as they have become “engines that contribute to the social, economic and cultural development of the regions in which they operate, by transferring knowledge and technologies to industry and to society at large” (Compagnucci & Spigarelli 2020: 1). In particular research universities might emphasize their service to society to show that they are “no ivory tower” but “relevant to the wider community” (Altbach 2013: 316). The Hanover UAS even goes as far as to assert that they “are aware of [their] *role model function* as a university in society” [emphasis added]. It has even been argued that universities have recently witnessed a shift in focus from teaching and research to “an equivocal Third Mission (TM), labelled ‘a contribution to society’”, which has become “a multidisciplinary, complex, evolving phenomenon linked to the social and economic mission of Universities in a broad sense” (Compagnucci & Spigarelli 2020: 1). In fact, since “unprecedented challenges have been redesigning the missions of Universities, which are often perceived as being at a crossroads” (Compagnucci & Spigarelli 2020: 1), HE institutions may use this move as a strategy to maintain public legitimacy, especially in the face of crisis of legitimation in HE. Since an in-depth discussion of this issue is unfortunately beyond the scope of this paper, the interested reader can find more information in Filippakou (2022).

In addition, both sample groups refer to the universities’ contribution to regional development (step 4.4), which proves to be an ambiguous step. Yet, considering that regional development was among the original core missions of UAS (Santiago et al. 2008:44), it is in fact quite surprising that this step only is ambiguous, with merely 36% of MSs of UAS featuring it. However, since UAS are also subjected to the marketization and internationalization of HE, their primary priority might no longer be regional development but rather different aspects,

such as internationalization, increasing mobility etc. For instance, it is utterly striking that the Austrian Federal Ministry of Education, Science and Research does not even mention regional development on their website regarding UAS development and financing plan 2018/19 – 2022/23 (Brandstätter n.d.). This observation might give good reasons to believe that UAS no longer prioritize regional development, but have instead taken on a wider, more international focus.

This is also in line with move 5 (promote internationality), which is a core move in both sample groups, as 84% of research universities and 76% of UAS refer to the institutions' international orientation<sup>16</sup>. In view of the fact that “internationalization in tertiary education has evolved from being a marginal activity to becoming a key aspect” (de Wit & Altbach 2021: 28), one could have expected this move to be featured in all MSs and hence to be obligatory. The reasons for this result stand to be questioned, but in the wake of the Covid-19 pandemic, which has had a massive impact on HE worldwide and utterly disrupted (on-site) internationalization efforts, some MSs may have simply omitted this aspect. On the other hand, some universities may emphasize their international orientation in text types that prospective students and staff members are perhaps more likely to read, such as “about us” and WCU pages. It can be argued with great certainty, though, that this result does surely not mean that endeavors for internationalization have become less important. On the contrary, research seems to suggest that “[t]he international dimension of universities is more important than ever” (de Wit & Altbach 2021: 32), however we must keep in mind that “[i]nternationalization is a process in constant evolution, which changes in response to local, national, regional, and global environments” (de Wit & Altbach 2021: 44). Thus, internationalization still is of paramount importance, but it has presumably entered a new era following present crises such as Covid-19, racism, climate change, recession/inflation, geopolitical tensions etc. (de Wit & Altbach 2021: 44).

As to move 6 (present distinctive competency), which is obligatory in MSs of research universities (92%) and core in MSs of UAS (72%), the most striking similarity relates to step 6.6, i.e. blended learning. With a frequency of 4% and 12% respectively, this step turns out to be optional in both sample groups. However, in times of Covid-19, imposed lockdowns and online education, the question arises why only so few MSs emphasize blended learning. This question becomes even more pressing given that the past years have seen an unprecedented surge of online and hybrid learning, which has led to complete transformations of traditional

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<sup>16</sup> It needs to be stated that this move was oftentimes not realized by neither step 5.1 nor step 5.2. Instead, some MSs just briefly mentioned the institution's international orientation, without specifying what it entails specifically. This was subsequently also attributed to move 5.

in-class learning environments. Covid-19 related restrictions in many countries have recently been loosened, yet a large number of HE institutions has decided to keep online and blended learning, which appears to be the future of education. The latter claim has been the subject of intense debate within the scientific community, however, it is quite astonishing to notice that online and hybrid learning seem to play such a subordinate role in university MSs. However, since the massive changes and especially the digital transformation induced by the pandemic are still fairly recent, it can be assumed that academic info-promotion genres in general, and university MSs in particular, may take some more time to adapt their content.

Finally, the MSs of the two sample groups are of roughly the same lengths: while the MSs of research universities are 443 words long on average, the MSs of UAS contain 454 words on average. This difference is only marginal, yet it is interesting to note that the MSs of both sample groups appear to be quite wordy. In fact, it has been suggested in the literature that the word count of a mission statement should not exceed 250 words (David 2011: 52) and that mission statements, in general, should be brief and concise (Özdem 2011: 1889). As pointed out previously, a limited word count can be considered a promotional feature, since readers are certainly more likely to engage in shorter texts. The impact of text length on reading behavior necessitates further elaboration and, unfortunately, cannot be dealt with exhaustively at this point. Yet, one needs to bear in mind that some MSs under scrutiny also include the university's vision and values, which is why texts might be longer.

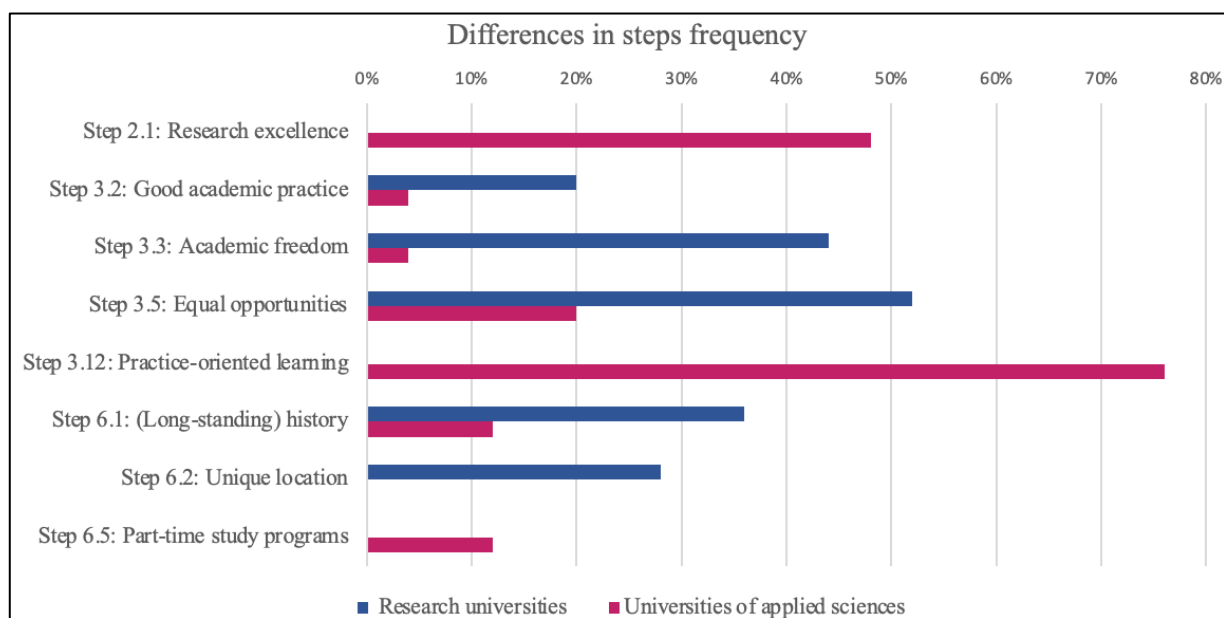
Overall, it can be stated that the two sample groups are quite wordy and are characterized by a predictable move structure with similar occurrences. In fact, both research universities as well as UAS share similar values, amongst them being ethical values, sustainability, diversity/inclusion, personal development of the individual as well as compatibility of family and career. In this regard, research universities seem to cherish modern values such as sustainability and family friendliness just as much as UAS. Hence, the hypothesis that research universities tend to uphold traditional values rather than modern ones could not be fully supported. In addition, the use of university mottos was only an optional step in both sample groups, yet it was interesting to note that one research university used a Latin motto while another one used a Latin quote, whereas one UAS made use of the institution's native language. This may indicate that Latin, albeit a dead language for more than a millennium, may still play a role in traditional research universities, which without doubt warrants further elaboration. Similarly, both sample groups referred to the universities' service to society, presumably in order to maintain public legitimacy. Also, interestingly enough, referring to the universities' international orientation was only a core move in both sample

groups, while the reference to blended learning was only an optional step, which seemed particularly surprising in the face of the massive impacts of the Covid-19 pandemic on online learning.

### 8.1.2 Differences

First and foremost, it was interesting to note that the MS of the Hanover UAS even contains a personal message of the president preceding the actual MS. The message starts off with “Dear Sir/Madam” and ends with “Yours” followed by the president’s name, all of which most likely aim to explicitly address the university’s stakeholders and thus provoke an emotional response within them and establish a personal connection. It is to be noted, though, that merely one university of both sample groups (which amounts to 2%) included a personal note of their president in their MS, which clearly shows that personal messages are not common practice when it comes to university MSs. However, taking genre hybridization into account, this may be an instance of university MSs being merged with the genre of shareholder letters.

Despite the many similarities in the move structure, which have been discussed in the previous section, there are also some differences, of which only the most salient ones will be investigated. Figure 6 showcases the difference in frequency between the steps that will be discussed in the following.



**Figure 6: Differences in steps frequency**

The first difference relates to the steps of move 2: just as one might have expected, research excellence (step 2.1) seems to play a considerably more decisive role in the MSs of research universities, as this step is mentioned in 92% of their texts, whilst it only appears in 48% of

UAS texts. Considering that this step is obligatory in the first sample group and merely ambiguous in the second one, it can certainly be argued that presenting a leading role in research is one of the major goals of research universities. As so aptly put by Altbach (2013: 319), in research universities “[r]esearch and teaching are intertwined, but research has the upper hand”. According to Yang (2013: 55), this step aims “to promote the university by conveying an implicit message, that is, *today your choosing us will make you feel proud in the future*” [original emphasis]. On the other hand, as UAS are less focused on theory and research and rather cater to vocational education with a strong practical orientation, attaining research excellence might simply not be their ultimate goal. Instead, as also reflected in the move structure analysis, they rather emphasize teaching quality and interdisciplinary approaches, which are core steps in both sample groups.

Regarding move 3, the two sample groups also made use of a variety of different steps in order to realize the move of stating the institution’s philosophy and core values. As one might have anticipated, the MSs of research universities seem to put greater emphasis on traditional academic values, namely good academic practice (step 3.2) and academic freedom (step 3.3). In fact, the former appears in 20% of the sample texts of research universities, whereas it merely occurs in 4% of UAS texts. Although this move is optional in both sample groups, the wide discrepancy is likely to reflect the differing importance of good academic practice. Likewise, academic freedom occurs in 44% of texts in the first sample group, which makes this step ambiguous, while it appears in merely 4% of UAS texts. Yet again, research universities appear to cherish more traditional academic values. This does of course not mean that academic freedom is irrelevant to UAS, however, they may want to highlight different aspects in their MS. Also, as opposed to research-intensive universities, UAS place more emphasis on the practical application of knowledge rather than on pure research, which is why stating academic freedom might not be of paramount importance to them. This finding is consistent with previous literature, as Altbach (2013: 328-329) has defined several key characteristics of successful research universities, with academic freedom being one of them. Indeed, he argues that “[a]cademic freedom is a requirement for *all* postsecondary institutions but *especially* important for research universities” (Altbach 2013: 329 [emphasis added]). Close inspection also reveals that the guarantee of equal opportunities (step 3.5) appears with different frequency in both sample groups: this step is core in the first sample group with 52%, whereas it is only optional in the second sample group with 20%. It is safe to say that ensuring equal opportunities is certainly of pivotal importance for both sample groups, yet the relatively low occurrence in the second sample group raises some questions. While the reasons for this discrepancy may

certainly be manifold, it might be the case that the MSs of UAS subsume equal opportunities under different steps (e.g. ethical values, diversity), without stating it explicitly. Yet, given the ongoing social debate, it would be desirable for this step to become obligatory. To illustrate this step, the Bremen UAS does not only mention “gender equality” but also aims to “[establish] parity in all status groups and [increase] the proportion of women in previously male-dominated STEM subjects”.

Furthermore, it comes as no surprise that practice-oriented learning (step 3.12) only appears in the second sample group. Being *the* key characteristic of UAS, one may wonder why this step is only core (76% occurrence), and not obligatory. Since the practical orientation is the very nature of UAS, this step might not have been mentioned by some institutions as it was simply taken for granted.

Digging deeper into the data, we can tease out further differences. For instance, move 6 (present distinctive competency) appears in 92% of the texts of the first sample group, and is therefore obligatory, while it merely occurs in 72% of UAS texts, which makes this move core. In the age of unprecedented global competition, presenting a university’s USP might be viewed as a necessity in order to stand out from the crowd of HE institutions. However, this is perhaps more likely to appear in other genres, such as WCU or “about us” pages.

A further difference relates to the (long-standing) history (step 6.1) of institutions, which is advertised in 36% of texts of the first sample group and 12% of UAS texts. Since research universities are usually significantly older than UAS, it stands to reason that their origin is being promoted as part of their USP. In fact, the reference to their long-standing history probably aims to establish credentials, convey a feeling of authority and trustworthiness as well as set the university apart from their competitors, the latter of which may not be able to pride themselves with such a long tradition. By stressing the universities’ remarkable age and established nature, it can be argued that the MSs successfully position the institutions as reputable and elitist. Interestingly enough, though, some research universities as well as one UAS even mention the spirit of enlightenment, although their history does not trace back that far. Consider the following examples (emphasis added):

“Research at the University of Klagenfurt stands *in the great European tradition of the Enlightenment*” (University of Klagenfurt)

“In keeping with the *canonical values of an enlightened society*, the Technical University of Munich unites its globally oriented network with respect for the self-understanding of people from all cultures and regions of the world” (Technical University of Munich)

“Based on its own, Slovenian, and foreign research, the University of Ljubljana (UL) educates critical thinking top scientists, artists and professionals qualified for leading sustainable

development, *taking into account the tradition of the European Enlightenment and Humanism* and with regard to human rights” (University of Ljubljana)

“All university members are committed to *the spirit of enlightenment*” (Bremen UAS)

Despite being founded after the enlightenment in the 17<sup>th</sup> and 18<sup>th</sup> century, some institutions may seek to foster values of HE which reflect the spirit of enlightenment, which, without doubt, still today serves as the cornerstone of HE institutions worldwide.

Another interesting observation to emerge from the analysis is that some research universities do not shy away from pointing out their dark and highly problematic past. In fact, the University of Innsbruck, the Humboldt University Berlin and the University of Warsaw implicitly or explicitly address their role in Nazi Germany, thus strongly condemning and assuming responsibility for their actions and formally dissociating themselves from this ideology. Consider the following examples (emphasis added):

“Learning from the long *and sometimes problematic history* of the University, we build bridges into the future” (University of Innsbruck)

“To the extent to which the Humboldt-Universität identifies itself with its own tradition, it is also *conscious of its own complicity in the dark periods of German history*. In its annals we find subservience to state authority, class arrogance and political fanaticism, as well as examples of teaching and research which ignored the basic principles of human rights. Among its darkest chapters are the burning of books and cooperation in the persecution and expulsion of its members” (Humboldt University Berlin)

“Since its establishment our University’s community has written numerous glorious pages in its history (...). We must also remember *what has been inglorious*: submission to political pressure, religious and social discrimination, expulsion of scholars and students. Let this be a living historical lesson for us” (University of Warsaw)

The fact that some universities refer to this dark chapter in their history in their MS can be viewed as particularly powerful: this reference would undoubtedly fit very well in the “about us” category, however, mentioning their complicit role in the Nazi era in their MS could suggest that these institutions have made it their mission to condemn their action of the past and that they are committed to a future without fascism.

Move 6 involves another step which warrants further discussion, namely the reference to the institution’s unique location (step 6.2), which is mentioned in 28% of the texts of the first sample group, while being absent in the second sample group. Given that a university’s location surely is among the most decisive factors when it comes to choosing a place to study, one might come to wonder why not more institutions, both research universities and UAS, actively promote their location as part of their USP. Interestingly, in Mikl (2018), it was found that 85% of WCU pages of both Anglophone and mainland European university websites advertise their

institutions' location to recruit prospective students. While "[i]t has been practice in the tourist industry to brag the geographical location and scenery of a tourist destination", in recent years "these aspects have also been highlighted as promotional elements in higher education genres" (Zhang 2017: 75). Zhang's observations, though, does not seem to hold true for university MSs. In fact, the discrepancy between this study and Mikl (2018) is quite remarkable and might point to the fact that university MSs can be viewed as less promotional than WCU pages, which explicitly target prospective students. Therefore, both research universities and UAS might promote their unique location in different genres, such as WCU pages, rather than in their MS.

In addition, evidence was put forward to show that part-time study programs (step 6.5) are mentioned by 12% of UAS texts, while being absent in the first sample group. Since research universities do not usually offer part-time degree programs, it is no surprise that they are not being advertised as part of the institution's USP. However, considering that UAS, especially in Austria, most commonly offer part-time study programs, the question arises why this aspect is not being promoted in more MSs. Also, with part-time study programs having gained considerable popularity in recent years (The University of Law n.d.), one might have expected that more institutions have made it their mission to offer part-time degrees.

Summarizing, the results are consistent with Briggs and Bauman's view (1992: 141, quoted in Atai & Asadnia 2016: 25) that genres are "conventionalized yet highly flexible organizations of formal means and structures that constitute complex frames of reference for communicative practice". A number of differences in the MSs of the two sample groups could be detected: first, some steps were more frequently used by research universities, namely referring to research excellence (step 2.1), good academic practice (step 3.2), academic freedom (step 3.3), equal opportunities (step 3.5), the long-standing history (step 6.1) as well as the institution's good location (step 6.2). Regarding the university's reference to history, it was interesting to note that both research universities and UAS mentioned the spirit of enlightenment, and some research universities even mentioned their dark past in the Nazi regime. The MSs of UAS, by contrast, more frequently referred to practice-oriented learning (step 3.12) as well as part-time study programs (step 6.5), both of which are key characteristics of UAS. The use of a wide variety of different steps to realize the same moves is undoubtedly in line with Bhatia's (2004: 63) assertion that promotional genres can be characterized as dynamic, innovative and versatile. Furthermore, it has been shown that there are various ways of composing university MSs, since different universities make use of different steps to realize the same moves. Yet, albeit a number of differences in the move structure, university MSs were found to be rather consistent across institution types despite traditionally differing profiles of

UAS and research universities. This lends support to Altbach's (2013: 318) view that universities worldwide "are part of an active community of institutions that share values, foci, and mission", many of which are also reflected in their MSs.

## 8.2 Lexico-grammatical analysis

### 8.2.1 Wordlist

Unlike the previous section on the move structure, this section will not be divided into similarities and differences, since the analysis revealed only minor differences and, for the most part, overlaps. The lexico-grammatical analysis was conducted step by step: first, a wordlist of the two corpora was created, which operates on the token level and generates a frequency list of C (Sketch Engine n.d.). The wordlist demonstrates the absolute (or raw) frequency (AF), which is “a count of all tokens in the text or corpus that belong to a particular word type” (Brezina 2018: 42). AF is predominantly used when investigating a single corpus, while relative (or normalized) frequency (RF) per million is applied to two or more corpora with different word counts (Brezina 2018: 42-43). While both AF and RF are featured in table 10, it is quite conceivable that AF also provides meaningful results in this case given the marginal difference in word count between the two corpora. For reasons of simplicity and clarity, only the top 30 words are presented in table 10, though a more detailed wordlist with the 100 most frequent words can be found in the appendix (see pages 79 and 80). Table 10, which also includes punctuation in token counts, compares the wordlists of the two corpora featuring the 30 most frequently occurring words:

**Table 10: Wordlist of RU and UAS corpora featuring the top 30 words**

| Research universities |            |     |           | UAS  |             |     |           |
|-----------------------|------------|-----|-----------|------|-------------|-----|-----------|
| Rank                  | Word       | AF  | RF        | Rank | Word        | AF  | RF        |
| 1                     | and        | 785 | 63,712.36 | 1    | and         | 808 | 63,802.91 |
| 2                     | the        | 757 | 61,439.82 | 2    | the         | 587 | 46,351.86 |
| 3                     | ,          | 567 | 46,018.99 | 3    | .           | 562 | 44,377.76 |
| 4                     | of         | 537 | 43,584.12 | 4    | ,           | 515 | 40,666.46 |
| 5                     | .          | 518 | 42,042.04 | 5    | of          | 489 | 38,613.39 |
| 6                     | to         | 311 | 25,241.46 | 6    | in          | 271 | 21,399.24 |
| 7                     | in         | 220 | 17,855.69 | 7    | to          | 252 | 19,898.93 |
| 8                     | university | 218 | 17,693.37 | 8    | we          | 219 | 17,293.11 |
| 9                     | a          | 195 | 15,826.64 | 9    | our         | 209 | 16,503.47 |
| 10                    | research   | 155 | 12,580.15 | 10   | a           | 197 | 15,555.91 |
| 11                    | as         | 141 | 11,443.88 | 11   | for         | 161 | 12,713.20 |
| 12                    | is         | 135 | 10,956.90 | 12   | as          | 153 | 12,081.49 |
| 13                    | with       | 130 | 10,551.09 | 13   | university  | 140 | 11,054.96 |
| 14                    | its        | 128 | 10,388.77 | 14   | is          | 115 | 9,080.86  |
| 15                    | our        | 124 | 10,064.12 | 15   | with        | 104 | 8,212.26  |
| 16                    | for        | 122 | 9,901.79  | 16   | are         | 100 | 7,896.40  |
| 17                    | we         | 103 | 8,359.71  | 17   | students    | 94  | 7,422.62  |
| 18                    | teaching   | 80  | 6,492.49  | 18   | research    | 94  | 7,422.62  |
| 19                    | it         | 77  | 6,249.49  | 19   | its         | 79  | 6,238.16  |
| 20                    | students   | 66  | 5,356.71  | 20   | applied     | 74  | 5,843.34  |
| 21                    | education  | 64  | 5,194.38  | 21   | an          | 68  | 5,369.55  |
| 22                    | society    | 64  | 5,194.38  | 22   | education   | 66  | 5,211.62  |
| 23                    | an         | 59  | 4,788.57  | 23   | sciences    | 66  | 5,211.62  |
| 24                    | knowledge  | 58  | 4,707.41  | 24   | teaching    | 65  | 5,132.66  |
| 25                    | at         | 54  | 4,382.76  | 25   | that        | 65  | 5,132.66  |
| 26                    | academic   | 54  | 4,382.76  | 26   | their       | 63  | 4,974.73  |
| 27                    | are        | 54  | 4,382.76  | 27   | on          | 61  | 4,816.80  |
| 28                    | mission    | 49  | 3,976.95  | 28   | this        | 60  | 4,737.84  |
| 29                    | social     | 47  | 3,814.63  | 29   | by          | 57  | 4,500.95  |
| 30                    | all        | 46  | 3,733.46  | 30   | development | 57  | 4,500.95  |

The table is revealing in several ways. As to be expected, topic-independent function words such as the conjunction *and*, the determiners *the* and *a(n)*, as well as prepositions like *of*, *to*, *in*, *for*, *with* are among the most frequent words with similar occurrences in both corpora<sup>17</sup>.

Similarly, punctuation markers such as full stops and commas also appear frequently in both corpora, yet the slight differences in occurrence offer valuable insights: in fact, full stops are more often used in the UAS corpus with a RF of 44,377.76 contrary to a RF of 42,042.04 in the RU corpus. On the other hand, commas show a higher frequency in the RU corpus with a RF of 46,018.99 in contrast to a RF of 40,666.46 in the UAS corpus. These discrepancies are noteworthy because they reflect what has already been discovered previously: university MSs of UAS seem to comprise more sentences, which in turn leads to a greater number of full stops as well as a higher word count. University MSs of research universities, by contrast, make use of more commas, which might point towards enhanced sentence length. This may suggest the use of a more complex syntax, which may be an indicator of a higher level of formality.

A further marked observation to emerge from the data comparison is that the UAS corpus uses a noticeably higher number of the pronouns *we* and *our*: while the RF in the UAS corpus amounts to 17,293.11 and 16,503.47 respectively, the RF in the RU corpus is only 8,359.71 and 10,064.12. There is hence convincing evidence to suggest that university MSs of UAS are characterized by a high number of personal pronouns, which help personalize the institutions and therefore convey closeness and establish a stronger relationship between the university and the reader. Similar to first person singular pronouns, *we* and *our* can be considered “powerful means for establishing authority” (Hyland & Jiang 2017: 45) that help engage readers and create a sense of familiarity. This finding is also in line with Hyland and Jiang’s (2017: 40) view “that since informality has now invaded a large range of written and spoken domains of discourse, academic writing has also followed this trend”. They even go as far as to argue that this recent tendency “towards informality might be seen as part of a contemporary zeitgeist which blurs over hierarchies and values interpersonal engagement, or, alternatively, be regarded as another form of insidious persuasion, what Fairclough (2001: 52) calls ‘synthetic personalization’” (Hyland & Jiang 2017: 40). In more general terms, this shift might reflect an endeavor to create a more egalitarian relationship between readers and writers (Hyland & Jiang 2017: 49). Additionally, it may also be the case that the utilization of first-person plural pronouns by UAS is a deliberate strategy to circumvent the use of the term

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<sup>17</sup> Regarding the definite article, Brezina (2018: 44) makes an interesting point, stating that “in all corpora of written English you can expect the definite article to be at the top of the wordlist, with an absolute frequency roughly equivalent to 6% of the overall number of tokens in the corpus”, the latter of which also applies in our case.

“university”, which is reserved for traditional research universities, and they might therefore face criticism for using it. Also, the phrase “University of applied sciences [followed by name]” might be simply too long and is likely to interrupt the flow of reading, which is why UAS might draw more heavily on pronouns.

Moreover, the fact that the RF of the token *university* is considerably higher in the RU corpus than in the UAS corpus (17,693.37 vs. 11,054.96) might also indicate that traditional research universities tend to refer to themselves using the phrase “the university of X”. Hence, “the institutions are being subjectified and treated as agents with aims and purposes” which in turn “leads to a kind of ‘authorless discourse’” (Xiong 2012: 326). Since pronouns are a potent way to create a partnership between HE institutions and readers, it can be reasonably argued that the use of *we* is a highly effective tool to increase intimacy and form a more positive opinion of the HE institution in question. The pronoun *we* can indeed be viewed as a powerful example of personification, where the institution speaks in the first-person plural to their stakeholders. To illustrate this point, consider the following examples (emphasis added):

**Table 11: Extracts taken from samples**

| Research Universities                                                                                                                                                                                                                                                                                                                                  | UAS                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| “The <i>University</i> of Klagenfurt (AAU) strives for academic excellence in research and teaching” (University of Klagenfurt)                                                                                                                                                                                                                        | “As a university of applied sciences with close ties to business, <i>we</i> offer <i>our</i> students practical training and continuing education [...]. <i>We</i> equip <i>our</i> students with applied knowledge [...]                                                                                             |
| “As a central and leading institution, the <i>University</i> gives special regard to carrying out the programmes of strategic interest for the Republic of Croatia” (University of Zagreb)                                                                                                                                                             | “ <i>We</i> aim for the qualitative employment of <i>our</i> students, and <i>we</i> want to keep all doors open to working life” (Haaga-Helia University of Applied Sciences)                                                                                                                                        |
| “As a <i>UNIVERSITY</i> , it distinguishes itself from other research centres by its autonomous statement of problems [...] As a <i>UNIVERSITY</i> , it defines its takes and priorities autonomously [...] As a <i>UNIVERSITY</i> , it is a guarantee of freedom and democracy not only within its walls” (Comenius University of Bratislava)         | “ <i>We</i> strive for the highest possible level of quality in all areas of <i>our</i> university. The employability of <i>our</i> graduates as the result of a scientifically sound qualification is the elementary quality feature of <i>our</i> university [...] (Hanover University of Applied Sciences and Art) |
| “The <i>University</i> of Antwerp is a young, dynamic and forward-thinking university [...] The <i>University</i> of Antwerp espouses active pluralism [...] The <i>University</i> of Antwerp is active in a global environment [...] The <i>University</i> of Antwerp is committed to the development of its city and region” (University of Antwerp) | “ <i>We</i> strongly believe that <i>we</i> can contribute to society by educating people who can make responsible decisions in a complex world. <i>We</i> achieve this by educating <i>our</i> students [...] (Aeres University of Applied Sciences)                                                                 |
| “On the basis of the mission of Higher Education Institutions (HEIs), as described by Greek Law (N.4009/2011, article 4) the vision and mission of                                                                                                                                                                                                     | “ <i>We</i> invest in <i>our</i> students [...] The expectation <i>we</i> have of <i>our</i> students also applies to <i>ourselves</i> [...] (Amsterdam University of Applied Sciences)                                                                                                                               |

|                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>AUTH</i> [Aristotle University of Thessaloniki] can be summarized as follows”<br>(Aristotle University of Thessaloniki)                                                                                                                                                       |                                                                                                                                                                                                                                                                                        |
| “ <i>UZH</i> pursues scholarly research and teaching, and provides services for the benefit of the public [...] The <i>University</i> attracts the best researchers and students, and promotes junior scholars at all levels of their academic career”<br>(University of Zurich) | “The University’s outlook is global, and <i>we</i> actively promote international, scientific and cultural exchange between students. <i>Our</i> degree programmes focus on the demands and opportunities of the international community”<br>(Mannheim University of Applied Sciences) |

It goes without saying, though, that there are also UAS that avoid using pronouns and instead refer to themselves employing the university’s name, while some research universities include first person plural pronouns in their MSs. Yet, in view of these findings, it is reasonable to hypothesize that the relatively young nature of UAS is reflected in the language of their university MSs, while traditional research universities tend to make use of more formal and academic language, thereby more strictly adhering to the conventions of formality.

Also, considering that the texts under analysis are university MSs, it is hardly surprising that the large majority of content words, which are topic-dependent, belong to the semantic field of HE (*university, research, teaching, students, education*). While this frequency list gives an interesting first impression of the most frequently occurring tokens, the identification of keywords, which will be discussed next, will allow for even more conclusive results.

### 8.2.2 Keywords

The following section will discuss keywords, all of which can be found in the appendix. Given that the corpora under analysis comprise university MSs, it is clear that the majority of the most important keywords belong to the semantic field of HE (*university, teaching, research, student, knowledge, education, learning, academic* etc.). Furthermore, the institutions frequently refer to their names, which results in location names being among the top keywords (*Zurich, Antwerp, Klagenfurt, Salzburg* etc.). Similarly, acronyms of university names are often used as well (*UZH, TUM, WU, HSB, CUAS, BFH, BBW* etc.). Such frequent repetitions are a powerful and commonly used advertising technique “to increase brand awareness and consumer recall” (Cruz-Eusebio 2022), which corroborates previous findings on info-promotion genres (e.g. Chizzali 2021).

Moreover, both sample groups employ strong, promotional language, which not only aims to inform stakeholders about the institution’s mission, but, more importantly, seeks to convince them of the universities’ prestige in academia. Evaluative adjectives such as *innovative, international, outstanding, creative* or *diverse* as well as positively connotated

nouns such as *quality, excellence, opportunity, career, respect, openness* or *partner* can be detected on the keyword lists. In addition, the sample texts are also characterized by a preponderance of evaluative verbs, including *promote, contribute, strengthen, strive* or *facilitate*. Thus, a large number of keywords share positive semantic prosody which portray the universities in question in a highly favorable light, thereby persuading stakeholders of the institutions' superior quality. In fact, this "commercially loaded language", as so aptly put by Xiong (2012: 321), serves "the observable function of providing information and the hidden intention of selling the products and services of academic institutions to the target audience" (Atai & Asadnia 2016: 28). Consider the following examples:

#### **Extracts taken from sample texts (emphasis added)**

- "We are a *high quality, internationally recognized* research university. We *proactively foster* both *well-being* and a *sustainable future*" (University of Turku)
- "The Technical University of Munich measures its scientific, structural and organizational performance according to the *highest international standards* and continually raises them. We *enhance* ourselves with international *talents*, form alliances with *leading* teaching and research institutions worldwide and *cooperate* with *promising* partner institutions" (Technical University of Munich)
- "UZH has *successfully* positioned itself among the *world's foremost* universities. The University *attracts* the *best* researchers and students, and *promotes* junior scholars at all levels of their academic *career*" (University of Zurich)
- "Through our *commitment* to *exceptional* education, *impactful* research and *genuine* service to society, we are *creating positive change* in our communities, both in London and on the world stage" (King's College)
- "We live a *collegial* and *respectful* coexistence. Our university culture is *family-friendly* and characterized by *trust* and *appreciation*" (CUAS)
- "*Together* we will make *results*. We *encourage curiosity*. We *inspire responsibility*. We want to *exceed* expectations" (Satakunta UAS)
- "We train students to become *self-confident, empowered* individuals who look beyond borders and are *equipped to innovate* their profession" (HAN UAS)
- "In our *culturally diverse* academy, the *commitment, passion, and curiosity* of our students and staff come together in a *respectful* and *tolerant* learning environment" (Royal Academy of Art The Hague)
- "We create conditions in which our students can *develop* in the *best possible way* and in which they will *enjoy* their studies" (UAS Wiener Neustadt)

As can be seen, the use of promotional language is characteristic for both sample groups and confirms what has been labelled "the 'invasion' of promotional discourse into other discursive territories, including higher education" (Chen 2017: 3). The thoroughly positive connotations

that such words evoke make the use of evaluative language a highly convincing element in university MSs, hence advancing the texts' promotional intent.

Just like the wordlists already anticipated, pronouns also rank among the keywords of the two sample groups. The personal pronoun *we* did not appear in the keyword list, whereas the possessive determiner *our* was featured in both corpora. While the pronoun *our* occurred 124 times in the RU corpus with a RF of 10,064.12, it was featured 209 times in the UAS corpus, resulting in a RF of 16,503.47. As has already become apparent in the wordlist analysis, MSs of UAS seem to employ a higher number of personal pronouns, which results in a more personal, informal tone. In referencing the university as an actor with certain characteristics, the use of pronouns is likely to help personalize the institution, which creates a friendlier, more welcoming environment (see table 11). Therefore, just as the word list, the keyword list confirms the more frequent use of pronouns in the UAS corpus in contrast to the RU corpus. Due to the limited sample size, results must of course be interpreted with the necessary caution. However, one could reasonably argue that the increased use of pronouns in the UAS corpus might point towards a more informal, modern writing style which is characterized by a larger emotional range. The relatively young nature of UAS might hence be reflected in their language choice. A further reason might be more subtle: universities are facing unprecedented competitive pressure, and in particular UAS find themselves in a more delicate situation. In fact, while formally considered equal to research universities, they are oftentimes seen as less prestigious and easier to complete. Thus, UAS might be inclined to use a more personal tone, which, after all, builds a relationship with readers and, eventually, elevates the texts' persuasiveness. A similar point was made in an editorial on the increased use of pronouns used by biologists (Nature 2016).

Interestingly, the absence of the second person pronoun *you*, which is considered one of the most persuasive techniques as it individualizes the reader while also “[suggesting] a one-to-one relationship between advertisers and addressees” (Smith 2004: 285), may demonstrate that university MSs are, after all, less promotional than other academic info-promotion genres, such as WCU pages, which draw heavily upon second person pronouns (see Mikl 2018). One could therefore speculate that HE institutions are well aware that their MSs are not widely read and certainly do not belong to the most popular genres on a university website. It is a moot point as to whether this really is the case, hence more research may certainly prove fruitful.

Lastly, other examples of informal, promotional language, such as colloquialisms, contractions, abbreviations, direct reader address or phrasal verbs were found to be either absent

or negligible, hence the very few examples are considered insignificant and are therefore omitted. Yet, it can be argued that this lack points towards a more formal style.

### 8.2.3 Multi-word units

The following analysis is based on tables 18 and 19, which can be found in the appendix. As expected, the vast majority of multi-word units can be ascribed to the semantic field of HE, amongst them being *academic education*, *continuing education*, *research activity*, *knowledge transfer*, *natural science*, *international research*, *university community* etc. Also, several multi-word terms refer to the institution's name, such as *Uppsala university*, *Université Paris Cité*, *Salzburg University*, *Hochschule Hannover* etc. It is worth pointing out, though, that several universities did not translate their names into English, but instead used their names in their local language. The reasons for this decision are certainly many but are most likely related to branding purposes. In fact, considering that brand name translations can be tricky, as it may disturb brand recognition and corporate identity, HE institutions might choose to stick to their original name.

Also, it is not surprising that the compound noun *mission statement* ranks among the most frequently occurring multi-word units in both corpora, with a RF of 892.78 in the RU corpus and 1,658.24 in the UAS corpus. It was most often used as a heading, although some samples employed different text names (see tables 4 and 5).

A further remarkable observation to result from the analysis is the high frequency of the multi-word unit *academic freedom* in the RU corpus, with a RF of 892.78. This term, however, does not occur in the multi-word keyword list of the UAS corpus, which is also corroborated by the move structure analysis (see table 9). Thus, both the structural as well as the linguistic level indicate that academic freedom seems to play a significant role for traditional research universities, whereas UAS do not tend to emphasize it.

For obvious reasons, multi-word sequences such as *applied sciences*, *applied science*, *university of applied sciences*, *applied research* or *practical orientation* occur extremely frequently in the UAS corpus. The strong emphasis on their vocational orientation, which is the single most distinguishing feature of UAS, certainly helps the institution stand apart and also plays a significant role in branding.

Unlike the UAS' focus on applied research, traditional research universities rather emphasize *academic excellence*, which appears with a RF of 324.65. Similarly, *excellence in research* is also frequently featured, having a RF of 243.49. The strong focus on academic excellence, and research excellence in particular, is also manifest in the move structure (see

table 9). Thus, yet again, it can be observed that the lexico-grammatical analysis closely correlates with the move structure analysis.

Lastly, close inspection also revealed that both sample groups frequently refer to their ethical values, which can also be seen in the lexico-grammatical analysis. In fact, lexical phrases such as *mutual respect* or *sense of responsibility* can be found in the keyword list. Likewise, the benefits of HE to society are also evident at the linguistic level, as can be seen in the use of the following compound nouns: *public service*, *innovation for people*, *benefit of society*, *social responsibility* etc.

Summarizing, it can be stated that the use of multi-word units seems to reflect the textual organization to a considerable extent. Compound nouns of the RU corpus such as *academic freedom*, *academic excellence* and *research excellence* clearly show that traditional research universities place great emphasis on these issues, while the multi-word list of the UAS corpus lacks these multi-word terms. This discrepancy also becomes evident in the move structure (see table 9). Additionally, the frequent reference to ethical values (e.g. *mutual respect*) and the institutions' contribution to society at large (e.g. *innovation for people*) is also in line with the move structure. Also, it was found that some universities use their original name and do not translate it into English, which is most likely due to branding reasons.

### 8.3 Summary of findings, limitations and implications of the study

In the first part of the analysis, the organizational structure of mission statements of both traditional research universities as well as UAS was examined and a six-move structure could be determined: (1) stating time of publication and/or author, (2) expressing aims and objectives, (3) referring to the institution's philosophy and core values, (4) highlighting the institution's social responsibility, (5) promoting internationality and (6) presenting the university's distinctive competency. Both corpora were found to follow a predictable textual structure. Considering the fact that "[t]he boundaries between universities of applied sciences and universities in the binary higher education system [...] have begun to blur" (Kleimann & Hückstädt 2021: 168), this gradual convergence may also become evident in the move structure of their mission statements, as it shows considerable consistency across differing institution types.

However, in line with initial expectations that institutional differences might be clearly reflected in the genre's move structure, several differences between the two sample groups could be identified: first of all, unlike UAS, traditional research universities more frequently refer to research excellence (step 2.1), academic freedom (step 3.3), equal opportunities (step 3.5), their long-standing history (step 6.1) as well as the university's convenient location (step 6.2). The high occurrence of topics related closely to academia, such as research excellence, good academic practice or academic freedom, accord well with previous assumptions, since one might expect research universities to be guided by rather traditional, academic values. The MSs of research universities were also found to include Latin mottos, while UAS rather used the institution's official language. By using the university's local language, UAS, which are fairly young HE institutions, might aim to present themselves as timely and dynamic, whereas the use of Latin may advert to the ever-present importance of Latin in the context of traditional research universities. It may thus be quite conceivable to assume that Latin continues to play a significant role for research universities, while the young nature and the local embedding of UAS may be reflected in their language choice. However, given the very limited examples ( $n=2$ ), utmost caution must be exercised, and much work is needed to further refine this hypothesis.

It might be tempting to presume now that research universities tend to uphold traditional values, whereas UAS place emphasis on rather modern values; yet this hypothesis could not be fully confirmed. In fact, both sample groups referred to the following steps with about the same frequency: general ethical values (e.g. responsibility, trust, honesty, justice) (step 3.1) sustainability (step 3.4), diversity/inclusion (step 3.6), personal development of the individual

(step 3.8) or compatibility of family and career (step 3.10), all of which can without doubt be seen as major topics (or even buzzwords) of the 21<sup>st</sup> century. Thus, evidence was put forward to show that research universities not only seem to uphold traditional academic values, but also contemporary ones of today's society.

A further remarkable observation to result from the data is that both sample groups oftentimes refer to the spirit of enlightenment, although most universities, and in particular UAS, were founded much later than the 17<sup>th</sup> century. This finding would seem to suggest that HE institutions today still highly value what can be defined as the cornerstone of HE worldwide.

The lexico-grammatical analysis led to the following conclusions: both sample groups employ strong, emotional language by using positively connotated nouns, adjectives and verbs, as well as frequent repetitions of the university's name to enhance brand awareness and consumer recall. Both techniques aim to promote the institution and portray it in a favorable light. In addition, while the MSs of UAS are characterized by a high degree of the personal pronouns *we* and *our*, texts of research universities seem more reluctant in employing these pronouns. Indeed, instead of referring to themselves as *we*, research universities appear to prefer the term *university*. Hence, the relative frequency of the token *university* is much higher in the RU corpus than in the UAS corpus (20,777.54 vs.12,002.53). Findings therefore demonstrate that research universities are more likely to refer to themselves by using their name (*the university of X*), whereas UAS choose a more informal tone by using the pronoun *we*. There is hence reason to assume that the young nature of UAS is reflected in their language choice, while RU use more formal and academic language, thereby more strictly adhering to the academic conventions of formality. Also, due to the absence or scarcity of other informal, promotional linguistic features, such as colloquialisms, contractions, abbreviations, direct reader address or phrasal verbs, one can conclude that university mission statements are less promotional than other academic-info promotion genres, such as WCU pages.

This research, however, is subject to several limitations. Due to the exploratory nature of the study, the relatively small corpus size compromises any possible generalizations beyond the research context. It is therefore suggested that future studies significantly increase the corpus size to enhance the generalizability of the findings. In addition, in order to produce more conclusive results, it is suggested that future studies employ a mixed methods approach, which is bound to be productive and insightful. They could combine genre analysis with qualitative data collection, such as interviews with authors of university MSs or university stakeholders. Future work could also concentrate on reader-perception studies in order to investigate the potential effect of marketing strategies employed by HE institutions.

Despite its limitations, this study has gone some way towards enhancing our understanding of university mission statements, as well as academic info-promotion genres in general. A similar point was also made by Xiong (2012: 323) who states that genre analysis, generally speaking, “can offer useful insights into the social interactions between institutionalized language use and professional cultures and purposes”. Or, to put it in Chen’s (2017: 14) words, this study can help us better understand the “genre’s disciplinary variations in textual regularity”. Also, this paper has attempted to shed more light on the structure of mission statements and the multilayered contribution of lexico-grammar to the meaning making process. Findings of this study could particularly benefit university stakeholders as well as policy makers “as these documents may reveal how various cultures, geographic regions, and nations value higher education, and what their objectives and core values are when it comes to higher education”, as pointed out by Bayrak (2010: 10). Further, this study might also have important implications for online content writers or authors of similar genres. Findings might also be used in the ESP classroom, where promotional strategies can be analyzed and then applied to the students’ needs. In fact, as argued by Yang (2013: 69), “EFL learners can then produce a more authentic, motivating and purpose-embedding text if they learn the conventional structure and linguistic elements expected by the reading community”. Moreover, this study has given rise to some questions on whether university MSs are still needed at all and who actually reads this genre. A similar point has already been raised by Davis and Glaister (1996: 291) almost three decades ago, when they argued that “[t]here is a strong impression that [university mission statements] have been produced either because it is something required by an external stakeholder or because it is perceived as ‘the thing to do’”. In fact, while the target audience is obvious, it remains unclear which university stakeholders access a university website just to read its MS, a question which can be addressed in future research. Finally, and perhaps most importantly, this study may provide a useful point of entry for future research on academic info-promotion genres, focusing particularly on vocational universities which are frequently neglected in the literature.

## 9. Conclusion

While there is already a mounting body of work on university mission statements, a comparative analysis of university MSs of traditional research universities and UAS had yet to be conducted. Thus, the primary purpose of this study was to investigate the move structure as well as the lexico-grammatical features of 50 university mission statements (25 from RU, 25 from UAS). In this ESP-based study, Bhatia's (1993) framework for genre analysis was used. The corpus was analyzed in two steps: first, a hand-tagged move analysis was employed to examine the texts' move structure, which was then categorized according to Hüttner's (2010) classification of moves. Next, the software *Sketch Engine* helped determine keywords and multi-word units.

In this paper, evidence was put forward to show that, despite traditionally differing profiles of research universities and universities of applied sciences, university MSs appear to have a fairly consistent move structure across institution types. Both sample groups follow a six-move structure and, for the most part, even draw upon the same steps. Yet, close inspection revealed that institutional differences are reflected in the move structure to some extent: first, several steps were more frequently used by research universities, namely research excellence, academic freedom or the institution's long-standing history. This finding was also partly corroborated by the keyword analysis, according to which the multi-word units *academic excellence*, *research excellence* and *academic freedom* are unusually frequent in the RU corpus. These topics therefore appear to play a more significant role in the context of research universities, whereas UAS place more emphasis on practice-oriented learning and part-time study programs, both of which are key characteristics of vocational universities. Second, it was found that RU tend to use Latin for their university mottos, while UAS appear to stick to their official language. This might point towards an enduring importance of Latin in the context of RU, whereas UAS, being relatively young institutions of HE, may deliberately avoid the use of Latin to present themselves as modern, dynamic and locally anchored. Similarly, the fairly young nature of UAS also seems to be reflected in their language use: in fact, while the MSs of UAS are characterized by a preponderance of the personal pronouns *we* and *our*, the RU corpus, on the other hand, includes considerably fewer pronouns and instead features a high number of the token *university*. This indicates that research universities are more likely to refer to themselves using the phrase *the university* rather than pronouns, while UAS more heavily rely on the use of first-person plural pronouns. Without doubt, the use of pronouns helps personalize the institution and thus serves as a strongly promotional element. There is hence reason to argue that research universities employ more formal and academic language, thus following more

strictly academic conventions of formality, while UAS prefer a more informal and personal tone. Finally, results also shed light on the use of strong, emotional language of university MSs as well as frequent repetition of university names to increase brand awareness. Yet, in general, the style was found to be less promotional than in other academic info-promotion genres such as WCU pages (see Mikl 2018).

Finally, a number of potential shortcomings need to be considered. First, results are encouraging, but should be validated by a larger sample size to increase the generalizability of results. In addition, future studies could also use a mixed methods approach in order to gain a better understanding of the writing process and/or the readers' perceptions.

Despite their limitations, these results represent an excellent initial step towards understanding how institutional differences may impact the organizational structure and lexical features of academic-info promotion genres. The findings may also improve knowledge about university mission statements and UAS, the latter of which have often been overlooked in the literature.

**Word count:** 26,426

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# 11. Appendix

## 11.1 Tables

Table 12: Detailed analysis of moves and steps (RU)

| Detailed move structure analysis (Traditional research universities) |    |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|----------------------------------------------------------------------|----|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Moves and steps                                                      | 1  | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| <b>Move 1: State time of publication and author</b>                  | x* |   |   |   |   |   |   |   |   |    | x  |    |    |    |    | x  |    |    |    |    | x  | x  | x* |    |    |
| <b>Move 2: Express aims &amp; objectives</b>                         | x  | x | x | x | x | x | x | x | x | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  |
| Step 2.1: Research excellence                                        | x  | x | x | x | x | x | x | x | x | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  |
| Step 2.2: Teaching excellence                                        |    |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Step 2.3: Interdisciplinarity                                        |    |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Step 2.4: Innovation                                                 |    |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Step 2.5: Greater access to education                                |    |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <b>Move 3: Refer to philosophy and core values</b>                   | x  | x | x | x | x | x | x | x | x | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  |
| Step 3.1: Ethical values                                             |    |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Step 3.2: Good academic practice/classic academic principles         |    |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Step 3.3: Academic freedom                                           | x  |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Step 3.4: Sustainability                                             |    |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Step 3.5: Equal opportunities                                        | x  | x | x | x | x | x | x | x | x | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  |
| Step 3.6: Diversity/Inclusion                                        | x  | x | x | x | x | x | x | x | x | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  |
| Step 3.7: Life-long learning                                         | x  | x | x | x | x | x | x | x | x | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  |
| Step 3.8: Personal development of the individual                     |    |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Step 3.9: Anti-discrimination                                        |    |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Step 3.10: Compatibility of family, study & career                   |    |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Step 3.11: Transparency                                              | x  |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Step 3.12: Practice-oriented learning                                |    |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Step 3.13: University motto                                          | x  |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <b>Move 4: Highlight social responsibility</b>                       | x  | x | x | x | x | x | x | x | x | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  |
| Step 4.1: Positive contribution to society                           | x  | x | x | x | x | x | x | x | x | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  |
| Step 4.2: Tackle global challenges                                   |    |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Step 4.3: Build human capital                                        |    |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Step 4.4: Contribution to regional development                       |    |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Step 4.5: Collaboration with other regional institutions             |    |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Step 4.6: Positive contribution to economy                           |    |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <b>Move 5: Promote internationality</b>                              | x  | x | x | x | x | x | x | x | x | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  |
| Step 5.1: International networks & cooperation                       | x  | x | x | x | x | x | x | x | x | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  |
| Step 5.2: Student/staff mobility                                     |    |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <b>Move 6: Present distinctive competency</b>                        | x  | x | x | x | x | x | x | x | x | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  |
| Step 6.1: Long-standing history                                      |    |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Step 6.2: Location                                                   |    |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Step 6.3: Wide range of study programs                               |    |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Step 6.4: Market position of university                              |    |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Step 6.5: Blended learning                                           | x  | x | x | x | x | x | x | x | x | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  |

\*date/author at the end of the text

Table 13: Detailed analysis of moves and steps (UAS)

| Detailed move structure analysis (Universities of applied sciences) |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|---------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Moves and steps                                                     | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| <b>Move 1: State time of publication and author</b>                 |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <b>Move 2: Express aims &amp; objectives</b>                        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Step 2.1: Research excellence                                       | X | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| Step 2.2: Teaching excellence                                       | X | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| Step 2.3: Interdisciplinarity                                       | X | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| Step 2.4: Innovation                                                | X | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| Step 2.5: Excellent career prospects                                | X | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| <b>Move 3: Refer to philosophy and core values</b>                  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Step 3.1: Ethical values                                            | X | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| Step 3.2: Classic academic principles                               | X | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| Step 3.3: Academic freedom                                          | X | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| Step 3.4: Sustainability                                            | X | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| Step 3.5: Equal opportunities                                       | X | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| Step 3.6: Diversity/Inclusion                                       | X | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| Step 3.7: Life-long learning                                        | X | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| Step 3.8: Personal development of the individual                    | X | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| Step 3.9: Anti-discrimination                                       | X | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| Step 3.10: Compatibility of family & career                         | X | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| Step 3.11: Transparency                                             | X | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| Step 3.12: Practice-oriented learning                               | X | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| Step 3.13: University motto                                         | X | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| <b>Move 4: Highlight social responsibility</b>                      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Step 4.1: Positive contribution to society                          | X | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| Step 4.2: Tackle global challenges                                  | X | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| Step 4.3: Build human capital                                       | X | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| Step 4.4: Contribution to regional development                      | X | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| Step 4.5: Collaboration with other regional institutions            | X | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| Step 4.6: Positive contribution to economy                          | X | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| <b>Move 5: Promote internationality</b>                             |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Step 5.1: International networks & cooperation                      | X | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| Step 5.2: Student/staff mobility                                    | X | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| <b>Move 6: Present distinctive competency</b>                       |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Step 6.1: (Long-standing) history                                   | X | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| Step 6.2: Wide range of study programs                              | X | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| Step 6.3: Market position of university                             | X | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| Step 6.4: Part-time study programs                                  | X | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| 6.5: Blended learning                                               | X | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |

\*as part of the running text, not at the very beginning  
 \*\*\*published at the end

**Table 14: Wordlist of RU corpus**

| Word              | Frequency | Frequency Per Million | Word                    | Frequency | Frequency Per Million |
|-------------------|-----------|-----------------------|-------------------------|-----------|-----------------------|
| 1 and             | 785       | 63,712.36             | 51 ;                    | 27        | 2,191.38              |
| 2 the             | 757       | 61,439.82             | 52 cultural             | 27        | 2,191.38              |
| 3 ,               | 567       | 46,018.99             | 53 activities           | 27        | 2,191.38              |
| 4 of              | 537       | 43,584.12             | 54 §                    | 26        | 2,110.22              |
| 5 .               | 518       | 42,042.04             | 55 through              | 26        | 2,110.22              |
| 6 to              | 311       | 25,241.46             | 56 learning             | 25        | 2,029.06              |
| 7 in              | 220       | 17,855.69             | 57 cooperation          | 24        | 1,947.89              |
| 8 university      | 218       | 17,693.37             | 58 institutions         | 24        | 1,947.89              |
| 9 a               | 195       | 15,826.64             | 59 other                | 24        | 1,947.89              |
| 10 research       | 155       | 12,580.15             | 60 diversity            | 23        | 1,866.73              |
| 11 as             | 141       | 11,443.88             | 61 promote              | 23        | 1,866.73              |
| 12 is             | 135       | 10,956.90             | 62 excellence           | 23        | 1,866.73              |
| 13 with           | 130       | 10,551.09             | 63 also                 | 23        | 1,866.73              |
| 14 its            | 128       | 10,388.77             | 64 university's         | 22        | 1,785.57              |
| 15 our            | 124       | 10,064.12             | 65 )                    | 21        | 1,704.41              |
| 16 for            | 122       | 9,901.79              | 66 (                    | 21        | 1,704.41              |
| 17 we             | 103       | 8,359.71              | 67 members              | 21        | 1,704.41              |
| 18 teaching       | 80        | 6,492.98              | 68 has                  | 21        | 1,704.41              |
| 19 it             | 77        | 6,249.49              | 69 environment          | 21        | 1,704.41              |
| 20 students       | 66        | 5,356.71              | 70 sciences             | 20        | 1,623.24              |
| 21 education      | 64        | 5,194.38              | 71 principles           | 20        | 1,623.24              |
| 22 society        | 64        | 5,194.38              | 72 professional         | 19        | 1,542.08              |
| 23 an             | 59        | 4,788.57              | 73 institution          | 19        | 1,542.08              |
| 24 knowledge      | 58        | 4,707.41              | 74 new                  | 19        | 1,542.08              |
| 25 at             | 54        | 4,382.76              | 75 freedom              | 19        | 1,542.08              |
| 26 academic       | 54        | 4,382.76              | 76 highest              | 19        | 1,542.08              |
| 27 are            | 54        | 4,382.76              | 77 researchers          | 18        | 1,460.92              |
| 28 mission        | 49        | 3,976.95              | 78 "                    | 18        | 1,460.92              |
| 29 social         | 47        | 3,814.63              | 79 higher               | 18        | 1,460.92              |
| 30 all            | 46        | 3,733.46              | 80 values               | 17        | 1,379.76              |
| 31 development    | 46        | 3,733.46              | 81 support              | 17        | 1,379.76              |
| 32 by             | 45        | 3,652.30              | 82 between              | 17        | 1,379.76              |
| 33 on             | 44        | 3,571.14              | 83 innovation           | 17        | 1,379.76              |
| 34 this           | 40        | 3,246.49              | 84 universities         | 16        | 1,298.60              |
| 35 international  | 40        | 3,246.49              | 85 them                 | 16        | 1,298.60              |
| 36 their          | 39        | 3,165.33              | 86 life                 | 16        | 1,298.60              |
| 37 :              | 39        | 3,165.33              | 87 critical             | 16        | 1,298.60              |
| 38 scientific     | 38        | 3,084.17              | 88 vision               | 16        | 1,298.60              |
| 39 world          | 36        | 2,921.84              | 89 future               | 16        | 1,298.60              |
| 40 public         | 31        | 2,516.03              | 90 committed            | 16        | 1,298.60              |
| 41 •              | 31        | 2,516.03              | 91 both                 | 15        | 1,217.43              |
| 42 that           | 31        | 2,516.03              | 92 into                 | 15        | 1,217.43              |
| 43 responsibility | 31        | 2,516.03              | 93 goals                | 15        | 1,217.43              |
| 44 uzh            | 30        | 2,434.87              | 94 service              | 15        | 1,217.43              |
| 45 from           | 30        | 2,434.87              | 95 based                | 15        | 1,217.43              |
| 46 staff          | 30        | 2,434.87              | 96 antwerp              | 15        | 1,217.43              |
| 47 community      | 29        | 2,353.71              | 97 humboldt-universität | 15        | 1,217.43              |
| 48 well           | 29        | 2,353.71              | 98 interdisciplinary    | 15        | 1,217.43              |
| 49 quality        | 29        | 2,353.71              | 99 work                 | 14        | 1,136.27              |
| 50 which          | 28        | 2,272.54              | 100 responsible         | 14        | 1,136.27              |

**Table 15: Wordlist of UAS corpus**

| Word             | Frequency | Frequency Per Million | Word                 | Frequency | Frequency Per Million |
|------------------|-----------|-----------------------|----------------------|-----------|-----------------------|
| 1 and            | 808       | 63,802.91             | 51 responsibility    | 28        | 2,210.99              |
| 2 the            | 587       | 46,351.86             | 52 business          | 28        | 2,210.99              |
| 3 .              | 562       | 44,377.76             | 53 values            | 27        | 2,132.03              |
| 4 ,              | 515       | 40,666.46             | 54 develop           | 27        | 2,132.03              |
| 5 of             | 489       | 38,613.39             | 55 staff             | 27        | 2,132.03              |
| 6 in             | 271       | 21,399.24             | 56 will              | 26        | 2,053.06              |
| 7 to             | 252       | 19,898.93             | 57 have              | 25        | 1,974.10              |
| 8 we             | 219       | 17,293.11             | 58 study             | 25        | 1,974.10              |
| 9 our            | 209       | 16,503.47             | 59 world             | 25        | 1,974.10              |
| 10 a             | 197       | 15,555.91             | 60 )                 | 24        | 1,895.14              |
| 11 for           | 161       | 12,713.20             | 61 science           | 24        | 1,895.14              |
| 12 as            | 153       | 12,081.49             | 62 diversity         | 24        | 1,895.14              |
| 13 university    | 140       | 11,054.96             | 63 (                 | 24        | 1,895.14              |
| 14 is            | 115       | 9,080.86              | 64 who               | 24        | 1,895.14              |
| 15 with          | 104       | 8,212.26              | 65 programmes        | 24        | 1,895.14              |
| 16 are           | 100       | 7,896.40              | 66 be                | 23        | 1,816.17              |
| 17 students      | 94        | 7,422.62              | 67 statement         | 23        | 1,816.17              |
| 18 research      | 94        | 7,422.62              | 68 educational       | 22        | 1,737.21              |
| 19 its           | 79        | 6,238.16              | 69 working           | 22        | 1,737.21              |
| 20 applied       | 74        | 5,843.34              | 70 they              | 22        | 1,737.21              |
| 21 an            | 68        | 5,369.55              | 71 "                 | 22        | 1,737.21              |
| 22 education     | 66        | 5,211.62              | 72 create            | 21        | 1,658.24              |
| 23 sciences      | 66        | 5,211.62              | 73 innovative        | 21        | 1,658.24              |
| 24 teaching      | 65        | 5,132.66              | 74 degree            | 20        | 1,579.28              |
| 25 that          | 65        | 5,132.66              | 75 people            | 20        | 1,579.28              |
| 26 their         | 63        | 4,974.73              | 76 -                 | 20        | 1,579.28              |
| 27 on            | 61        | 4,816.80              | 77 interdisciplinary | 20        | 1,579.28              |
| 28 this          | 60        | 4,737.84              | 78 '                 | 20        | 1,579.28              |
| 29 by            | 57        | 4,500.95              | 79 skills            | 20        | 1,579.28              |
| 30 development   | 57        | 4,500.95              | 80 from              | 19        | 1,500.32              |
| 31 •             | 56        | 4,421.98              | 81 commitment        | 19        | 1,500.32              |
| 32 mission       | 56        | 4,421.98              | 82 graduates         | 19        | 1,500.32              |
| 33 learning      | 51        | 4,027.16              | 83 which             | 19        | 1,500.32              |
| 34 at            | 50        | 3,948.20              | 84 high              | 18        | 1,421.35              |
| 35 all           | 50        | 3,948.20              | 85 into              | 18        | 1,421.35              |
| 36 :             | 46        | 3,632.34              | 86 salzburg          | 18        | 1,421.35              |
| 37 knowledge     | 41        | 3,237.52              | 87 offers            | 18        | 1,421.35              |
| 38 quality       | 41        | 3,237.52              | 88 practice          | 18        | 1,421.35              |
| 39 international | 40        | 3,158.56              | 89 practical         | 18        | 1,421.35              |
| 40 well          | 40        | 3,158.56              | 90 towards           | 18        | 1,421.35              |
| 41 hsb           | 40        | 3,158.56              | 91 innovation        | 17        | 1,342.39              |
| 42 society       | 39        | 3,079.60              | 92 technology        | 17        | 1,342.39              |
| 43 social        | 39        | 3,079.60              | 93 them              | 17        | 1,342.39              |
| 44 vision        | 36        | 2,842.70              | 94 both              | 17        | 1,342.39              |
| 45 through       | 34        | 2,684.78              | 95 culture           | 17        | 1,342.39              |
| 46 future        | 33        | 2,605.81              | 96 new               | 17        | 1,342.39              |
| 47 \$            | 33        | 2,605.81              | 97 regional          | 17        | 1,342.39              |
| 48 it            | 33        | 2,605.81              | 98 further           | 17        | 1,342.39              |
| 49 professional  | 32        | 2,526.85              | 99 personal          | 16        | 1,263.42              |
| 50 work          | 31        | 2,447.88              | 100 studies          | 16        | 1,263.42              |

Table 16: Keyword list of RU corpus featuring the top 100 words

Yellow: semantic field of HE

Blue: reference to university name or location

Green: promotional / emotional language

Pink: Personal pronouns

| Lemma                   | Frequency <sup>?</sup> |           | Frequency per million <sup>?</sup> |           | Score |
|-------------------------|------------------------|-----------|------------------------------------|-----------|-------|
|                         | Focus                  | Reference | Focus                              | Reference |       |
| 1 university            | 256                    | 18,899    | 20,777.54                          | 168.22    | 77.8  |
| 2 teaching              | 73                     | 7,201     | 5,924.84                           | 64.10     | 36.7  |
| 3 research              | 155                    | 27,567    | 12,580.15                          | 245.38    | 36.7  |
| 4 mission               | 53                     | 3,129     | 4,301.60                           | 27.85     | 34.4  |
| 5 academic              | 57                     | 5,581     | 4,626.25                           | 49.68     | 31.6  |
| 6 uzh                   | 31                     | 1         | 2,516.03                           | < 0.01    | 26.2  |
| 7 student               | 79                     | 22,133    | 6,411.82                           | 197.01    | 21.9  |
| 8 promote               | 40                     | 6,544     | 3,246.49                           | 58.25     | 21.1  |
| 9 knowledge             | 58                     | 14,397    | 4,707.41                           | 128.15    | 21.1  |
| 10 scientific           | 38                     | 5,813     | 3,084.17                           | 51.74     | 21.0  |
| 11 cooperation          | 24                     | 1,294     | 1,947.89                           | 11.52     | 18.4  |
| 12 institution          | 44                     | 11,246    | 3,571.14                           | 100.10    | 18.3  |
| 13 excellence           | 23                     | 824       | 1,866.73                           | 7.33      | 18.3  |
| 14 diversity            | 23                     | 1,411     | 1,866.73                           | 12.56     | 17.5  |
| 15 education            | 64                     | 25,947    | 5,194.38                           | 230.96    | 16.0  |
| 16 society              | 65                     | 27,485    | 5,275.55                           | 244.65    | 15.6  |
| 17 responsibility       | 38                     | 11,959    | 3,084.17                           | 106.45    | 15.4  |
| 18 humboldt-universität | 17                     | 0         | 1,379.76                           | 0.00      | 14.8  |
| 19 cultural             | 27                     | 6,459     | 2,191.38                           | 57.49     | 14.5  |
| 20 contribute           | 25                     | 6,335     | 2,029.06                           | 56.39     | 13.6  |
| 21 zurich               | 16                     | 336       | 1,298.60                           | 2.99      | 13.6  |
| 22 antwerp              | 15                     | 215       | 1,217.43                           | 1.91      | 12.9  |
| 23 interdisciplinary    | 15                     | 280       | 1,217.43                           | 2.49      | 12.9  |
| 24 innovation           | 18                     | 2,414     | 1,460.92                           | 21.49     | 12.8  |
| 25 researcher           | 18                     | 3,447     | 1,460.92                           | 30.68     | 11.9  |
| 26 science              | 29                     | 11,918    | 2,353.71                           | 106.08    | 11.9  |
| 27 freedom              | 21                     | 6,283     | 1,704.41                           | 55.93     | 11.6  |
| 28 tum                  | 13                     | 52        | 1,055.11                           | 0.46      | 11.5  |
| 29 international        | 40                     | 22,429    | 3,246.49                           | 199.64    | 11.2  |
| 30 talent               | 16                     | 2,913     | 1,298.60                           | 25.93     | 11.1  |
| 31 our                  | 124                    | 93,457    | 10,064.12                          | 831.87    | 10.9  |
| 32 vision               | 16                     | 4,594     | 1,298.60                           | 40.89     | 9.9   |
| 33 alumnus              | 11                     | 99        | 892.78                             | 0.88      | 9.8   |
| 34 goal                 | 22                     | 10,598    | 1,785.57                           | 94.33     | 9.7   |
| 35 development          | 50                     | 36,961    | 4,058.11                           | 328.99    | 9.7   |
| 36 quality              | 30                     | 18,661    | 2,434.87                           | 166.10    | 9.5   |
| 37 critical             | 16                     | 5,628     | 1,298.60                           | 50.10     | 9.3   |
| 38 klagenfurt           | 10                     | 35        | 811.62                             | 0.31      | 9.1   |
| 39 principle            | 23                     | 13,552    | 1,866.73                           | 120.63    | 8.9   |
| 40 hamburg              | 10                     | 373       | 811.62                             | 3.32      | 8.8   |
| 41 community            | 35                     | 26,564    | 2,840.68                           | 236.45    | 8.7   |
| 42 commit               | 16                     | 6,801     | 1,298.60                           | 60.54     | 8.7   |
| 43 sustainable          | 10                     | 679       | 811.62                             | 6.04      | 8.6   |
| 44 dialogue             | 11                     | 1,833     | 892.78                             | 16.32     | 8.5   |
| 45 creativity           | 10                     | 821       | 811.62                             | 7.31      | 8.5   |
| 46 learning             | 12                     | 3,043     | 973.95                             | 27.09     | 8.5   |
| 47 enhance              | 12                     | 3,151     | 973.95                             | 28.05     | 8.4   |
| 48 innovative           | 10                     | 1,011     | 811.62                             | 9.00      | 8.4   |
| 49 social               | 47                     | 41,747    | 3,814.63                           | 371.59    | 8.3   |
| 50 environment          | 22                     | 14,368    | 1,785.57                           | 127.89    | 8.3   |

| Lemma              | Frequency <sup>?</sup> |           | Frequency per million <sup>?</sup> |           | Score |
|--------------------|------------------------|-----------|------------------------------------|-----------|-------|
|                    | Focus                  | Reference | Focus                              | Reference |       |
| 51 staff           | 30                     | 23,189    | 2,434.87                           | 206.41    | 8.3   |
| 52 professional    | 21                     | 13,271    | 1,704.41                           | 118.13    | 8.3   |
| 53 activity        | 29                     | 22,831    | 2,353.71                           | 203.22    | 8.1   |
| 54 foster          | 11                     | 2,597     | 892.78                             | 23.12     | 8.1   |
| 55 entrepreneurial | 9                      | 393       | 730.46                             | 3.50      | 8.0   |
| 56 faculty         | 10                     | 1,603     | 811.62                             | 14.27     | 8.0   |
| 57 outstanding     | 11                     | 2,994     | 892.78                             | 26.65     | 7.8   |
| 58 culture         | 17                     | 10,281    | 1,379.76                           | 91.51     | 7.7   |
| 59 strive          | 9                      | 1,048     | 730.46                             | 9.33      | 7.6   |
| 60 universität     | 8                      | 6         | 649.30                             | 0.05      | 7.5   |
| 61 ljubljana       | 8                      | 32        | 649.30                             | 0.28      | 7.5   |
| 62 wu              | 8                      | 140       | 649.30                             | 1.25      | 7.4   |
| 63 transparency    | 8                      | 266       | 649.30                             | 2.37      | 7.3   |
| 64 lifelong        | 8                      | 362       | 649.30                             | 3.22      | 7.3   |
| 65 scholarly       | 8                      | 463       | 649.30                             | 4.12      | 7.2   |
| 66 opportunity     | 20                     | 15,685    | 1,623.24                           | 139.61    | 7.2   |
| 67 munich          | 8                      | 621       | 649.30                             | 5.53      | 7.1   |
| 68 pursuit         | 9                      | 1,925     | 730.46                             | 17.13     | 7.1   |
| 69 internationally | 8                      | 700       | 649.30                             | 6.23      | 7.1   |
| 70 respect         | 17                     | 12,664    | 1,379.76                           | 112.72    | 7.0   |
| 71 its             | 128                    | 160,583   | 10,388.77                          | 1,429.36  | 6.9   |
| 72 responsible     | 14                     | 9,315     | 1,136.27                           | 82.91     | 6.8   |
| 73 expertise       | 9                      | 2,616     | 730.46                             | 23.29     | 6.7   |
| 74 participation   | 9                      | 2,674     | 730.46                             | 23.80     | 6.7   |
| 75 discipline      | 12                     | 6,916     | 973.95                             | 61.56     | 6.6   |
| 76 high            | 49                     | 57,845    | 3,976.95                           | 514.88    | 6.6   |
| 77 educational     | 11                     | 5,827     | 892.78                             | 51.87     | 6.5   |
| 78 achievement     | 10                     | 4,560     | 811.62                             | 40.59     | 6.5   |
| 79 autonomy        | 8                      | 1,822     | 649.30                             | 16.22     | 6.4   |
| 80 global          | 9                      | 3,529     | 730.46                             | 31.41     | 6.3   |
| 81 foundation      | 10                     | 5,039     | 811.62                             | 44.85     | 6.3   |
| 82 commitment      | 11                     | 6,940     | 892.78                             | 61.77     | 6.1   |
| 83 scholarship     | 7                      | 1,084     | 568.14                             | 9.65      | 6.1   |
| 84 ethical         | 7                      | 1,129     | 568.14                             | 10.05     | 6.1   |
| 85 partner         | 12                     | 8,728     | 973.95                             | 77.69     | 6.0   |
| 86 equal           | 11                     | 7,413     | 892.78                             | 65.98     | 6.0   |
| 87 statement       | 15                     | 13,830    | 1,217.43                           | 123.10    | 5.9   |
| 88 actively        | 7                      | 1,490     | 568.14                             | 13.26     | 5.9   |
| 89 public          | 31                     | 38,694    | 2,516.03                           | 344.42    | 5.9   |
| 90 humanity        | 7                      | 1,553     | 568.14                             | 13.82     | 5.9   |
| 91 uppsala         | 6                      | 37        | 486.97                             | 0.33      | 5.9   |
| 92 regional        | 11                     | 7,840     | 892.78                             | 69.78     | 5.8   |
| 93 innsbruck       | 6                      | 55        | 486.97                             | 0.49      | 5.8   |
| 94 exchange        | 13                     | 11,043    | 1,055.11                           | 98.29     | 5.8   |
| 95 sustainability  | 6                      | 157       | 486.97                             | 1.40      | 5.8   |
| 96 dissemination   | 6                      | 337       | 486.97                             | 3.00      | 5.7   |
| 97 technical       | 10                     | 6,758     | 811.62                             | 60.15     | 5.7   |
| 98 core            | 8                      | 3,607     | 649.30                             | 32.11     | 5.7   |
| 99 cooperate       | 6                      | 452       | 486.97                             | 4.02      | 5.6   |
| 100 applied        | 6                      | 572       | 486.97                             | 5.09      | 5.6   |

Table 17: Keyword list of UAS corpus featuring the top 100 words

Yellow: semantic field of HE

Blue: reference to university name or location

Green: promotional / emotional language

Pink: Personal pronouns

| Lemma                | Frequency? |           | Frequency per million? |           |
|----------------------|------------|-----------|------------------------|-----------|
|                      | Focus      | Reference | Focus                  | Reference |
| 1 applied            | 59         | 572       | 4,658.88               | 5.09      |
| 2 university         | 152        | 18,899    | 12,002.53              | 168.22    |
| 3 sciences           | 48         | 697       | 3,790.27               | 6.20      |
| 4 mission            | 56         | 3,129     | 4,421.98               | 27.85     |
| 5 hsb                | 43         | 1         | 3,395.45               | < 0.01    |
| 6 teaching           | 59         | 7,201     | 4,658.88               | 64.10     |
| 7 student            | 101        | 22,133    | 7,975.36               | 197.01    |
| 8 research           | 96         | 27,567    | 7,580.54               | 245.38    |
| 9 vision             | 37         | 4,594     | 2,921.67               | 40.89     |
| 10 learning          | 31         | 3,043     | 2,447.88               | 27.09     |
| 11 our               | 209        | 93,457    | 16,503.47              | 831.87    |
| 12 diversity         | 24         | 1,411     | 1,895.14               | 12.56     |
| 13 professional      | 45         | 13,271    | 3,553.38               | 118.13    |
| 14 science           | 42         | 11,918    | 3,316.49               | 106.08    |
| 15 interdisciplinary | 20         | 280       | 1,579.28               | 2.49      |
| 16 innovative        | 21         | 1,011     | 1,658.24               | 9.00      |
| 17 education         | 66         | 25,947    | 5,211.62               | 230.96    |
| 18 promote           | 29         | 6,544     | 2,289.96               | 58.25     |
| 19 salzburg          | 18         | 272       | 1,421.35               | 2.42      |
| 20 knowledge         | 41         | 14,397    | 3,237.52               | 128.15    |
| 21 graduate          | 21         | 2,794     | 1,658.24               | 24.87     |
| 22 innovation        | 19         | 2,414     | 1,500.32               | 21.49     |
| 23 quality           | 41         | 18,661    | 3,237.52               | 166.10    |
| 24 orientation       | 16         | 1,206     | 1,263.42               | 10.73     |
| 25 educational       | 22         | 5,827     | 1,737.21               | 51.87     |
| 26 responsibility    | 29         | 11,959    | 2,289.96               | 106.45    |
| 27 cooperation       | 15         | 1,294     | 1,184.46               | 11.52     |
| 28 development       | 61         | 36,961    | 4,816.80               | 328.99    |
| 29 sustainable       | 14         | 679       | 1,105.50               | 6.04      |
| 30 hochschule        | 13         | 5         | 1,026.53               | 0.04      |
| 31 competence        | 15         | 1,611     | 1,184.46               | 14.34     |
| 32 partner           | 24         | 8,728     | 1,895.14               | 77.69     |
| 33 lifelong          | 13         | 362       | 1,026.53               | 3.22      |
| 34 international     | 40         | 22,429    | 3,158.56               | 199.64    |
| 35 contribute        | 19         | 6,335     | 1,500.32               | 56.39     |
| 36 culture           | 23         | 10,281    | 1,816.17               | 91.51     |
| 37 develop           | 42         | 27,250    | 3,316.49               | 242.55    |
| 38 society           | 42         | 27,485    | 3,316.49               | 244.65    |
| 39 commitment        | 19         | 6,940     | 1,500.32               | 61.77     |
| 40 auas              | 11         | 0         | 868.60                 | 0.00      |
| 41 create            | 34         | 21,508    | 2,684.78               | 191.44    |
| 42 statement         | 25         | 13,830    | 1,974.10               | 123.10    |
| 43 future            | 35         | 23,717    | 2,763.74               | 211.11    |
| 44 orient            | 11         | 658       | 868.60                 | 5.86      |
| 45 practical         | 18         | 7,678     | 1,421.35               | 68.34     |
| 46 profile           | 13         | 2,790     | 1,026.53               | 24.83     |
| 47 bfh               | 10         | 0         | 789.64                 | 0.00      |
| 48 shape             | 20         | 10,477    | 1,579.28               | 93.26     |
| 49 diverse           | 11         | 1,311     | 868.60                 | 11.67     |
| 50 employee          | 18         | 8,861     | 1,421.35               | 78.87     |

| Lemma                   | Frequency? |           | Frequency per million? |           |
|-------------------------|------------|-----------|------------------------|-----------|
|                         | Focus      | Reference | Focus                  | Reference |
| 51 regional             | 17         | 7,840     | 1,342.39               | 69.78     |
| 52 challenge            | 19         | 10,245    | 1,500.32               | 91.19     |
| 53 principle            | 22         | 13,552    | 1,737.21               | 120.63    |
| 54 skill                | 21         | 12,509    | 1,658.24               | 111.34    |
| 55 gender               | 11         | 1,993     | 868.60                 | 17.74     |
| 56 value                | 34         | 26,863    | 2,684.78               | 239.11    |
| 57 degree               | 21         | 12,838    | 1,658.24               | 114.27    |
| 58 strive               | 10         | 1,048     | 789.64                 | 9.33      |
| 59 internationalisation | 9          | 52        | 710.68                 | 0.46      |
| 60 academic             | 14         | 5,581     | 1,105.50               | 49.68     |
| 61 core                 | 12         | 3,607     | 947.57                 | 32.11     |
| 62 lecturer             | 10         | 1,409     | 789.64                 | 12.54     |
| 63 guiding              | 9          | 320       | 710.68                 | 2.85      |
| 64 study                | 43         | 39,738    | 3,395.45               | 353.71    |
| 65 intercultural        | 8          | 11        | 631.71                 | 0.10      |
| 66 internationality     | 8          | 14        | 631.71                 | 0.12      |
| 67 creative             | 10         | 2,483     | 789.64                 | 22.10     |
| 68 staff                | 27         | 23,189    | 2,132.03               | 206.41    |
| 69 details              | 8          | 169       | 631.71                 | 1.50      |
| 70 institution          | 17         | 11,246    | 1,342.39               | 100.10    |
| 71 strengthen           | 10         | 2,853     | 789.64                 | 25.39     |
| 72 entrepreneurial      | 8          | 393       | 631.71                 | 3.50      |
| 73 openness             | 8          | 467       | 631.71                 | 4.16      |
| 74 scientific           | 12         | 5,813     | 947.57                 | 51.74     |
| 75 program              | 12         | 5,814     | 947.57                 | 51.75     |
| 76 internationally      | 8          | 700       | 631.71                 | 6.23      |
| 77 offer                | 35         | 35,622    | 2,763.74               | 317.07    |
| 78 social               | 39         | 41,747    | 3,079.60               | 371.59    |
| 79 technology           | 17         | 12,865    | 1,342.39               | 114.51    |
| 80 perspective          | 10         | 3,713     | 789.64                 | 33.05     |
| 81 environment          | 18         | 14,368    | 1,421.35               | 127.89    |
| 82 programme            | 26         | 25,626    | 2,053.06               | 228.10    |
| 83 bbw                  | 7          | 0         | 552.75                 | 0.00      |
| 84 cuas                 | 7          | 0         | 552.75                 | 0.00      |
| 85 application-oriented | 7          | 1         | 552.75                 | < 0.01    |
| 86 focus                | 14         | 9,538     | 1,105.50               | 84.90     |
| 87 collaboration        | 8          | 1,398     | 631.71                 | 12.44     |
| 88 learn                | 23         | 21,948    | 1,816.17               | 195.36    |
| 89 sustainability       | 7          | 157       | 552.75                 | 1.40      |
| 90 facilitate           | 8          | 1,771     | 631.71                 | 15.76     |
| 91 organisation         | 16         | 13,339    | 1,263.42               | 118.73    |
| 92 career               | 13         | 9,193     | 1,026.53               | 81.83     |
| 93 solution             | 13         | 9,258     | 1,026.53               | 82.41     |
| 94 global               | 9          | 3,529     | 710.68                 | 31.41     |
| 95 network              | 13         | 9,291     | 1,026.53               | 82.70     |
| 96 cultural             | 11         | 6,459     | 868.60                 | 57.49     |
| 97 promotion            | 9          | 3,681     | 710.68                 | 32.76     |
| 98 administration       | 11         | 6,825     | 868.60                 | 60.75     |
| 99 profession           | 9          | 3,888     | 710.68                 | 34.61     |
| 100 opportunity         | 17         | 15,685    | 1,342.39               | 139.61    |

**Table 18: Multi-word units list of RU corpus featuring the top 50 results**

**Yellow:** semantic field of HE  
**Blue:** reference to university name or location  
**Green:** promotional / emotional language  
**Pink:** Personal pronouns

| Term                                     | Frequency <sup>?</sup> |           | Frequency per million <sup>?</sup> |           | Score |
|------------------------------------------|------------------------|-----------|------------------------------------|-----------|-------|
|                                          | Focus                  | Reference | Focus                              | Reference |       |
| 1 mission statement                      | 11                     | 53        | 892.78                             | 0.47      | 9.9   |
| 2 academic freedom                       | 11                     | 96        | 892.78                             | 0.85      | 9.8   |
| 3 technical university                   | 8                      | 7         | 649.30                             | 0.06      | 7.5   |
| 4 equal opportunity                      | 8                      | 433       | 649.30                             | 3.85      | 7.2   |
| 5 research university                    | 6                      | 8         | 486.97                             | 0.07      | 5.9   |
| 6 continuing education                   | 6                      | 182       | 486.97                             | 1.62      | 5.8   |
| 7 scientific research                    | 6                      | 227       | 486.97                             | 2.02      | 5.8   |
| 8 social science                         | 6                      | 771       | 486.97                             | 6.86      | 5.5   |
| 9 universität hamburg                    | 5                      | 0         | 405.81                             | 0.00      | 5.1   |
| 10 uppsala university                    | 5                      | 2         | 405.81                             | 0.02      | 5.1   |
| 11 university community                  | 5                      | 10        | 405.81                             | 0.09      | 5.1   |
| 12 young researcher                      | 5                      | 15        | 405.81                             | 0.13      | 5.1   |
| 13 social responsibility                 | 5                      | 121       | 405.81                             | 1.08      | 5.0   |
| 14 sustainable development               | 5                      | 146       | 405.81                             | 1.30      | 5.0   |
| 15 personal development                  | 5                      | 158       | 405.81                             | 1.41      | 5.0   |
| 16 natural science                       | 5                      | 252       | 405.81                             | 2.24      | 4.9   |
| 17 interdisciplinary cooperation         | 4                      | 5         | 324.65                             | 0.04      | 4.2   |
| 18 academic excellence                   | 4                      | 24        | 324.65                             | 0.21      | 4.2   |
| 19 other university                      | 4                      | 66        | 324.65                             | 0.59      | 4.2   |
| 20 sense of responsibility               | 4                      | 104       | 324.65                             | 0.93      | 4.2   |
| 21 international standard                | 4                      | 137       | 324.65                             | 1.22      | 4.2   |
| 22 basic principle                       | 4                      | 293       | 324.65                             | 2.61      | 4.1   |
| 23 local community                       | 4                      | 868       | 324.65                             | 7.73      | 3.9   |
| 24 public service                        | 4                      | 1,026     | 324.65                             | 9.13      | 3.9   |
| 25 human right                           | 4                      | 1,769     | 324.65                             | 15.75     | 3.7   |
| 26 innovation for people                 | 3                      | 0         | 243.49                             | 0.00      | 3.4   |
| 27 research-oriented teaching            | 3                      | 1         | 243.49                             | < 0.01    | 3.4   |
| 28 leading university                    | 3                      | 3         | 243.49                             | 0.03      | 3.4   |
| 29 dissemination of knowledge            | 3                      | 5         | 243.49                             | 0.04      | 3.4   |
| 30 excellence in research                | 3                      | 5         | 243.49                             | 0.04      | 3.4   |
| 31 world of knowledge                    | 3                      | 6         | 243.49                             | 0.05      | 3.4   |
| 32 benefit of society                    | 3                      | 6         | 243.49                             | 0.05      | 3.4   |
| 33 responsible manner                    | 3                      | 11        | 243.49                             | 0.10      | 3.4   |
| 34 academic education                    | 3                      | 15        | 243.49                             | 0.13      | 3.4   |
| 35 pursuit of knowledge                  | 3                      | 16        | 243.49                             | 0.14      | 3.4   |
| 36 research institution                  | 3                      | 35        | 243.49                             | 0.31      | 3.4   |
| 37 international research                | 3                      | 39        | 243.49                             | 0.35      | 3.4   |
| 38 applied research                      | 3                      | 56        | 243.49                             | 0.50      | 3.4   |
| 39 education institution                 | 3                      | 63        | 243.49                             | 0.56      | 3.4   |
| 40 basic research                        | 3                      | 95        | 243.49                             | 0.85      | 3.4   |
| 41 international level                   | 3                      | 154       | 243.49                             | 1.37      | 3.4   |
| 42 scientific knowledge                  | 3                      | 161       | 243.49                             | 1.43      | 3.4   |
| 43 working condition                     | 3                      | 338       | 243.49                             | 3.01      | 3.3   |
| 44 quality of life                       | 3                      | 599       | 243.49                             | 5.33      | 3.3   |
| 45 performance in research               | 2                      | 0         | 162.32                             | 0.00      | 2.6   |
| 46 leopold-franzens university innsbruck | 2                      | 0         | 162.32                             | 0.00      | 2.6   |
| 47 environment for education             | 2                      | 0         | 162.32                             | 0.00      | 2.6   |
| 48 entrepreneurial courage               | 2                      | 0         | 162.32                             | 0.00      | 2.6   |
| 49 université paris cité                 | 2                      | 0         | 162.32                             | 0.00      | 2.6   |
| 50 tum family                            | 2                      | 0         | 162.32                             | 0.00      | 2.6   |

**Table 19: Multi-word units list of UAS corpus featuring the top 50 results**

**Yellow:** semantic field of HE  
**Blue:** reference to university name or location  
**Green:** promotional / emotional language  
**Pink:** Personal pronouns

| Term                             | Frequency <sup>?</sup> |           | Frequency per million <sup>?</sup> |           |
|----------------------------------|------------------------|-----------|------------------------------------|-----------|
|                                  | Focus                  | Reference | Focus                              | Reference |
| 1 applied sciences               | 41                     | 0         | 3,237.52                           | 0.00      |
| 2 mission statement              | 21                     | 2         | 1,658.24                           | 0.17      |
| 3 salzburg university            | 17                     | 0         | 1,342.39                           | 0.00      |
| 4 applied science                | 15                     | 1         | 1,184.46                           | 0.08      |
| 5 university of applied sciences | 14                     | 0         | 1,105.50                           | 0.00      |
| 6 lifelong learning              | 12                     | 1         | 947.57                             | 0.08      |
| 7 degree programme               | 11                     | 0         | 868.60                             | 0.00      |
| 8 applied research               | 11                     | 1         | 868.60                             | 0.08      |
| 9 study programme                | 8                      | 0         | 631.71                             | 0.00      |
| 10 continuing education          | 8                      | 0         | 631.71                             | 0.00      |
| 11 guiding principle             | 8                      | 1         | 631.71                             | 0.08      |
| 12 learning environment          | 7                      | 4         | 552.75                             | 0.34      |
| 13 professional practice         | 6                      | 0         | 473.78                             | 0.00      |
| 14 high level                    | 6                      | 25        | 473.78                             | 2.11      |
| 15 core task                     | 5                      | 0         | 394.82                             | 0.00      |
| 16 university culture            | 5                      | 0         | 394.82                             | 0.00      |
| 17 study program                 | 5                      | 0         | 394.82                             | 0.00      |
| 18 transfer of ideas             | 5                      | 0         | 394.82                             | 0.00      |
| 19 gender equality               | 5                      | 1         | 394.82                             | 0.08      |
| 20 target group                  | 5                      | 2         | 394.82                             | 0.17      |
| 21 wide range                    | 5                      | 9         | 394.82                             | 0.76      |
| 22 range of courses              | 4                      | 0         | 315.86                             | 0.00      |
| 23 practical orientation         | 4                      | 0         | 315.86                             | 0.00      |
| 24 future topic                  | 4                      | 0         | 315.86                             | 0.00      |
| 25 civil society                 | 4                      | 0         | 315.86                             | 0.00      |

| Term                         | Frequency <sup>?</sup> |           | Frequency per million <sup>?</sup> |           |
|------------------------------|------------------------|-----------|------------------------------------|-----------|
|                              | Focus                  | Reference | Focus                              | Reference |
| 26 practical relevance       | 4                      | 0         | 315.86                             | 0.00      |
| 27 knowledge institution     | 4                      | 0         | 315.86                             | 0.00      |
| 28 professional field        | 4                      | 0         | 315.86                             | 0.00      |
| 29 social responsibility     | 4                      | 0         | 315.86                             | 0.00      |
| 30 mutual respect            | 4                      | 0         | 315.86                             | 0.00      |
| 31 labour market             | 4                      | 0         | 315.86                             | 0.00      |
| 32 decision maker            | 4                      | 1         | 315.86                             | 0.08      |
| 33 teaching staff            | 4                      | 1         | 315.86                             | 0.08      |
| 34 broad range               | 4                      | 1         | 315.86                             | 0.08      |
| 35 working world             | 4                      | 7         | 315.86                             | 0.59      |
| 36 personal development      | 4                      | 7         | 315.86                             | 0.59      |
| 37 working life              | 4                      | 15        | 315.86                             | 1.27      |
| 38 high quality              | 4                      | 27        | 315.86                             | 2.28      |
| 39 added value               | 3                      | 0         | 236.89                             | 0.00      |
| 40 knowledge transfer        | 3                      | 0         | 236.89                             | 0.00      |
| 41 framework condition       | 3                      | 0         | 236.89                             | 0.00      |
| 42 future challenge          | 3                      | 0         | 236.89                             | 0.00      |
| 43 world of tomorrow         | 3                      | 0         | 236.89                             | 0.00      |
| 44 working world of tomorrow | 3                      | 0         | 236.89                             | 0.00      |
| 45 university member         | 3                      | 0         | 236.89                             | 0.00      |
| 46 bern university           | 3                      | 0         | 236.89                             | 0.00      |
| 47 quality development       | 3                      | 0         | 236.89                             | 0.00      |
| 48 strategic partnership     | 3                      | 0         | 236.89                             | 0.00      |
| 49 hochschule hannover       | 3                      | 0         | 236.89                             | 0.00      |
| 50 research activity         | 3                      | 0         | 236.89                             | 0.00      |

## 11.2 Corpus

### RU Corpus

#### 1. University of Innsbruck

##### Mission Statement

Founded in 1669, the Leopold-Franzens University Innsbruck is the largest university in the western part of Austria. Located at a traditional north-south crossroads connecting Europe, we are oriented internationally while positioned locally.

Learning from the long and sometimes problematic history of the University, we build bridges into the future. Our strength is managing seemingly conflicting topics in a productive manner: asking globally oriented but regionally motivated research questions; self-confidently breaking with well-established knowledge while consciously respecting traditions; and capitalizing on academic freedom while treating it responsibly. In this environment of balanced diversity everyone at the University acts as a member of society as well as a link to society.

This philosophy is reflected in our current main research areas: *Alpine Space, Cultural Encounters – Cultural Conflicts, Economy, Politics & Society (EPoS), Molecular Biosciences, Physics, Scientific Computing* and the *Digital Science Center (DiSC)*. All knowledge gained from our research is available to the public to initiate, foster and advance informed discussions and sometimes vigorous debates inside and outside of the academic world.

##### Who we are

The University of Innsbruck as a vital social force stands for high-quality independent research and education. All members of the University, students and staff alike, actively take responsibility to sustainably contribute to developments at the University and in society. As a University we create an environment where free, creative and daring thinking can prosper and we offer diverse opportunities through comprehensive education. Our leading principles to promote these values are: participation, cooperation, trust and transparency as the democratic tradition demands.

##### What we do

Based upon the academic ideal of a comprehensive university offering all disciplines, the breadth and depth of academic fields at the University of Innsbruck drive research and teaching while serving society. Research-driven teaching is the basis for leading our students to outstanding achievements in their daily life and professional career. It is also the foundation of higher education and develops future academics. Despite its regional roots, the University of Innsbruck is ready to compete internationally with other higher education institutions for the brightest minds and ideas while collaborating with other universities.

As society continues to rapidly evolve, knowledge generated at the University significantly benefits everyone. It gives guidance but also promotes a culture of scrutiny; it explains connections and leads to new questions. Our educational aim is to strengthen critical faculty and judgement and to improve the quality of life of individuals and society as a whole. In cooperation with cultural, political, economic and civil society institutions we participate responsibly in public discourse, thereby creating new perspectives for a positive development of society. In addition, we contribute to the self-fulfillment of everyone at the University and facilitate co-determination at all levels. We stay in contact with our alumni and strive to inspire them to the concept of lifelong learning.

##### What we stand for

Academic freedom is the foundation for our actions. It also commits us to evaluate our work, research findings and new technologies critically and ethically. In this context, it is natural that we use our resources sustainably.

We cultivate open and honest communication treating everyone on an equal footing. It is important to us to value personal achievements and support each other. By guaranteeing transparent structures and policies the University creates a motivating and engaging environment.

The University embraces diversity: people, ideas, life aspirations, opinions and methods, which we promote by striving for (gender) equality, inclusion and facilitating a balance between work, education and life commitments. This diversity is a pre-requisite for insightful and inspiring higher education, academic excellence and social recognition. In this regard, the Leopold-Franzens University Innsbruck acts as a role model and is an active advocate for an open society.

Innsbruck, July 2017

## **2.University of Klagenfurt**

### *MISSION STATEMENT*

#### THE UNIVERSITY OF KLAGENFURT: OVERCOMING BOUNDARIES

The University of Klagenfurt (AAU) strives for academic excellence in research and teaching and is guided in these endeavours by the very highest international standards. The motto inscribed in the university's official stamp, *per aspera ad astra*, is a vivid expression of the university's constant pursuit of excellence. Here at the University of Klagenfurt, we believe that acting in a responsible, proactive manner and adhering to good academic practice are central to university life.

#### Research: seeking new boundaries

Research at the University of Klagenfurt stands in the great European tradition of the Enlightenment. We are committed to the classical academic principles of knowledge acquisition, openness and exchange, and have close research links with national and international *research communities* in the relevant fields. Co-operation and competition are not mutually exclusive. They can complement one another in a productive fashion. The University of Klagenfurt's objective is to help our researchers gain visibility and recognition for their research worldwide. To achieve this aim, researchers at the university, and young researchers in particular, should receive the support and assistance that enables them to conduct impactful, world-leading research and compete successfully at a global level for research positions and funding, which in turn leads to the acquisition of new knowledge and solutions to the problems of the modern age.

As a "university of short distances" (*proximity*), the University of Klagenfurt is perfectly positioned to encourage developments in interdisciplinary research. We promote relevant co-operation projects, both within and across our faculties, without neglecting subject standards or compromising on performance. The university's dynamic development is driven by the curiosity, activities and commitment of its young researchers. We have therefore created an open, co-operative environment that offers special support to our young researchers.

#### Teaching: shifting the boundaries

The University of Klagenfurt campus is a meeting point for ideas, nationalities and languages. A multilingual place for exchange, personal development, group development and progress. The boundaries between teaching, learning and research are fluid. The university culture is based upon the thirst and search for knowledge, creativity, critical thinking and constructive

scepticism. As well as being a mechanism for communicating knowledge, quality teaching demands and promotes independent academic thinking.

The university is the “region’s academic backbone” and takes advantage of the wide-ranging opportunities afforded by its geographic location, campus structure and diverse community of staff and students. We are constantly expanding our national and international links and offer excellent support to *outgoing* students going on study and work abroad placements, as well as for *incoming* international students and lecturers. Using teaching that challenges yet supports our students, we create the academic conditions that will enable as many of our students as possible to continue or consolidate their studies with us or at another international university. We also work continuously to improve upon our high standard of student supervision and infrastructure.

Our research-oriented teaching is a flagship feature of our course offering and in line with the *lifelong learning* strategies of the EU and Austrian government. This position is consolidated through our commitment to quality assurance and by focussing our course offering on key social issues and social goods, particularly in the fields of business and management, teacher training and psychosocial and demographic change.

We support the success of our students and provide them with the best possible preparation for their future. We therefore place great value on the personal development of our students and on helping them to become open-minded, responsible, reflective critical thinkers who embody the principle of *sapere aude*.

Society: sweeping aside the boundaries

The University of Klagenfurt is an organisation with around 1500 staff and 12,000 students who work, research, teach and learn together. Respect and mutual support are the principles that underpin a productive community of lecturers and students and provide a solid basis from which to achieve our ambitious goals. The University of Klagenfurt is an independent, confident institution that reflects critically on itself and its environment. In addition to its core mission, the university provides an open platform for dialogue, exchange and *think tanks* and is keenly aware of its unique role as a transmitter of knowledge and culture that encourages participation.

According to Section 1 Universities Act 2002, the mission of universities is to “contribute to the personal development of the individual, and to the welfare of society and the environment” and “help a society in transition to master the challenges it faces in a humane and gender-equal fashion”. The University of Klagenfurt is committed to the principles of sustainability, *gender mainstreaming* and diversity, the compatibility of family and career, the health of our students and staff, embracing an entrepreneurial, innovative, reformative attitude and rising to meet the social, cultural, economic and technological challenges of the 21st century. The university sees its international research and teaching responsibilities through the prism of developing the region of Carinthia within a united Europe and an interconnected world, taking advantage of its historic location at the intersection of three cultures.

### **3.Vienna University of Business and Economics**

#### **Mission Statement**

WU provides space for contemplation and creativity and is a pioneer in research and teaching, all with the goal of increasing economic capability and social prosperity.

WU’s faculty, staff, students, and alumni take social responsibility and are characterized by their expertise, open-mindedness, and eagerness to make a difference.

WU is a leading academic institution and one of Europe’s most attractive universities in business and economics.

True to its role as an open-minded institution, WU also sees itself as an international university, as an important hub for global exchange, and as a place where students and

teachers work together. Open-mindedness and diversity were already among the university's key values at WU's founding in 1898. WU is committed to the principles of fairness and equal opportunities, scientific integrity, academic freedom, and especially plurality in topics and methodology.

WU is a responsible university.\* This means that WU not only accepts responsibility for the quality of its performance in research, teaching, and third mission activities, but also that it acts in a socially responsible manner in all that it does.

#### **4.University of Antwerp**

##### **Mission and vision**

The University of Antwerp is a young, dynamic and forward-thinking university. It integrates the assets of its historic roots with its ambition to contribute positively to society.

The University of Antwerp develops, provides access to and disseminates scientific knowledge through research, teaching and service to society. It carries out these tasks in a spirit of academic freedom and responsibility.

The University of Antwerp espouses active pluralism. In that spirit, it stimulates critical research and teaching, reflection and debate on scientific, social, philosophical and ethical questions.

The University of Antwerp conducts creative and innovative scientific research which strives for international excellence. It stimulates both basic and applied research and their valorisation.

The University of Antwerp offers internationally accredited academic teaching based on scientific research. It aims at the development and integration of knowledge, skills and attitudes that will prepare its students to take responsibility in society.

The University of Antwerp stimulates public debate and greatly values its staff and students' service to society.

The University of Antwerp is active in a global environment. It stimulates its staff and students international orientation.

The University of Antwerp is committed to the development of its city and region. With its partners in the Antwerp University Association, it takes responsibility for higher education in the Antwerp region.

The University of Antwerp attaches great importance to its close, historic links with Antwerp University Hospital, the Institute of Tropical Medicine and Antwerp Management School. It seeks constructive partnerships in the fields of research, teaching and academic service to society. In addition, the University shares its expertise with both public and private partners.

The University of Antwerp fosters diversity and offers its staff and students equal opportunities and maximum potential for personal development.

The University of Antwerp ensures the quality (education - research) and sustainability of its activities. Its contact with students, staff and other stakeholders is constructive, respectful and open-minded.

#### **5.University of Zagreb**

##### **Vision and mission**

The mission of the University is based on scientific and artistic research and aims at sustainable development, artistic creativity and professional work as well as organization and performance of university studies and, exceptionally, occupational studies.

As a central and leading institution, the University gives special regard to carrying out the programmes of strategic interest for the Republic of Croatia and for the development of regional and local communities. All university activities enhance the development of personality and promote human rights and fundamental freedoms.

## 6. University of Turku

### Mission

The University of Turku is an internationally active and attractive research university whose strength lies in high-quality, multidisciplinary research. We promote education and free science and provide higher education based on research. We collaborate closely with Finnish society and actively participate in the development of the region.

### Vision

We are a high quality, internationally recognised research university. We proactively foster both well-being and a sustainable future.

### Values

creativity, openness, ethical principles, critical thinking, strong community

## 7. University of Paris

### Our mission, public service

As a public institution of a scientific, cultural and professional nature (EPSCP), the objectives and missions of Université Paris Cité are governed by the Education Code.

As a public service of higher education, Université Paris Cité contributes to :

**the success of all students;**

**the development of research**, a necessary support for the training provided, the dissemination of knowledge in all its diversity and the raising of the scientific, cultural and professional level of the nation and the individuals who make it up ;

**the growth and competitiveness of the economy** and the implementation of an employment policy taking into account economic, social, environmental and cultural needs and their foreseeable evolution;

**the fight against discrimination**, the reduction of social or cultural inequalities and the achievement of equality between men and women by ensuring access to the highest forms of culture and research for all those who are willing and able to do so. To this end, it contributes to the improvement of student living conditions, the promotion of students' sense of belonging to their institution's community, the strengthening of social ties and the development of collective or individual initiatives in favor of solidarity and the promotion of student life;

**building an inclusive society**. To do this, it seeks to promote the inclusion of individuals, regardless of origin, social background or health status;

**the construction of the European area of research and higher education**

**the attractiveness and visibility of territories** at local, regional and national level ;

**the development and social cohesion** of the national territory, through the presence of its institutions ;

**the promotion and dissemination of the French-speaking world ;**

**the strengthening of interactions between science and society.**

Its higher education public service missions are:

**initial and continuing education throughout life**. In this respect, it awards national diplomas for which it has been accredited by the ministry responsible for higher education, alone or jointly with other institutions

research, dissemination and **promotion of its results** in the service of society

**guidance, social promotion and professional integration**

**the transmission of knowledge**

the development of **interdisciplinarity**

**international cooperation**

participation in the **development of the European research and training area**

L'institut de physique du globe de Paris

IPGP is a component of the university with the status of a major establishment within the meaning of l'article L.717-1 and the French Education Code, and has a specific **national mission of permanent observation of natural telluric phenomena**, enshrined in its statutes, and which contributes to the prevention and mitigation of seismic and volcanic risks.

## **8.University of Lyon**

### **MISSIONS**

The Université de Lyon is a world-class academic site of excellence. Awarded the IDEX label in 2017, it is located at the heart of the Auvergne-Rhône-Alpes region, in Lyon & Saint-Étienne.

The Université de Lyon, which is structured around 12 member institutions and 25 associated institutions, has three major objectives:

To be a major, attractive and responsible university with a reputation for excellence and innovation, and one which is enriched by strong international outreach

37 member and associated institutions

140,000 students

20,000 of whom are international students

6,800 researchers and research lecturers

To provide outstanding training and research opportunities in line with current social expectations and change

5 major scientific fields:

Biohealth, Humanities, Chemistry, Engineering, Digital Technology

137 Master's curricula

1 unique PhD program

172 laboratories

To develop and promote the dynamics of the Lyon-Saint-Etienne Site in conjunction with all regional stakeholders: citizens, organizations, companies and local authorities (the metropolises of Lyon and Saint-Étienne, the Région Auvergne-Rhône-Alpes and other regional authorities)

800 million euros in funding

and 25 million euros a year for the IDEXLYON project

5 major interdisciplinary strands of action:

training, research, international outreach, student life, promotion and socio-economic partnerships

80,000 m<sup>2</sup> of construction work and 300,000m<sup>2</sup> of redevelopment

1,600 new spaces in student social housing

## **9.Humboldt University Berlin**

### **Mission Statement**

#### *Aims and Principles*

#### **1. Humanity and the Sciences**

The founding and rise of Humboldt-Universität were inspired by the conviction that the pursuit of knowledge engages and forms all human faculties and so contributes greatly to the humanization of society. Despite several setbacks, there still is today no better reason to promote knowledge and to secure the future of comprehensive education.

#### **2. Continuing Reform Impetus and the Striving for Excellence**

The Humboldt-Universität was established in a period of crisis as an autonomous institution charged with facilitating outstanding scholarly and scientific achievements and promoting the critical examination of established knowledge for the benefit of society. Today, this legacy is still holds after nearly 200 years. Those who work here should have the determination and the capability to advance knowledge and to take responsibility for its application.

### 3. Social responsibility and Cultural Presence

To the extent to which the Humboldt-Universität identifies itself with its own tradition, it is also conscious of its own complicity in the dark periods of German history. In its annals we find subservience to state authority, class arrogance and political fanaticism, as well as examples of teaching and research which ignored the basic principles of human rights. Among its darkest chapters are the burning of books and cooperation in the persecution and expulsion of its members. Against this background, since its reorganisation in 1989 the Humboldt-Universität has seen itself as an institution which stands at a critical distance to political and social pressure. It fights every kind of discrimination, intolerance and cultural hubris.

### 4. The Unity of Research and Teaching

Humboldt's ideal of the coexistence of research and teaching has become a model for universities all over the world. Central to this model is the idea of research-oriented teaching and the transfer of knowledge from the spirit of research. Students and teachers are joined together in an endeavour to critically examine traditional bodies of knowledge and to actively advance learning. For this reason, the Humboldt-Universität promotes social and communicative competences among all of its members and supports their initiatives wherever it can.

### 5. Ethical Obligations

Studying at the Humboldt-Universität demands an active engagement in knowledge. This involves a critical assessment of its preconditions and implications. This is also why the goal of any program of study is not just to acquire disciplinary excellence, but also the education of a person, who combines reliability, efficiency, initiative and scientific curiosity. Every student must understand that he or she contributes to the state of the arts and sciences in our society. Our students have the right and the duty to assume responsibility, not only in the running of the university, but also in teaching and research.

### 6. Innovation in Teaching and in Course Structures

Studying and teaching require two forms of commitment: a commitment to stay current with the latest advances in knowledge and to serve the needs of society. Therefore, the continuous critical revision of the content and types of curricula is an integral part of the Humboldt-Universität's mission. Based on trust in the independence and the creativity of its teachers and students, this makes a large variety of strategies in teaching and learning possible. The reform of research-oriented teaching, however, can only succeed in the long run if the prestige of teaching is enhanced.

### 7. Research is the Life-Blood of the University

The desire to conduct research is the innovative force behind any scholarly endeavour. Research keeps knowledge alive, it enables and requires a creative and productive crossing of disciplinary boundaries and institutions. As a prominent home for research, the Humboldt-Universität places great value on the preservation of the range of its disciplines and research institutes. This indispensable interdisciplinarity can only be guaranteed through the interaction of medicine, the sciences, the humanities, social sciences and the arts.

### 8. Promotion of Junior Researchers

All members of the university have the right to work independently, to the extent to their ability. The Humboldt-Universität endeavours to give junior researchers the opportunity to carry out their own teaching and research as early as possible in their careers, because the potential to ennial source for the renewal and revision of knowledge. The Humboldt-

Universität does everything in its ability to make it possible for its members to combine parenthood, studying and research.

#### 9. Equal Opportunity for All

Providing equal opportunities for both women and men at the university as well as in society is an important goal of Humboldt-Universität. Accordingly, it does its best to ensure that opportunities are distributed fairly, and to utilize and promote women's abilities in teaching, research and administration. It employs all available means for achieving equal opportunity at all levels and promises to strengthen its gender studies efforts.

#### 10. Resources, Funds and Alumni

The Humboldt-Universität must acquire additional resources to establish its own endowments, so that it can support additional activities in teaching and research. It provides the university's supporters and sponsors the opportunity to participate in its social and scholarly activities. Maintaining contact with its alumni and building an extensive alumni network is also considered an equally important goal.

#### 11. The University Administration

Humboldt-Universität's renewal after 1989 has shown that it is possible to efficiently meet the challenges posed by autonomy. An indispensable part of this autonomy is complete transparency in all administrative processes. In organising smooth cooperation between its different institutions and groups, Humboldt-Universität relies on a combination of participation and individual responsibility as binding principles for all groups involved in the continuous process of reform. Teaching, research and the administration welcome regular external evaluations as an important element of the reform process.

#### 12. Internationality

For a first-class university an international exchange in research, teaching and students is second nature. In accordance with its geographical location, the Humboldt-Universität has developed close relationships with northern, central and eastern Europe. This network has now been extended to universities and research centres in other parts of the world, in particular to institutions at the edges of the western world.

#### 13. A Cosmopolitan University

The Humboldt-Universität is the meeting place for many different life styles and cultures. The diversity of people which come together in the centre of Berlin creates a productive atmosphere, which the university wishes to use to promote the talent and vision of each of its members. It takes advantage itself of the stimulating surroundings which the local and the international environments provide and uses them responsibly to the benefit of society and of the environment, by critically examining the world and actively working to change it.

#### 14. Berlin - a City of Knowledge

Those who come to Berlin in order to study, to teach or to conduct research find a multifaceted and richly structured landscape of universities and research institutes. The Humboldt-Universität is very interested in productive cooperation with other scientific, cultural and economic establishments in the area, as a way of furthering its own goals. With its unique artistic and scientific collections, it contributes considerably to the cultural life of the city. As a venue for social dialogue, it fulfils its role of a university at the heart of Europe.

### **10. Technical University of Munich**

#### **Our Mission Statement**

#### **Our Vision**

As a leading entrepreneurial university, we are a site of global knowledge exchange, shaping the future with talent, excellence and responsibility.

#### **Our Mission**

We inspire, promote and develop talents in all their diversity to become responsible, broad-minded individuals and empower them to shape the progress of innovation for people, nature and society with the highest scientific standards and technological expertise, with entrepreneurial courage and sensitivity to social and political issues, as well as a lifelong commitment to learning.

#### Our Core Values

Our core values form the foundation of our relationships with one another and with our cooperation partners:

**Excellence:** We encourage curiosity, creativity and unconventional thinking across the disciplines and set the highest standards of performance in research, teaching and innovation.

**Entrepreneurial Mindset:** We question the consequences of our actions, direct ourselves toward new challenges and improve our working methods continually. To this end, we commit ourselves to socially reflected innovations and promote their commercial application, as well as to sustainable technology spin-offs at all levels.

**Integrity:** We draw our success from an inclusive community of talents from different backgrounds, cultures, ideas and perspectives, acting with respect for others and transparency in accordance with our shared values.

**Collegiality:** We respect and inspire one another in a vibrant culture of university community and cultivate the academic, economic and social partnerships that make TUM a site of global knowledge exchange.

**Resilience:** We learn from our varied experiences and see in persistent change the opportunity for the sustainable development of science, ecology, economy and society – from this we draw ever new inspiration, motivation and resolve.

#### Our Guiding Principles

##### 1. INNOVATION FOR PEOPLE, NATURE AND SOCIETY

The Technical University of Munich is committed to the progress of innovation for people, nature and society. With pioneering spirit, creativity and a sense of responsibility, we combine our diverse competencies in the engineering and natural sciences and medicine with those of business, the humanities, as well as the social and political sciences in order to heighten our impact on the sustainable development of society. With the aim of preserving the Earth's ecosystem, we respect the needs of the natural world, use resources conscientiously and attach the highest priority to protecting people and the environment. Out of a sense of responsibility for future generations, the latest research findings flow directly into our cooperation with schools, into the curricula of our degree programs, into continuing education and training programs, and into sustainable technology enterprises with the potential for growth.

##### 2. HIGHEST INTERNATIONAL STANDARDS

The Technical University of Munich measures its scientific, structural and organizational performance according to the highest international standards and continually raises them. We enhance ourselves with international talents, form alliances with leading teaching and research institutions worldwide and cooperate with promising partner institutions. Our “Emerging Fields Policy” opens new fields in research, innovation, teaching and continuing education that hold potential for international alliances.

##### 3. GLOBAL MINDEDNESS AND TOLERANCE

In keeping with the canonical values of an enlightened society, the Technical University of Munich unites its globally oriented network with respect for the self-understanding of people from all cultures and regions of the world. With our international presence and partnerships, we seek to foster better understanding between nations.

##### 4. TALENT WITH ETHICAL SUBSTANCE

The Technical University of Munich draws its innovative strength from the diverse interests, talents and world experiences of its students, employees, alumni, and the numerous individuals who broaden the horizon of our activities as cooperation partners, patrons, sponsors and supporters. We support our talents in recognizing their individual potential for professional development and bringing it to fruition. It is our aim to develop professional expertise and the ability to judge, to promote an understanding of other disciplines and teamwork, as well as a strong sense of responsibility. Cognitive agility, cultural sensitivity, global mindedness and social competence are as important to us as professional mastery and entrepreneurial courage. We effectively promote talents at all career levels at the TUM: Junge Akademie, the TUM Graduate School, the TUM Faculty Tenure Track Academy, the TUM Institute for Advanced Study and the TUM Institute for LifeLong Learning.

#### 5. VALUE CREATION THROUGH DIVERSITY AND APPRECIATION

The individual talents, manifold experiences and diversity of our TUM family members form the foundation of our mission for the future. Our university community thrives on mutual respect, an open-minded culture, the free exchange of opinions, ideas and experiences and reciprocal appreciation. We actively promote the equality of our members independent of their gender, nationality, religion, worldview, physical ability, age or sexual identity. As a family-friendly university, we invest in the compatibility of family, studies and career. We promote the social and professional competence, flexibility, communication and team competencies of our TUM family members. We are committed to a transparent, motivating and cooperative management style that creates space for participatory involvement and cultivates open communication both within the university and beyond.

#### 6. LEARNING WITHOUT BORDERS

The Technical University of Munich is committed to unifying top-level research with teaching excellence. In keeping with our self-conception as a leading international institution of higher education (TUM Lehrverfassung), we offer our students future-oriented higher education with disciplinary depth, while fostering their creativity, drive and individual talents. Our cross-disciplinary approach to education expands their radius of thought and action and shapes their characters to become citizens of the world with a keen sense of social and political responsibility. To this end, we continually enhance our didactic approaches and employ complementary teaching formats, including classroom instruction, as well as state-of-the-art digital and interactive tools. Relationships of trust between our students and faculty are marked by mutual respect for one another's perspective and needs. Our cultural, artistic and sports activities foster holistic education and training to broaden the intellectual horizons of our students and staff and to encourage them to think in new ways.

#### 7. CONTINUING EDUCATION – FOR A LIFETIME

In times of accelerated change, we assume social responsibility and, as a lifelong partner in education, we strive to keep our own faculty and alumni, as well as professionals and leaders in industry, politics and society, at the forefront of the latest developments with on-going, research-based continuing education programs offered by the TUM Institute for LifeLong Learning.

#### 8. ENTREPRENEURIAL THINKING AND ACTION

The Technical University of Munich is dedicated to the principle of competitive achievement. We contribute the results of basic and applied research to market-oriented innovation processes and promote an “entrepreneurial spirit” in all areas of the university. We encourage our members to found sustainable, growth-oriented and technologically driven enterprises and support them throughout the process from idea to solid market position. Our entrepreneurial activities are geared consistently towards assuming a leadership role in Europe, together with

our affiliated institute UnternehmerTUM, through the spin-off of growth-oriented technology start-ups from both our student body and our top-notch scientific research.

## 9. CROSS-GENERATIONAL APPROACH

The community of the Technical University of Munich unites the enthusiasm and intellectual curiosity of its students, the creativity and commitment of its teaching staff and employees, the wealth of ideas and radius of activity of its graduates, as well as the life experience of emeriti and alumni in a worldwide network. We prize the expertise, perspective and commitment of our TUM Senior Excellence Faculty, as well as their active contribution to university development as invaluable advisors. In a cross-generational approach, the members of our university community shape progress in research, innovation and teaching.

## 10. DIALOGUE WITH SOCIETY AND THE PUBLIC

In awareness of its social, economic and cultural responsibility for our country and its citizens, the Technical University of Munich lives a culture of transparency and open dialogue with the public. It is our aim to prepare our students effectively to shape social change processes with a firm sense of responsibility. We have created the best possible conditions to this end with our expertise in teacher training and educational research, the social sciences, political science and economics. Our interdisciplinary approaches at the TUM School of Social Sciences and Technology, the Hochschule für Politik München and the TUM Institute for LifeLong Learning integrate citizens into development processes for innovation and education. We maintain intensive dialogue with industry, politics and the public – and with our alumni, as ambassadors to the world.

## 11. University of Hamburg

Universität Hamburg's mission statement

Following an intensive, one-and-a-half year discussion process, Universität Hamburg agreed upon a mission statement in summer semester 1998. This sets forth the University's goals and describes the institution's understanding of itself as a "gateway to the world of knowledge." Project groups dedicated to each of the six goals set forth in the mission statement are responsible for concrete development in their respective areas:

Strengthening responsibility

Internationalization

Improving quality

Interdisciplinary cooperation

Creating regional contacts

Improving access to education and academia

Gateway to the world of knowledge

Due to its long-standing tradition of subject diversity, Universität Hamburg sees itself as a gateway to the world of knowledge.

Cosmopolitan and international

In line with the Free and Hanseatic City of Hamburg's long-standing tradition of openness, the University promotes tolerance, international cooperation and the universality of knowledge.

Autonomy in research and teaching

Research conducted at Universität Hamburg contributes to the development of science while teaching and studying enable staff and students alike to claim their right to academic education.

Educating responsible people

The University is committed to the development of expertise, sound judgment and the ability to engage in critical discourse based on strict academic principles. It strives to be a place of

life-long learning for all members of society as well as to serve as a public cultural, social and political forum.

Funding for young academics

Universität Hamburg's subject diversity and dedication to academic quality has created a special commitment to supporting young researchers.

Academic freedom within the bounds of social responsibility

Members of the University would like to fulfill their research, teaching and educational responsibilities autonomously. They want to contribute to the development of a humane, democratic and just society and promote equal opportunity with regard to educational access.

Connecting theory and practice

Universität Hamburg is part of society at large and sees itself as the intermediary between academic pursuit and praxis. It is devoted to the principles of ecological, social and economic sustainability.

Center of academic expertise in the North of Germany

As the center of Hamburg's academic and research landscape and with its extensive network of cooperation, Universität Hamburg contributes significantly to regional and interregional developments.

Academia in the service of humankind

Due to its broad spectrum of scientific services as well as health care policies based on the latest research, the University contributes to well-being and the fulfillment of its public and social responsibilities.

Interdisciplinary cooperation

Interdisciplinary cooperation among the University's members and institutions enables the University to impart academic methods, findings and qualifications. Cooperation is based on the free flow of information, transparency, democratic participation and conflict resolution.

Development goals

As a cosmopolitan institution devoted to outstanding academic achievement, Universität Hamburg seeks to:

internationalize education and academia as part of the effort to create a more peaceful and humane world.

cooperate with the city and the region.

pursue interdisciplinary cooperation to promote academic potential.

,ensure the utmost quality in the exercise of professional duties.

promote individual and institutional responsibility.

provide greater access to education and academia.

## **12.Aristotle University of Thessaloniki**

Vision and mission

On the basis of the mission of Higher Education Institutions (HEIs), as described by Greek Law (N. 4009/2011, article 4) the **vision** and **mission** of AUTH can be summarized as follows:

Upgrading the educational process and the curricula (Accreditation) – Educational and teaching excellence

Enhancing excellence in research

Enhancing AUTH's international presence

Upgrading the organization and operation of Administrative Services

Using, applying and making the most of current Information and Communication Technologies

Upgrading the quality of student services

Connecting the University with society and promoting of AUTH to a landmark of development and culture

Utilizing the University's real property and intangible assets for the benefit of both AUTH and society at large

Being an environmentally friendly University

Being a friendly and accessible University towards all citizens and especially the ones with disabilities.

### **13.University of Florence**

The goals and missions of the University are defined in Article 1 of the Statute of the University of Florence ([pdf - Italian](#)) as follows:

Article 1 - Nature and Purposes

I. The University of Florence is a public institution representing the scientific community, whose autonomy is guaranteed by the Constitution. Its purposes are the unhindered processing and transmission of knowledge and advanced learning, in accordance with the freedoms of research, teaching and learning set forth in Art. 2 hereinafter.

II. It affirms its pluralist nature, which is independent of any religious, ideological, political or economic conditioning.

III. Through the conscientious cooperation of teachers, students and technical/administrative staff, it favours the development of critical knowledge open to the exchange of information, cultural cooperation and interaction, and which is a vehicle for progress and a tool for the affirmation of the dignity of all mankind and of just and peaceful cohabitation among nations.

IV. It promotes the internationalisation of scientific and educational programmes. It cooperates with the other university institutions of the European Union in the creation of a community forum for research and higher learning.

V. It cooperates with other universities at regional, national and international level to increase the quality and effectiveness of its institutional activities.

VI. It intervenes in favour of the right to study as defined and guaranteed by Art. 34 of the Constitution.

VII. It regards the furthering of knowledge as a qualifying characteristic of its activities and a foundation of cultural and professional education. It promotes research training.

VIII. It considers the particular characteristics of the various disciplinary areas into which its research and teaching activities are divided as a source of common wealth to be put to the best possible use.

IX. It ensures that the processing of knowledge, its innovation, enhancement and transfer go to the advantage of both single individuals and the entire society.

X. The University guarantees the contribution of its bioethical research structures to achieve the right to health as set forth in Art. 32 of the Constitution, pursuing actions which are coordinated by and integrated with the Italian Health System, with priority given to the Regional Health Service.

The cooperation between the University and the Health System is operated considering the university's autonomy but as a joint action to support the activities of research, teaching and care in compliance with the relevant regulations.

XI. The University is governed by this statute. Any regulations issued in accordance with Art. 5 below must comply with it.

### **14.University of Milano Bicocca**

Mission & Vision

Through our broad and rich educational offerings, we aim to allow students to find their real vocation, advance their own interests, take a critical look and acquire skills and a solid know-how to build their profession.

Excellent teaching, excellent research, and high quality service place focus on the individual, as the pillars of a modern, future-oriented university.

Our university teaches its students to seize the world's opportunities and not to be frightened to confront them and put themselves out there. It is an inclusive university which shares, respects and protects diversity, as one of its main values.

Bicocca is a leader in local and international cultural development.

## **15.University of Amsterdam**

Mission and vision

The University of Amsterdam is ambitious, creative and committed: a leader in international science and a partner in innovation, the UvA has been inspiring generations since 1632.

### **Innovative and independent**

We are an innovative, committed and independent university that is working towards a sustainable and prosperous future. Interdisciplinary research, cooperation and innovation are the key to scientific innovation. We rank among the international top institutions of higher education.

### **More than knowledge alone**

We promote an open and curious attitude. We want to equip students not only with knowledge, but also with the skills to navigate a dynamic world. This requires diversity of perspective, agility and resilience. Students have the freedom to ask questions and engage in debate. We do this with respect for the contribution, background and beliefs of each and every individual, so that everyone feels welcome and safe.

### **Since 1632**

Since its foundation in 1632, the UvA has grown into one of the leading universities across the full spectrum of the arts, humanities, natural sciences, social sciences and medical sciences. Its 6,000 staff, 3,000 PhD candidates and 40,000 students work and study together at various locations in Amsterdam.

### **This is how we look towards the future**

Digitalisation in research is transforming the methods of all disciplines and the teaching of the future. For this reason, we invest in new areas of expertise, teamwork and a state-of-the-art infrastructure for research and new, innovative teaching methods. This leads to closer cooperation between disciplines – helped by our strength in artificial intelligence, data science and complexity – and to a smart combination of on-campus and online teaching, allowing for more interaction and a more intensive learning experience.

### **The UvA is a partner**

Working with partners strengthens our teaching, research and impact. Together with the city, region and national and international partners, we seek an optimal interaction between science, practice and policy.

If you would like to know more about our ambitions, motives and challenges for the coming years, read our Strategic Plan or take a look at our Vision on Teaching and Learning.

## **16.University of Warsaw**

Mission Statement of the University of Warsaw, September 2001

The University of Warsaw recognizes as still valid its mission as a public utility institution formulated by its founders in 1816:

*The University should not only maintain in the nation both learning and skills at the level they have already attained in the scholarly world, but also further develop and propagate them as well as apply their theory for the public good.*

The University realizes its aim with the participation of the whole University community: its scholars, students and staff.

Since its establishment our University's community has written numerous glorious pages in its history. It has produced many outstanding scholars and created famous scientific schools. It actively resisted armed force, organizing clandestine classes when the University was not allowed to function openly. Our students and graduates have served Poland and the world. These proud annals are our continuing obligation.

We must also remember what has been inglorious: submission to political pressure, religious and social discrimination, expulsion of scholars and students. Let this be a living historical lesson for us.

University of Warsaw belongs to the community of universities and accepts its universal aims, and its name is bound up with the capital of Poland. In response to the challenges arising from the transformation of our country, the new position of Poland in Europe and the world and the education of a knowledge-based society, University of Warsaw defines its mission as follows:

1. The basis of the University's activity is the unity of teaching and research.

The University brings together scholars from a variety of disciplines. It is the place of a diversity of scientific research. Young researchers in direct contact with teachers develop their research awareness and improve their methodological skills. At the same time the University propagates throughout society this multifaceted knowledge and these sophisticated skills. New communication technology allows this propagation to take place regionally, nationally and worldwide.

The University offers undergraduate and doctoral studies, organizes summer schools, postgraduate studies and vocational courses, initiates interdisciplinary programmes and introduces new teaching techniques.

The high level of scientific research, its connection with the education of students and the diversity and attractiveness of our teaching will determine the position of the University in the country and in the world, and so decide the University's future. We seek to be the best Polish university and a leading university in Europe. We recognize our particular responsibility toward Central and Eastern Europe.

2. The mission of the University within society is to guarantee access to knowledge and acquisition of skill to all who are entitled.

Knowledge and education today decide the lot of people and entire nations. The University generates knowledge allowing us to know and understand the world around us. Skills acquired through study ensure high professional qualification and preparation for proper fulfilment of public roles.

3. The civic mission of the University is the formation of those elites who will in their activities serve the "imperio rationis" rather than the "ratione imperii".

The University is a community of dialogue. The exchange of views, the clash of arguments, openness to new ideas and conceptions is bound up indissolubly here with respect for diversity and for personal dignity. In this way the University develops its capacity for cooperation regardless of political, ideological or religious differences, and creates a model of

public debate. The shaping of the civic attitudes of students is thereby combined with the development of their personalities.

4. The cultural mission of the University is a synthesis of universal and local values. In the emerging conflict between globalism and regionalism a special role is to be played by institutions which succeed in combining universal techniques of communication and knowledge of universal significance with maintenance of respect for the historical and cultural identity of regions and states. The University where many disciplines are cultivated – from mathematical and natural sciences to social and humanistic sciences – is a place where such a symbiosis exists naturally. The University is also an institution, which assists the dialogue between the integrating societies of Western Europe and its Eastern neighbours.

The mission of University of Warsaw approved by the Senate shall bind all members of our academic community. It is a signpost for our activities and the basis for University programmes. The University's plans for development and the decisions of University authorities should be made with reference to it.

## **17.Comenius University of Bratislava**

### **Mission statement**

The Comenius University's fundamental mission is the advancement and dissemination of knowledge and its understanding.

As a **UNIVERSITY**, it is a scientific institution in which research opens up new horizons and at the same time enhances knowledge transfer.

As a **UNIVERSITY**, it distinguishes itself from other research centres by its autonomous statement of problems, by the disinterested character of fundamental research, by its focus on education and by the fact that within its walls it encompasses almost all the scientific disciplines.

As a **UNIVERSITY**, it distinguishes itself from other educational institutions by the fact that its teaching is based on and nourished by, its own research and the world-wide scientific knowledge and by its interdisciplinary approach to solving problems.

As a **UNIVERSITY**, it defines its tasks and priorities autonomously, and the members of its academic community enjoy academic freedom in the exercise of their duties.

As a **UNIVERSITY**, it is a guarantee of freedom and democracy not only within its walls. One of its fundamental duties is to broaden and disseminate this mission also in the outside environment.

As a **UNIVERSITY**, it is its duty to defend its academic freedom and autonomy.

As a higher education institution which aspires to be a member of leading European centres of academic excellence and as an **INTERNATIONALLY ORIENTED UNIVERSITY**, the university's core strategic objectives are:

to sustain and develop its identity as a research and teaching institution of the highest international quality;

to provide an outstanding educational environment, supporting study across a broad range of academic disciplines;

to produce graduates not only with high personal and professional achievement but also with high human qualities;

to enhance the scientific and cultural vision of society as well as its economic well-being.

As a **CENTRE OF EXCELLENCE**, the University pays special attention to the steady evaluation of its research and teaching in order to ensure that its students are lead by outstanding experts - researchers and lecturers.

As the greatest, oldest and outstanding **NATIONAL UNIVERSITY** of the Slovak Republic, Comenius University especially values its intellectual and universal relationship with the Slovak nation, where it has its roots and at the same time provides the foundation from which it will continue to look to the widest international horizons, enriching both itself and Slovakia.

## **18.University of Ljubljana**

### **UNIVERSITY OF LJUBLJANA MISSION**

The University of Ljubljana implements and promotes basic, applied and developmental research and is pursuing excellence and the highest quality as well as the highest ethical criteria in all scientific fields and art. In these areas of national identity the University of Ljubljana specifically develops and promotes Slovenian scientific and professional terminology.

Based on its own, Slovenian, and foreign research, the University of Ljubljana (UL) educates critical thinking top scientists, artists and professionals qualified for leading sustainable development, taking into account the tradition of the European Enlightenment and Humanism and with regard to human rights. Special attention is dedicated to developing talents.

The UL encourages interdisciplinary and multidisciplinary study, exchanges results of achievements in science and art with other universities and scientific research institutions, thus contributing to the Slovenian and world knowledge treasury as well contributing to the transfer of these achievements among the students and other users.

The UL cooperates with organizations from economy and service in public and private sector, with state organizations, local communities, and civil society. With this cooperation accelerates the use of own research and educational achievements and contributes to the social development. With active

responses to events in the environment represents the critical conscience of the society.

### **UNIVERSITY OF LJUBLJANA VALUES**

The University of Ljubljana builds and strengthens the academic union of professors, researchers, students and other associates and aims at the university enforcement at home and in the world. The research, education, professional and public activities, as well as the relations between the community members are based on the:

academic excellence and the highest possible quality,

academic freedom of the academic and other staff and students, especially the freedom of creativity,

autonomy in relation to the state, political parties, corporations and religious communities,

humanism and human rights including equal possibilities and solidarity,

ethical and responsible attitude towards the world.

### **UNIVERSITY OF LJUBLJANA VISION**

Every day, we pursue the University of Ljubljana's vision to become an increasingly recognisable, internationally open and excellent research university that continuously and creatively contributes to the quality of life.

## **19.University of Barcelona**

### **Mission and values**

The University of Barcelona has the mission to provide a public service for higher education, with the highest level of quality, through study, teaching, research and effective management of knowledge transfer.

The UB's values are derived from the principles set out in its Statutes, which are shared by the entire university community: freedom, democracy, justice, equality and solidarity.

High employability rate in bachelor's and master's degrees

The Spanish university with the highest rate of entry into the job market (QS Rankings)  
 Leader in scientific production  
 The 55th in the world in scientific production (National Taiwan University Ranking)  
 Academic services with high standards  
 Publishing and libraries with European quality and excellence awards  
 Barcelona, a modern and cosmopolitan city  
 Among the 25 best cities in the world to study (QS Best Cities 2019)

## **20. University of Uppsala**

Uppsala University's mission, goals and strategies  
 Mission, Goals and Strategies is Uppsala University's most important governance document. It articulates our fundamental values and sets out our direction for the future. Mission, Goals and Strategies is intended to enhance the University's status as a globally leading higher education institution, its position in society and its capacity to continually renew itself to meet present and future challenges.

### **FOR A BETTER WORLD**

The mission of Uppsala University is to gain and disseminate knowledge for the benefit of humankind and for a better world. The University rests on the idea and fundamental belief that investments in education and research contribute to a better future. The ultimate goal is for research and education to make a difference in society in the long term. Our University will put all its breadth and combined strength into supporting sustainable development, engaging with the wider community and promoting openness and respect.

### **Highest quality and relevance**

Uppsala University upholds the free pursuit of knowledge in education and research and stands up for academic integrity, diversity and quality.

Uppsala University's overall goal is to conduct education and research of the highest quality and relevance.

The University is an integrated environment for education and research.

Our backbone is outstanding education and research across a broad range of fields.

Staff and students together create a rich environment for education and knowledge.

Uppsala University is a meeting place for knowledge, culture and critical dialogue.

Six development goals to renew education and research

Expand education and strengthen the connection between education and research

Develop research excellence

Strengthen transdisciplinary and challenge-driven research

Coordinate and concentrate resources

Exploit the potential of Campus Gotland

Develop collaboration

Five strategic priorities to enhance quality and relevance

Quality assurance and enhancement

Internationalisation

Infrastructure

Talent attraction and career systems

Support and environment

## **21. University of Zurich**

The University of Zurich Mission Statement

*Issued by the Extended Board of the University on 29 November 2011 and approved by the Board of the University on 23 January 2012.*

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##### **1. Identity of the University of Zurich**

###### **Scholarship**

The University of Zurich (UZH) is an institution with a strong commitment to the free and open pursuit of scholarship.

Scholarship is the acquisition, the advancement and the dissemination of knowledge in a methodological and critical manner.

###### **Academic freedom and responsibility**

To flourish, scholarship must be free from external influences, constraints and ideological pressures. The University of Zurich is committed to unrestricted freedom in research and teaching.

Academic freedom calls for a high degree of responsibility, including reflection on the ethical implications of research activities for humans, animals and the environment.

###### **Universitas**

Work in all disciplines at the University is based on a scholarly inquiry into the realities of our world

As Switzerland's largest university, the University of Zurich promotes wide diversity in both scholarship and in the fields of study offered. The University fosters free dialogue, respects the individual characteristics of the disciplines, and advances interdisciplinary work.

###### **The University of Zurich's goals and responsibilities**

###### **Basic principles**

UZH pursues scholarly research and teaching, and provides services for the benefit of the public.

UZH has successfully positioned itself among the world's foremost universities. The University attracts the best researchers and students, and promotes junior scholars at all levels of their academic career.

UZH sets priorities in research and teaching by considering academic requirements and the needs of society. These priorities presuppose basic research and interdisciplinary methods.

UZH strives to uphold the highest quality in all its activities.

To secure and improve quality, the University regularly monitors and evaluates its performance.

###### **Research**

UZH contributes to the increase of knowledge through the pursuit of cutting-edge research.

UZH is primarily a research institution. As such, it enables and expects its members to conduct research, and supports them in doing so.

While basic research is the core focus at UZH, the University also pursues applied research.

###### **Teaching**

UZH has the responsibility to provide its students with an academic education. The University also offers programs in continuing education and advances lifelong learning. Teaching at UZH is research-based.

An academic education is rooted in a scholarly community of teachers and students; this environment develops students' ability to formulate and answer questions, to methodically gain insight into an issue, to critically assess problems and to share knowledge with others.

Through a university education, students acquire the skills necessary to think and act independently and responsibly.

###### **Services and transfer**

UZH provides services related to research and teaching for the benefit of the public.

UZH promotes the transfer of knowledge and technology, making research and teaching accessible to others.

### 3. Governance at the University of Zurich

#### Basic principles

UZH endeavors to achieve a spirit of shared responsibility and self-management when pursuing its goals and carrying out its responsibilities. The University acknowledges the specific demands placed on management structures at knowledge-based institutions.

UZH governance is based on the principles of subsidiarity, participation, transparency and balanced interests. The inclusion of an appropriate representation of students and staff in decision-making processes is an expression of shared responsibility.

#### Financing

UZH allocates its funds in a transparent and responsible manner. Goals and performance are duly considered when awarding funding.

UZH secures access to additional financial sources through the acquisition of competitive third-party funding and through fundraising. When doing so, the University consistently safeguards academic freedom.

#### Administration

Administration at UZH is service-oriented, reliable and efficient. It operates according to the highest international standards and supports research, teaching and other services.

### 4. The University of Zurich's community

#### Basic principles

UZH fosters the intellectual, professional and personal development of its staff and students. Furthermore, the University ensures equal opportunity, particularly for women and men, and supports the principles of non-discrimination in all areas.

As members of the UZH community, all staff and students are bound to act in an ethically responsible manner.

#### Students and staff

A university education is open to all persons who possess the required entrance qualifications.

UZH is dedicated to promoting talent at all levels.

UZH offers its staff up-to-date employment and working conditions, and supports them in their professional development.

The University offers the entire UZH community the opportunity to participate in a wide range of cultural and athletic activities.

#### Alumni

UZH is committed to maintaining lasting relationships with its graduates and its supporters.

### 5. The University of Zurich and society

#### Basic principles

UZH is dedicated to the pursuit of knowledge, but also bears a responsibility to the public at large. The University provides a scholarly foundation for self-reflection in society, thereby contributing greatly toward its positive development.

UZH practices transparency by informing the public about its activities and concerns. A part of UZH's resources are made available to the general public through libraries, museums and public events.

UZH considers sustainability in scholarship as well as in its operations to be a core responsibility.

In research, teaching and daily operations, the University safeguards human and animal rights.

#### Local base

The University of Zurich profits from its location in the city of Zurich and, in turn, contributes to the city's reputation. In addition, UZH maintains close partnerships with the University

hospitals, with the neighboring Swiss Federal Institute of Technology (ETH) and the universities of applied science.

UZH coordinates its activities with other Swiss institutions of higher learning.

The University cultivates exchange with other public and private institutions.

International character

UZH is a university with an international reputation for excellence. UZH recruits outstanding researchers from throughout the world, fosters international collaboration in research and teaching, and promotes student exchange.

## **22. University of Basel**

Mission Statement

**Issued by the Senate on 15 May 2019.**

Mission

Our university has been educating young, talented people from Switzerland and abroad since 1460. Through the centuries, it has contributed to the creation and transfer of new knowledge and is today considered one of the best research universities in the world.

As a profiled and comprehensive university with strong faculties, we offer humanities and social sciences as well as natural sciences, with a clear focus on life sciences and medicine.

The diversity of our scientific faculties allows us to tackle the complex problems of our time from disciplinary and transdisciplinary perspectives, thereby making a significant contribution to societal development.

A large part of our funding comes from the supporting cantons Basel-Stadt and Basel-Landschaft, as well as from the federal government and other cantons; our reputation also helps us to attract high levels of external funding. We enjoy a high degree of autonomy, which we use successfully in our development. We have strong regional roots yet are well connected internationally. We collaborate closely with other leading universities and research facilities as well as with numerous institutions representing society, business and culture. Teaching is based on the latest research results and is delivered by high-level researchers. It is characterized by disciplinary breadth and cultural variety, and it employs a combination of proven, modern didactic methods. We take our students on an intellectual journey of discovery and help them to recognize their talents so they can apply them both to their own lives and for the benefit of society. We encourage our students to critically scrutinize statements and outcomes to provide a foundation for new insights. After graduation, their personal and intellectually formative connection with the university continues; as alumni, they represent an indispensable network for the university.

As a research university, we conduct research at the highest international level and attract outstanding researchers and students from all over the world. We support the research activities of our scientific staff and engage in targeted development of young academics.

While our focus is on basic research, we also undertake applied and clinical research and support the innovation and entrepreneurial activities of our university members.

Our university guarantees unrestricted freedom of teaching and research. We act responsibly, with respect for resources and a commitment to sustainability. Recognizing and fostering diversity and equal opportunities are anchored as guiding principles and integral components of university life. Both within the university and when dealing with our partners, we maintain a culture of dialog, appreciation, respect and tolerance.

As an employer, we offer our staff attractive working conditions and promote them in a performance-based environment. The university administration is professional and efficient.

As a central service provider, it ensures the best possible conditions for study, teaching and research within the university. We are committed to responsible leadership and an organizational culture with clear roles and responsibilities. At the same time, we follow the principle of subsidiarity and see ourselves as a learning organization.

## Vision

Our goal is to remain one of the best research universities worldwide and to make important contributions to research and social development through scientific knowledge and innovation. As a distinguished university, our innovation derives from the combination of the humanities, social sciences and natural sciences, and close interaction with our public and scientific environment. We consistently align our research-based teaching with the latest requirements in order to successfully support our students on their personal and professional path.

## **23. University of Luzern**

### Mission Statement

#### The personal university

Personal relationships and dialogue are important to us. We form a research, teaching, learning and working community shaped by respectful interactions, appropriate participation, transparent communication, attractive working conditions and mutual trust. Students receive high-quality teaching with a good supervisory relationship and fair performance assessments. All members of the university (researchers, lecturers, students and technical and administrative staff) help to shape the university and take responsibility for its development.

#### A focus on people and community

We primarily conduct research into everything that has defined, defines and will define humans in their individual and social existence: how they believe and hope, think and talk, cooperate and govern, make decisions and take action, become and stay healthy. As an academic institution, we focus on the following areas in particular: theology, cultural studies, social sciences, law, economics and management, health sciences, and medicine.

#### Responsible action via internal and external partnerships

We take our responsibility very seriously and are committed to: transparency; effective cooperation; adherence to rules; provision of ideal infrastructure; efficient use of resources; provision of an ideal research, learning and working environment; and careful handling of resources. We ensure independence, neutrality and impartiality in research and teaching, and we are forward-looking, open to dialogue, and innovative. We set great store by diversity and actively promote equal opportunities and combat discrimination.

#### Committed to five activities

We are committed to academic research and teaching with a targeted public policy orientation, to promoting young research talent, as well as further academic training, and we provide services to the general public. We strive for excellence in research and teaching activities. These are scientifically sound, solution-oriented, interdisciplinary and innovative. We offer our students targeted support by providing training and skills for the current and future working world.

#### Rooted in Lucerne – connected to the world

We have regional, national and international networks in academia, education, culture, business, politics and society. We are rooted in central Switzerland, the canton of Lucerne and the cultural city of Lucerne, as well as having links outside of the German-speaking region with the national and international research and teaching community. We also cultivate a global academic network with respected partner institutions.

#### Future-oriented and relevant to society

Our work seeks to help expand knowledge and understanding, develop society as a whole, and improve quality of life. The main pillars of this are scientific professionalism and the social relevance of research topics. We use the potential of digitalisation to enhance the quality and efficiency of research, teaching and administration.

Self-critical and open to improvement

We regularly review whether we are achieving the goals we have set ourselves.

(approved by the University Council on 27 June 2018)

## **24. Cambridge University**

### **Mission**

The mission of the University of Cambridge is to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence.

### **Core values**

The University's core values are as follows:

freedom of thought and expression

freedom from discrimination

### **Education**

the encouragement of a questioning spirit

an extensive range of academic subjects in all major subject groups

quality and depth of provision across all subjects

the close inter-relationship between teaching, scholarship, and research

strong support for individual researchers as well as research groups

residence in Cambridge as central to most courses

education which enhances the ability of students to learn throughout life

### **The University's relationship with society**

the widest possible student access to the University

the contribution which the University can make to society through the pursuit, dissemination, and application of knowledge

the place of the University within the broader academic and local community

opportunities for innovative partnerships with business, charitable foundations, and healthcare

concern for sustainability and the relationship with the environment

### **The Collegiate University**

the relationship between the University and the Colleges as fundamental to the nature of Cambridge

the interdisciplinary nature of the Colleges as a major stimulus to teaching and learning

the enhanced quality of experience for students and staff through College membership

### **University staff**

recognition and reward of the University's staff as its greatest asset

the encouragement of career development for all staff

### **Other activities**

the opportunities for broadening the experience of students and staff through participation in sport, music, drama, the visual arts, and other cultural activities

## **15. King's College**

### **Mission and vision**

Through our commitment to exceptional education, impactful research and genuine service to society, we are creating positive change in our communities, both in London and on the world stage. Our Strategic Vision 2029 looks forward to our 200th anniversary in 2029 and sets out our ambitious plans in five key areas:

Educating the next generation of change-makers;

Challenging ideas and driving change through research;  
Giving back to society through meaningful service;  
Working with our local communities in London;  
Fostering global citizens with an international perspective.

## **UAS Corpus**

### **1.University of Applied Sciences Vienna WKO**

#### **Our Mission**

Practice-oriented and research-based higher education with excellent career prospects for students – highly qualified specialists and managers for the domestic economy

As a university of applied sciences with close ties to business, we offer our students practical training and continuing education in management and communication. We equip our students with applied knowledge at the cutting edge of research and entrepreneurial practice.

Through a broad spectrum of part-time study programs, we enable students to combine their studies with career and family. In this way, we take into account the situation of working people.

When introducing new study programs, we always pay attention to companies needs. We further develop existing study programs so that they meet the changing requirements of companies. Thanks to our close proximity to the business world, we offer our students excellent career prospects at home and abroad.

At the same time, we contribute to strengthening Vienna as a business location, for whose success highly qualified employees and managers are central: Domestic companies find in our graduates the highly qualified specialists and managers they need to be successful on the globalized market.

In the field of science, we focus on practical research and development, the results of which directly benefit companies.

#### **Our Vision**

##### **The leading university of applied sciences for management & communication**

We are Austria's leading provider of university of applied sciences study programs and continuing education programs for management and communication, increasingly also at the interface of digital technology and business. According to the principle of lifelong learning, we design academic education actively, flexibly and in a future-oriented way.

In research, we are internationally visible in special topics and recognized for our excellence. To this end, we work closely with renowned partners in international projects.

#### **Our Values**

##### **Diverse**

We are open to innovation and promote new ways of thinking and acting. The people who work here have wide-ranging skills and life experiences. We see this diversity as one of our particular strengths. We are family-friendly and enjoy working in multicultural teams. Trust, respect and appreciation in our dealings with one another are of paramount importance.

##### **Engaging**

We want to help shape the future that constantly throws up new tasks and challenges for us. We appreciate the varied nature of our work at a modern university of applied sciences that maintains a close dialog with business. It is especially important to us that teaching is guided by research and real-world practice and is always at the cutting edge.

##### **Meaningful**

Working in education is more than just a job for us. We supply business and the sciences with valuable impulses and develop answers to pressing issues. And we always look to the future.

With immense dedication we support our students as they acquire the knowledge and skills they need for their professional lives.

## **2. Carinthia University of Applied Sciences**

### **Guiding principle**

Since its foundation in 1995, CUAS has made history. Back then we started with 2 programs and about 70 students; currently we offer about 40 study programs that educate almost 2000 full- and part-time students. About the same number of CUAS graduates is impressive proof of the necessity and importance of this academic institution. Through ever growing acceptance of the programs as well as the high demand for our graduates in industry, the programs will be further developed in the coming years.

CUAS has developed into a unique educational institution in Carinthia. Through constant further development of the degree programs at CUAS and intensive cooperation with the worlds of business and science, those studying at the university can be certain of a progressive education with its finger on the pulse of time. CUAS lives the vision of direct practical experience. Full- and part-time lecturers, as well as guest speakers from industry and business ensure an interdisciplinary, internationally oriented education. Degree programs are offered in the fields of civil engineering and architecture, engineering, as well as management, healthcare and social issues.

The quality of our education is emphasized through the development of innovative teaching and learning methods, such as, blended learning, which offers students and professors greater flexibility in the creation of a suitable learning environment. Furthermore, the CUAS library offers educational support through state of the art facilities. On all sites CUAS libraries administrate 33,000 media.

The Carinthia University of Applied Sciences is a dynamic and dialogue-oriented university of applied sciences with regional roots and international orientation. It is active in the focal areas of health and social affairs, technology and economics. Its core tasks lie in the areas of study and teaching, applied research, knowledge transfer and further education.

### **PEOPLE IN THE CENTER**

We live a collegial and respectful coexistence. Our university culture is family-friendly and characterized by trust and appreciation.

We are prepared to ensure and develop the quality of our educational offerings through competence, commitment and the willingness to support necessary change.

We cultivate an open, cross-departmental exchange and promote interdisciplinary cooperation.

### **DIVERSITY IN TARGET-ORIENTED STRUCTURES**

We strive for a cooperative partnership between students and university staff.

Students and university staff actively shape their university and thus shape the university culture.

We attach great importance to clear structures and effective teaching methods that offer room for the development of individuality and diversity.

### **WE CONNECT SCIENCE AND PRACTICE**

Our courses of study, further education and services as well as our research topics are oriented towards the requirements of the economy and society.

We methodically develop our knowledge in order to contribute to mastering current and future challenges of society.

Vision: "We want to position ourselves as a university in teaching and applied research in our core areas of technology, economy, health and social affairs in the top group of Austrian universities!"

### **3.University of Applied Sciences Wiener Neustadt**

#### **Our Vision**

We create perspectives for students, employers and employees by orienting our teaching, research and networks in a rigorously practical way and by offering a broad range of courses. We train sought-after individuals who enthusiastically participate in shaping the future, already during their studies.

Our ten mission statements express how we understand the role and duties of the University of Applied Sciences Wiener Neustadt.

#### **Mission statement**

##### **Teaching of the highest quality**

We teach our students the skills that will make them sought-after individuals on the job market. We achieve this through highly qualified lecturers, innovative teaching methods and instruction that is oriented to the demands of the real world.

A sound basic education gives our students a holistic understanding of their professional fields, specialisations make them experts in their subjects, and our focus on leadership will be of interest to individuals with leadership skills.

We also feel that it is important to personally demonstrate and instill in our students values such as reliability, individual responsibility and mutual respect.

##### **Practical experience during studies**

We enable our students to help shape business practice and to establish promising relationships already during their studies.

We think that it is especially important for them to work on projects independently right from the beginning. This means that our graduates can take on tasks immediately in the working world. Orientation towards solutions and practice is an important aspect of qualitative teaching and research.

##### **Shaping the future**

Our students learn innovative thinking, critical questioning & responsible action. This will enable them to actively develop markets and professional fields and to face future challenges flexibly.

All of our study programmes and curricula are aligned with forward-looking job profiles and, thereby, open attractive career prospects for our students.

##### **Challenging and encouraging**

Studying at the University of Applied Sciences Wiener Neustadt requires a high level of commitment. Those who have successfully completed their studies can be proud of themselves. We see our graduates with diverse careers and professional backgrounds as an enrichment to our university.

We create conditions in which our students can develop in the best possible way and in which they will enjoy their studies. We encourage our top students to strive for excellence through special incentives. We expect and encourage our employees to continuously grow, thereby expanding their professional opportunities.

##### **Lifelong learning**

We facilitate lifelong learning through a variety of offers and organisational forms that support extra-occupational learning (e.g. long-distance or blended learning). We would like to

use these methods to also reach target groups that are insufficiently supported by traditional forms of study and to give them the opportunity to receive a high-quality education.

#### Interdisciplinary work

Our broad range of courses at several locations offers both students and employees the opportunity for interdisciplinary co-operation in teaching and research. This network creates new perspectives for our stakeholders and generates sustainable added value.

#### Applied research

Research-based teaching and the integration of research projects into the curriculum is a central component of our practical orientation. Our applied research is useful for our business clients and can be implemented directly.

#### Active networking

We create, develop and maintain networks that lead to opportunities for our students, alumni and employees, as well as for people and organisations in business and academia. In this way we support long-term and emotional connections to our University of Applied Sciences.

#### Experience internationality

Partnerships with foreign universities and international co-operations contribute to the quality of our teaching and research.

The acquisition of international expertise is embedded in our curriculum and also takes place informally through our mix of national and international students.

#### Social responsibility

In our region, we are the centre of expertise for education and research and one of the most attractive employers. We regard the transfer of knowledge, especially to regional SMEs, as an important task. We are an educational partner for broad target groups. In so doing, we focus on topics of social relevance and use modern methods and techniques in our teaching and research.

### **4.Kufstein University of Applied Sciences**

#### OUR VISION

##### **Innovation:**

Through innovative and creative teaching and research we set standards for future developments in business and academic life.

##### **Uniqueness:**

Our programs of studies are unique; they stand as a guarantee that the personalities educated and trained at our university have outstanding professional prospects.

##### **Internationalism:**

As an internationally networked university we live by diversity and foster an understanding of people from different cultures.

##### **Independence:**

As an independent university rooted in the region we make a purposeful social contribution and enhance the location of Kufstein and the Tyrol.

#### OUR MISSION

We encourage and challenge our students with the focus on academic professional training with practical relevance. In our view, personal and individual support is crucial. Our graduates are conscientious personalities with ethical principles, ready to solve the problems of tomorrow. Our networks support them both during and after their degree, always maintaining close contact.

International standards, mobility and permanent innovation of knowledge are fundamental for us. We see quality awareness on all levels as the foremost imperative. We have committed ourselves to continuous development into a learning organization. We achieve this through constant scrutiny of our strategies, structures and processes.

## OUR VALUES AND PRINCIPLES

### **Knowledge & transfer**

Knowledge and education are our highest values. The integration of theory and practice is of central importance. As a university we are conscious of our duty to lead by example and promote curiosity and a spirit of inquiry at all levels. Teaching is aligned with the latest developments in the field.

### **Openness & diversity**

A modern and open society presupposes mutual respect and equal treatment of all people. We assert our commitment to an organization that accepts different points of view, seeks consensus and stands out for its openness and appreciation.

### **Trust & commitment**

Personal contact and intensive exchange are important to us and contribute to the appreciative culture of dialogue. In this way we promote teamwork and community spirit and are a reliable partner. We foster the compatibility of university and family life.

### **Identification & community**

We create the basis for identification with our university and work constantly to make students, alumni, staff and partners proud of the institution's achievements through their collective efforts.

## **5.Salzburg University of Applied Sciences**

Vision 2020 of the Salzburg University of Applied Sciences

The Salzburg University of Applied Sciences is a place where  
visions mature

quality is more than just a claim

learning is in motion

vocation becomes profession

interculturality connects

sheer diversity inspires

responsibility takes action

expertise grows

interdisciplinarity is culture

research creates benefits

business is a partner

society benefits

community functions

the focus is on people

Mission Statement

The mission statement of the Salzburg University of Applied Sciences has been developed jointly by representatives of the teaching staff and the University of Applied Sciences Services.

The model manifests the **basic direction** of the Salzburg University of Applied Sciences:

The Salzburg University of Applied Sciences guarantees quality: In the four disciplines of **engineering, business and social sciences, design, media & arts and health studies**, the Salzburg University of Applied Sciences offers students a sound university education with international quality standards, supported by the principles of science, professional skills, diversity and sustainability.\*

Each single one of our employees ensures and develops the quality of the Salzburg University of Applied Sciences with their high technical and social skills, personal commitment and willingness to support and shape change. The teachers and researchers are highly-qualified and reflective characters from science and from the field. The Salzburg University of Applied Sciences ensures the required knowledge quality, knowledge diversity and depth of knowledge in its application of teaching, research & development / art-based research as well as organisation; and also offers a health supporting framework and provides a current, high-quality infrastructure. This is based on the unique sponsorship of the Chambers of Labour and Commerce, as well as the commitment by the Province of Salzburg to the Salzburg University of Applied Sciences.\*\*

The Salzburg University of Applied Sciences develops potential:

The teaching and research staff are interdisciplinary impulse-providers in the development of business, science and social spheres. The Salzburg University of Applied Sciences supports lifelong learning in its employees, students and graduates. Self-paced, self-directed learning and reflective action is required and promoted as a principle of the academic didactic.

The aim of the Salzburg University of Applied Sciences is to build up capacity and arouse curiosity, enthusiasm, passion and understanding for the different disciplines and cultures. The Salzburg University of Applied Sciences sees itself as a learning organization, recognizing potential, strengthening strengths and promoting health.\*\*

The Salzburg University of Applied Sciences designs futures:

The Salzburg University of Applied Sciences competence centre is aware of the dynamics of the future and responds by producing a well-educated workforce for companies and institutions. The University generates new knowledge and takes its responsibility within economy and society very seriously. Its commitment to innovation is reflected in the study programmes, the research topics and the selection of and participation in networks. The Salzburg University of Applied Sciences enables its graduates to participate in the solution of problems within human society.

issued in Oct. 2012:

Roman Egger, Till Fuhrmeister, Sabine Leitner, Karin Mairitsch, Raimund Ribitsch, Christine Scharinger, Graziella Spitz, Doris Walter

\*modified on Aug. 2012

\*\* modified on 19 May 2015 by the FHS Gesundheitsausschuss

Our values

"S-A-L-Z"

With our motto "**SALZ**" (= "salt"), the Salzburg University of Applied Sciences has established its shared values in social skills, avant-garde, performance and future, which are also 'lived' in everyday life together.

**Social competence** emphasizes the appreciation of colleagues, students, alumni and partners in business and society. Consideration and respect for the individual are distinguishing factors. The 'we-feeling' as well as the responsibility and loyalty to the SUAS characterize the actions of us all.

Creative **avant-garde approaches** and structures are the basis for the promotion of all individuals. Pioneering spirit and innovation are important elements for the further development and retaining of the pioneer role here at the university.

The passion for the common cause is the engine driving our continuous **performance**, which refers to all levels of the organization. Performance is consistently called for to boost development.

Being open and curious and constantly willing to change is the way towards a common **future**.

## **6. Health University of Applied Sciences Tyrol**

### **Mission Statement**

The Health University of Applied Sciences creates and imparts knowledge in the field of healthcare in accordance with international standards. Our responsibility is to provide the healthcare market with highly qualified personnel.

### **We put people first**

Our organisational culture is defined by a humanistic view of the world and its people. We are a forward-thinking institution that acts independently and with a high level of social competence. We not only teach, but we also live and breathe health promotion and lifelong learning.

### **We nurture health**

During the course of their practice-oriented higher education in the field of healthcare, our students develop competencies in subject-specific methodology, science, social communication and interpersonal soft skills. The on-going quality development ensures that our degree programmes and continuing education courses remain up to date and relevant in terms of modern practice and from a scientific and academic standpoint.

Our employees, all proven experts in their respective fields, impart the latest knowledge in accordance with up-to-the-minute teaching practices. In addition to our full-time teaching staff, the fh gesundheit also employs several highly competent part-time lecturers who are entirely familiar with the specific challenges posed by the field of social and health care.

### **We cultivate knowledge**

In our function as an interdisciplinary education facility, we set high standards as regards teaching, research and service. A corporate approach ensures the implementation of research projects, as well as the development of new degree programmes and continuing education courses.

We are a recognised partner for both national and international healthcare institutions and have, for many years now, benefited from a constant exchange of information with our partner institutes Medizinische Universität Innsbruck (Innsbruck Medical University), Leopold-Franzens-Universität (Innsbruck University) and Private Universität für Gesundheitswissenschaften, medizinische Informatik und Technik (University for Health Sciences, Medical Informatics and Technology).

### **We provide room for thinking and learning**

Efficient structures and workflows provide both our staff and our students with support in handling their jobs and assignments. Open and systematised communication facilitates the exchange and development of new knowledge. The virtual and spatial design and amenities promote learning, teaching and research here at the fh gesundheit.

### **We create networks**

Students, graduates, employees, part-time teaching staff, practical instructors and partners are all ambassadors of our values and principles. True to our maxim of lifelong learning, we remain in contact with our graduates.

## **7. Haaga-Helia University of Applied Sciences**

Haaga-Helia's strategy and values

Haaga-Helia's mission is to open doors to future careers. We aim for the qualitative employment of our students, and we want to keep all doors open to working life. We are an international and courageous reformer of working life.

Our profile consists of four important elements: service business, sales, entrepreneurship and higher education pedagogy.

We have three sub-strategies. Our operations are based on innovative solutions for continuous learning and guidance. This is supported by applied research that creates new competence as well as by effective national and international cooperation networks. We integrate research into teaching and want to be established as a university with strong networks in Finland and abroad.

Our success is fuelled by the enthusiasm and well-being of our students and staff. They are at the heart of everything.

We have five important values

**Courage** refers to our strong culture of experimentation.

**Accountability** is manifested in, for example, our climate commitment and investment policies.

**Collaboration** states that working together we become more than just single players - a team always beats an individual.

**Transparency** challenges us to share our skills and knowledge.

**Respect** shows as appreciation of others and humility with regards to our own actions.

## **8. Humak University of Applied Sciences**

Strategy 2030 – Humak in a Changing World

We live in a time where new professions are emerging and ways of doing work are becoming more networked and entrepreneurial. We anticipate changes in working life by actively seeking answers to society's needs.

Humans are at the center of this change. We strengthen inclusion, taking into account equality and digital civil rights. Internationalization, understanding of different cultures, and the ability to solve global problems are central to Humak's present and future.

Humak provides its students with an education in which they develop into constructively critical professionals. As a workplace, we offer our staff a unique and meaningful job with development opportunities. For our partners we are a reliable partner for the development of competence and industries.

### **Humak's Mission**

Humak's mission is to build a more humane world that meets the needs of the individual and communities, together with students, staff and partners.

We train professionals with the courage to defend people, humanity and civil rights. The expertise we produce increases community, accessibility and well-being, enabling a sustainable lifestyle for present and future generations.

### **Our Values**

Sustainable renewal and bold innovation

Success together with our students and partners

We encourage and inspire

## 9.Satakunta University of Applied Sciences

### Mission

SAMK provides experts and developers for the region and promotes internationality and entrepreneurship in Satakunta.

The economic and industrial structure of the region requires SAMK to be able to offer extensive education and research opportunities in the fields of health care and social services , business administration, and technology.

### Profile

SAMK profiles itself as an industrial higher education institution.

SAMK has the responsibility to produce customizable competence to meet the modern and versatile needs of working life in the region of Satakunta and the neighbouring areas, and in the chosen fields all over Finland.

### Values

Together we will make results.

We encourage curiosity.

We inspire responsibility.

We want to exceed expectations.

## 10.Kiel University of Applied Sciences

**We are *the* university of excellence for *teaching* in northern Germany!**

### Vision and Guiding Principles of the Kiel University of Applied Sciences

#### Preamble:

On the basis of its vision and guiding principles, the Kiel University of Applied Sciences has formulated a target it aspires to. It is the duty of every employee to implement this. In addition, the vision and guiding principles serve to communicate the university's profile and objectives to the outside world.

#### Vision:

#### Guidelines:

For us, excellent teaching is interdisciplinary, application-oriented teaching, based on research and science, and characterised by its internationality and the wide range of methods used. This means...

Our graduates have a well-founded and wide range of professional competence in their specialisations as well as key competencies (soft skills). They pursue a solution-oriented approach, work well in teams, respect other perspectives and cultures, and assist in actively shaping their social environment. This means...

We incorporate relevant developments in the sciences, society and industry, and implement them in future-oriented degree programmes. Our University sees itself as an innovative pacesetter for the State of Schleswig-Holstein. This means...

Our application-oriented research and development is the foundation for our excellent teaching. Our University is a reliable and innovative partner for businesses and non-profit organisations. This means...

Our University uses its international orientation to promote its regional strengths. It continues to expand its cooperations with other universities, organisations and companies. This means...

Our University thrives on diversity. It creates educational processes that are gender appropriate, intercultural and non-discriminatory. This means...

Our University accepts its cultural remit in both its city suburb and the region. This means...

Our University is an attractive employer for all of its employees. This means...

## **11. Bremen University of Applied Sciences**

Our mission statement

The Academic Senate adopted the following mission statement on 17 April 2018.

### **I. Preamble**

We uphold the freedom of teaching, learning and research within the framework of an understanding of science based on democratic principles. We preserve our academic freedom and independence in responsibility towards society.

### **Details**

Science serves the search for knowledge. This primary goal of all scientific activity guides everything we do at the Hochschule Bremen (HSB).

All university members are committed to the spirit of enlightenment, honesty, openness and tolerance in their professional and personal actions and are bound in their activities by fundamental moral standards. Science includes reflection on the methods used and possible consequences for people, society and the environment, as well as accountability for the results.

Studies, teaching and research at the HSB serve exclusively peaceful purposes. The HSB rejects the participation of science and research in projects with military applications or objectives.

HSB is also committed to

the ideals of a humane, liberal, just and democratic society,  
science and technology aimed at facilitating work, enriching life and conserving natural resources,

an enlightened and tolerant social climate that respects different interests, opinions, lifestyles and cultures,

the realisation of gender equality,

consideration of the special concerns and needs of disabled and chronically ill people,

the elimination and prevention of all kinds of discrimination,

an orientation towards diversity and the promotion of diversity and international understanding.

Die HSB trägt mit ihren Mitteln und Planungen zu deren Erreichen bei.

HSB creates the conditions that make it possible for all its members to develop individual initiative,

take responsibility in a democratic society and

develop the courage and ability to represent their ideas in public.

### **II. Profile**

We have been shaping our special profile of a university of applied sciences over many decades. Our scientific culture is geared towards proactively shaping processes of social change and future issues at regional, national and international level, as well as towards an application-oriented education for specialists and managers. We do science for practitioners and with practitioners.

## Details

In view of the differentiation that exists in the science system, HSB is clearly contouring its profile as a university of applied sciences. In so doing, it is acutely aware of the importance of profiling and positioning under competitive conditions at regional, national and international level, as well as the effectiveness and potential of applied science for satisfying the demand for skilled labour, the need for innovation and educational equity. This type of university has a central function and position for the development of the economy and society.

People can expect in particular the following services from HSB – they are cornerstones of its special type of educational development:

- a broad range of courses to ensure supply of a skilled workforce, combined with a high quality of teaching and learning offers, as well as tiered degrees up to the doctorate,
- tailor-made offers for the personal development of its students, incorporating the principles of an open university and lifelong learning, adaptable forms of study, the promotion of educational equity as well as educational excellence and manifold career options,
- continually expanding applied research and development services as well as the transfer of ideas, technology and knowledge, especially oriented towards relevant future topics and the needs of the regional innovation system,
- a high degree of internationality with an orientation towards profile-building in all areas, science for practice, linked with an expanded focus on practical orientation and application reference, the strengthening of interdisciplinarity and more individualised study courses and formats,
- tapping scientific potential by establishing parity in all status groups and increasing the proportion of women in previously male-dominated STEM subjects,
- supporting knowledge-based urban-regional development through a transformational understanding of science and a high level of networking with stakeholders,
- systematic forms of quality development and quality assurance as well as supporting parameters and infrastructures.

## III. Internationality

We continue to develop our profile as an outstanding international brand. We live internationality and cosmopolitanism. We help to shape mindsets in an international context bolstered by intercultural and international competences.

### Details

Over the years, HSB has systematically created a respected trademark and a central profile feature with its internationalisation strategy and subsequently occupies a leading position not only in Germany, but on an international scale. The international degree programmes, the high level of international mobility, the high proportion of international students and lecturers multilingualism, the acquisition of intercultural skills, a worldwide network of international cooperative relationships in teaching, education and research, as well as the expansion of the internationalisation of further education and research have all contributed to this in their particular way.

The diversity of its students and employees is a valued enrichment that makes the Hochschule Bremen a truly intercultural campus. Cosmopolitanism defines university life, making the university attractive to international students and lecturers alike.

The HSB sees its internationalisation strategy as an opportunity for regional development and application-oriented education for the German and international labour market, for Germany's ability to play a role in European and global relations, for cosmopolitan science and for the perception of responsibility in a globalised world. The HSB is guided in its development by the principles of "global education".

The promotion of strategic partnerships, opportunities for internationalisation at home, conducive framework conditions for academic achievement and the internationalisation of

research and further education, as well as infrastructures and incentives for the further implementation of internationalisation strategies strengthen the HSB's brand.

#### IV. Teaching and learning

Our strength lies in practice-oriented teaching, which primarily prepares students for the requirements of the national and international labour market. We impart competences for personal development and the perception of social accountability. We develop customised offers for the requirements of lifelong learning and educational equity. Systematic quality management and critical evaluation promote our goals.

##### Details

The aim of teaching and learning at the HSB is to equip graduates who are highly qualified in their field and possess the personal, social and intercultural competences required to take on demanding tasks in a national and international context. They have knowledge of the social framework in which they live and act, the different contexts for gender, and they develop an understanding for the consequences of their actions for society and the environment.

The HSB is guided by subject-specific, national and international standards of quality management in teaching and strives to continuously increase the attractiveness of the framework conditions for teaching and learning through a systemic focus on student achievement. It sees quality in teaching and learning as a process; a development and reform task in which all lecturers, students, graduates and representatives of professional practice participate.

The HSB sharpens its profile as an "open university" and as a place of lifelong learning by making its degree programmes and structures as flexible and differentiated as possible and by developing reliable forms of accessibility in the education system. This purposefully addresses additional target groups for whom university studies have not been possible in the context of conventional career paths.

The HSB requires students to take initiative and encourages them to experience their studies as a process of self-directed learning and personal development.

#### V. Research

We support applied research with the goal of inter- and transdisciplinary and international profiling, above all oriented towards key future issues. In this way, we make a significant contribution to regional development, ensuring the topicality of practical relevance in teaching, and the promotion of early career researchers.

##### Details

HSB promotes research that is oriented towards central future topics with the aim of contributing to regional economic and social development and ensuring that teaching is up-to-date and practice-oriented. In keeping with its orientation towards future topics that are also of supra-regional and global relevance, HSB networks with partners all over Germany and worldwide.

HSB sees itself as explicitly committed above all to applied research. It promotes the commitment of its members to innovative research and perceives a special task in building bridges between basic research with social, economic and technical reference and application-oriented, interdisciplinary research.

HSB is intensifying its research activities, especially in its interdisciplinary clusters. In this way, it strengthens its function as an impulse generator for regional development and driver of innovation for relevant future topics and consolidates its excellent position among other universities of applied sciences.

Research at the HSB serves

the acquisition of scientific knowledge with the inclusion of impact assessments for society and the environment, while showing scientifically sound possibilities and limitations of the proposed solutions,

the deepening of scientific foundations and the further development of teaching and study programmes,  
the implementation of development projects for practical applications and  
the analysis of problems in all areas of social life.

HSB supports

cooperation with other universities, regional, national and international research and development institutions,

the implementation of collaborative projects with industrial, commercial and service companies, politics and administration as well as with non-profit organisations and civil society,

the promotion of research projects by providing personnel, material resources, premises, facilities and administrative services,

performance incentives for the successful acquisition of third-party funding and believes success in promoting the work of the university deserves suitable reward,

internationalisation in the area of research as part of the further development of its "internationality" brand,

the possibilities for attracting and promoting early career researchers.

## VI. Transfer of ideas, knowledge and technology

We cultivate a broad-based transfer of ideas, knowledge and technology, perceiving it to be in the interest of civil society as well as the economy, companies, politics and public administration. Through cooperation in joint development projects, offers of training and advisory services, as well as by promoting business start-ups, we make an important contribution as an impulse generator for the regional innovation system and the city region as well as for dealing with global challenges.

### Details

With its know-how, HSB is the first port of call for the regional economy and society when it comes to the transfer of ideas, knowledge and technology. It thus strengthens innovation and the quality of life in the region. Close cooperation with companies, institutions and organisations ensures the direct application of research results into practice. As its central mission, HSB offers distinctive, inter- and transdisciplinary research activities and transfer formats in its degree programmes on the basis of its specialist orientation, as well as a wide range of advisory and educational services that are committed to knowledge transfer.

"Transfer via mind sets": While working on concrete problems, students are trained to become practice-oriented, professionally competent and at the same time globally and responsibly acting personalities. In addition, HSB offers individually tailored, in-service training and further education as well as methods and formats that promote creativity and entrepreneurial and social action.

The HSB supports the engagement of its members in the transfer of ideas, knowledge and technology. It does all it can to provide the necessary personnel, material and spatial infrastructure and promotes and secures networking both within the university and with external cooperation partners.

By dealing with concrete issues from the realms of business, administration, politics, society and diverse organisations, the quality of teaching is promoted through increased practical relevance and the intensive involvement of students in practice-relevant work. The promotion of entrepreneurial spirit and initiatives for the founding of companies also plays an important role here.

## VII. Gender equality

The realisation of gender equality is a central objective which we promote in all areas. Our commitment to equality is based on the dignity of the individual, regardless of gender, origin, religion, sexual orientation, world view, age or impairment.

#### Details

Gender equality is understood as a central and at the same time cross-cutting issue at HSB and is supported by the rectorate, deaneries and staff in equal measure.

In the spirit of gender mainstreaming, we work with strategies, concepts and measures that enable or facilitate the path to gender parity in all areas and at all levels and take diverse life situations into account.

We create offers and framework conditions that support students and employees in meeting the diverse demands of their studies and careers as well as family-care or health challenges. Gender equality activities focus in particular on gender parity in the STEM subjects, human resources development and on increasing the proportion of women in academic leadership roles and professorships.

In student studies and teaching, we strive to promote a differentiated perception and thus sensitisation processes through which stereotypical thinking can be recognised and overcome. We consider this to be the basis of our educational mission and the foundation for the expansion of spaces for thought and action.

### VIII. Self-conception and value orientation

Together we create a distinctive place of inspiration and thus act as a strong impulse generator for the region.

We aspire to work together in mutual respect, to create good working conditions and to promote the interests of the university. We see diversity as an opportunity.

We are committed to implementing the UN Convention on the Rights of Persons with Disabilities and the principle of a university for all.

Sustainability, openness to the world, a wealth of perspectives, inspiration and reliability are our core values.

#### Details

As an employer, HSB offers all its employees good working conditions in secure employment relationships in order to optimally support HSB's objectives and core tasks.

The implementation of the UN Convention on the Rights of Persons with Disabilities is both a mission and a responsibility that HSB takes very seriously. The right to equal opportunities and the development of self-determination of all individuals as well as the strengthening of human diversity at all levels of the education system and during lifelong learning is a central element of an inclusive education system.

As a "family-friendly university", HSB actively supports the compatibility of studies and work with caring for a family and relatives in need. To this end, it creates family-friendly working and study conditions.

HSB acts, teaches and researches in awareness of its ecological, economic and social responsibility and strives to balance economic, ecological and social requirements.

Sustainable development is therefore a cross-cutting objective at HSB.

Above all, HSB stands for the following values:

Enriching perspectives: The joint learning, teaching, research and work of people with different experiences and backgrounds opens up new perspectives and promotes innovative thinking and action.

Creating inspiration: Interdisciplinary dialogue and new experiences overcome the boundaries of entrenched attitudes. HSB creates space for ideas and innovations that open up individual and successful paths for everyone.

Cosmopolitanism: HSB creates an intercultural campus, characterised by tolerance and international encounters.

Reliability: HSB claims to deliver what it promises and is honest and transparent. In this way, it wants to create conditions for successful educational biographies and for reliable partnerships. Achieving this goal is a mutual undertaking and obliges everyone to act accordingly.

HSB's identity is guided by the vision of creating a distinctive place of inspiration and togetherness.

#### IX. Structures

HSB creates service-oriented structures and processes in order to be able to meet the requirements of its diverse external and internal target groups and employees effectively and transparently. This increases the efficiency of teaching, research and administration.

We are open to new challenges and meet them proactively and with creativity.

#### Details

HSB develops the structures and processes for its core tasks to meet the needs and requirements of its stakeholders and target groups.

HSB promotes a service-oriented attitude as well as appropriate and responsible action and behaviour at all levels and among all its members.

HSB is committed to transparency both internally and to the outside.

HSB sees its strength in its capability to meet changing and everyday challenges.

## 12. Hanover University of Applied Sciences and Art

### Mission statement

We prepare students for the working worlds of tomorrow!

The mission statement of the HsH

Dear Sir/Madam,

Who are we? Who do we want to be? These questions are answered by the new mission statement of the Hochschule Hannover (Hanover University of Applied Sciences and Arts), which was developed through an interactive, university-wide dialogue.

It describes where the HsH wants to be in the future and forms the guideline for the further development of our cooperation and the positioning of the HsH.

Our common task now is to contribute to turning the mission statement into a living culture - to turning vision into reality. To this end, we will work together to fill it with substance in our daily university life.

Yours,

Prof. Dr. Josef von Helden

President

## HsH - WE PREPARE STUDENTS FOR THE WORKING WORLDS OF TOMORROW!

### Preamble

The Hochschule Hannover - University of Applied Sciences and Arts has developed this mission statement through an intensive, broad-based university-wide dialogue. It defines - as a concretisation of the vision formulated by the Executive Board in 2017 - directions and goals that will be decisive for the actions and cooperation of all those working at the university in the coming years.

The order of the guiding principles is not a ranking - the formulation of the high quality standards in teaching, research, technology and administration at the beginning and the assumption of civil society responsibility at the end form the framework for the guiding ideas in between.

The mission statement 2019 replaces the mission statement that has been valid since 2004. The profile of the Hochschule Hannover - University of Applied Sciences and Arts described there continues to apply in an expanded form:

We are a regionally anchored, internationally oriented university with a wide range of courses in the fields of engineering, economics, cultural studies, social sciences, computer science and design.

(1) High quality standards in teaching, research, technology and administration

We strive for the highest possible level of quality in all areas of our university.

The employability of our graduates as the result of a scientifically sound qualification is the elementary quality feature of our university across all subjects and study programmes.

This is guaranteed by the strong application orientation in teaching and research as well as the outstanding qualifications of our lecturers in both science and practice.

In order to constantly and verifiably improve ourselves, we practice systematic quality management. Quality in teaching, research, technology and administration is developed through transparent processes and reliable cooperation between people.

(2) Higher education as personality development and the transmission of values.

As a quality criterion of education, the ability to think and judge independently is an integral part of our university culture and thus of our understanding of knowledge transfer and competence acquisition. Our students are able to recognise complexity and handle it appropriately, taking into account constantly changing conditions in the world of work and society.

For us, study and personal development are inseparably linked.

We see each person in their individuality and value them as part of a heterogeneous community.

We take into account and use the difference and diversity of personalities of all those working at the university as well as our subject cultures as an enriching added value.

Our goal is to support each and every individual in finding the right place for him or herself in the working worlds of tomorrow.

(3) Tangible joy in learning, teaching and research

We perform our tasks in teaching and research with enthusiasm and commitment and develop, question and shape the future together with partners from business, science and society.

At our university, students experience and develop the opportunity and courage to work and learn on their own responsibility. The students are supported by teachers and staff who share a holistic and comprehensive understanding of service.

For this purpose, we create an environment that is characterised by

Stimulation and recognition of performance,

Mutual appreciation, respect and fairness,

Offering a variety of perspectives and ways of living and solving problems

(4) Exemplary employer

Reliable structures and processes as well as clear responsibilities create security and enable autonomous decision-making.

Continuing education and health promotion have a high priority at our university. The motivation and job satisfaction of our staff are decisive success factors and contribute to their identification with the university.

The study and working conditions at our university are flexible and family-friendly; we adapt them to the diversity of life plans and realities of university members and university staff.

(5) Respectful cooperation and lively communication

For us, togetherness is paramount. We are ONE university with common goals and values that unite us.

Our university culture is characterised by openness and transparency. This implies constructive and lively communication. We support each other, approach each other and look for solutions together.

(6) International orientation and cultural diversity

We cultivate interculturality and internationality as lived diversity and natural components of the university culture.

Our university systematically promotes its international and intercultural orientation:

by expanding strategic partnerships,

by facilitating international mobility, and

by expanding the linguistic and intercultural handling competences of all university members and staff.

(7) Assumption of civil society responsibility

We are aware of our role model function as a university in society. This includes consideration of social, economic and ecological sustainability.

Our overarching aspiration is to prepare graduates of our university to assume civic responsibility and to enable them to reflect ethically on their professional actions.

Socially relevant competences and skills, especially a sense for inequalities and equal opportunities, are trained in our everyday interactions, attitudes and actions.

We assume social responsibility in our teaching and research. In doing so, we involve our students and give room to a critically appreciative attitude.

### **13. Mannheim University of Applied Sciences**

#### **Mission Statement**

Hochschule Mannheim – Mannheim University of Applied Sciences sees its primary mission as the training of highly-qualified, responsible, independently-minded and critical graduates who are able to present, discuss and implement solutions. To ensure this objective, the University maintains a close dialogue with business and society.

Through the practical orientation of our programmes and through our activities in applied research, we can guarantee the quality of up-to-date degree programmes. The University's outlook is global, and we actively promote international, scientific and cultural exchange between students. Our degree programmes increasingly focus on the demands and opportunities of the international community.

For more than 100 years, the Hochschule Mannheim – Mannheim University of Applied Sciences has been anticipating future educational demands. We can look back on a dynamic tradition and commitment to meeting future challenges with innovative educational concepts. To attain our ambitious goals, the University strives to create a work atmosphere between students, employees and professors which is characterised by mutual respect and open dialogue.

### **14. BBW University of Applied Sciences**

Our mission statement documents our perception of our goals in terms of development as well as the strategic alignment of the university. This statement forms the basis for impulses for development and provides a benchmark for the conduct of the members of the university.

#### Our mission statement

The bbw Hochschule - University of Applied Sciences is the economic university for the economy in Berlin and Brandenburg. Under the guidance of the bbw Bildungswerk der Wirtschaft in Berlin und Brandenburg e.V. and the supporting Unternehmensverbände in Berlin und Brandenburg (UVB), it trains academic specialists and managers in business-related degree programmes with a practical orientation. This is the basic idea behind the university's mission statement.

The bbw Hochschule - University of Applied Sciences is one of the biggest private, state-recognised universities in Berlin and Brandenburg and has its headquarters and roots in the region. All of its activities outside of Berlin and Brandenburg follow the goal of providing business and industry with specialists and managers, while at the same time offering young people from all over the world a path to an academic education.

Through an academic as well as cultural internationalisation of higher education, the bbw Hochschule - University of Applied Sciences supports the mobility of students, lecturers and the administrative staff in order to strengthen the quality of the degree programmes at the same time.

These points are realised through the expansion of digitalisation, which as a cross-sectional function is thus a core task of the bbw Hochschule - University of Applied Sciences. As an economic university for the economy, bbw Hochschule - University of Applied Sciences also sees the consideration of sustainability and diversity within its various degree programmes, projects and daily work as further core tasks.

The core points of the mission statement of the bbw Hochschule - University of Applied Sciences are in line with the current catalogue of demands of European and German education policy.

Its essential elements are:

Study programme offers in full-time and part-time, dual degree programme offers in full-time and job-integrating study forms in part-time also in dual study organisation for trainees, employed persons and persons from Germany and abroad who are qualified to enter higher education,

Access opportunities for professionals with and without A-levels,

Sustainable quality development of the teaching and degree programmes,

Holistic and individual counselling and support,

Internationalisation,

A branch principle that brings the offering to locations outside of Berlin-Brandenburg,

Industry and practical relevance of the degree programmes through close cooperation with associations, companies and personalities from the business world,

Application and transfer-oriented as well as interdisciplinary teaching, research and development,

Modern and diverse study methods that promote both personal and social competencies and skills in the development of students, using, for example, digital teaching and interaction, e-learning and project- or case-based assignments in individual or group work,

Supporting students with internships and entry into professional life, digitalisation as a driver for change processes and development in studies, teaching, research and administration,

An overall organisational approach characterised by diversity, sustainability, responsible leadership and respectful and non-discriminatory interaction, both externally and internally, which is demonstrated in the creation and implementation of services.

## **15.Aeres University of Applied Sciences**

### **Our mission**

We educate future-oriented and innovative natural talents who have a professional eye for sustainable development. They are capable of making responsible decisions and are aware of the consequences of their actions on society and their immediate environment.

### **Our vision**

We strongly believe that we can contribute to society by educating people who can make responsible decisions in a complex world. We achieve this by educating our students in the context of their professional environment and by preparing them for work in this professional context.

## **16.Amsterdam University of Applied Sciences**

### **MISSION AND VISION**

#### **MISSION**

The Amsterdam University of Applied Sciences (AUAS) is a knowledge institution offering a broad range of professional education programmes to a diverse mix of students, enabling them to fully develop their talent and independently practise their chosen professions at a high level. By connecting education and applied research, the AUAS enables innovation in the professional sector and community in, and around, the cosmopolitan city of Amsterdam.

#### **VISION**

Our vision consists of four pillars: student, knowledge institution, cooperation and Amsterdam.

#### **Access, space and attention for each student**

The AUAS is a widely accessible university of applied sciences, where a diverse mix of students feel welcome and challenged. We invest in our students: nurturing the development of their talent, entrepreneurial mindset, personal growth and professional identity. Through this, the AUAS is the driving force behind emancipation in Amsterdam. Each student is in charge of their own study path while we invest in education of all shapes and sizes and various learning routes. At the AUAS, students develop themselves into world citizens and skilled professionals who are ready to enter the labour market. Graduates and professionals alike can access lifelong learning at the AUAS.

#### **Education and research interwoven with professional practice**

The AUAS is a knowledge institution, where the connection between education, research and professional practice forms a common thread in all of our curricula and research. We offer an interactive learning environment, where our students learn, as much as possible, through realistic professional practice situations and via an interdisciplinary approach to solving complex issues. Through this emphasis on connecting education, research and professional practice, the AUAS develops students into innovative professionals.

#### **Professionals who work together in teams**

The expectation we have of our students also applies to ourselves: continuous professionalisation of one's knowledge and skills. Via their own expertise, all employees contribute to guiding our students and work with them in a stimulating learning community.

We therefore have an important responsibility as role models. We work together in diverse teams that take ownership. AUAS is a ‘learning organisation’: safeguarding and continuously improving our culture of quality is second nature to us.

Development impact on the Amsterdam metropolitan area

As a knowledge institution, the AUAS inspires students to create tomorrow by forging creative solutions and sustainable innovations to urban challenges. We do this in close collaboration with relevant partners in our internationally oriented network culture, always taking the local community into account. The AUAS therefore offers a wide range of professional education programmes and applied research opportunities, enabling students to become qualified professionals. This contributes to a rich learning environment, with co-creation at its core.

Published by Communication 18 March 2022

## **17.HAN University of Applied Sciences**

### **MISSION AND VISION\_**

What is HAN’s guiding principle? What aims does the organization have? Find out more about HAN's mission and vision, its structure and strategic priorities.

#### **HAN MISSION**

Our mission is to qualify, socialize and prepare students for their future professional practice and citizenship. To provide innovation in a dynamic, increasingly globalized and complex society. HAN wants to create opportunities for people to grow as professionals and as individuals. And to offer a springboard to a meaningful future.

We train students to become self-confident, empowered individuals who look beyond borders and are equipped to innovate their profession. This requires an interdisciplinary perspective that stimulates learning and innovation. We aim for maximum personal impact and social innovation. How? By facilitating professional learning communities that connect education and research, students, and the professional field.

We offer intensive and high-quality education. Face-to-face instruction lies at the heart of our learning environment. We challenge students to optimize their time at HAN. So they can continue developing their talents and passions in every phase of their career. We cater to students’ different learning styles. And we provide opportunities for them to follow different learning tracks.

Our learning environment provides the peace and security students need for academic and social integration. This means small-scale learning formats and spaces within a professional learning community. We regard our students as professionals right from day one. We invest a great deal in fostering the relationship between students and teaching staff in their individual learning situations.

#### **HOW WE DISTINGUISH OURSELVES**

We wish to distinguish ourselves as an institution in 2 ways:

Excel in terms of quality, intensity and impact in the links between education, research and the professional field. We do this in a way that we can deliver highly-qualified professionals who are not afraid to explore new horizons, who continually develop themselves, who are socially engaged and who operate with a moral compass.

Excel in how we work together at HAN, in other words based on the principle of a quality culture. That means a systematic focus on:

- (a) the content and quality of the work
- (b) the professional responsibility each individual takes for this and
- (c) an atmosphere of inspiration, cooperation, pride and trust among colleagues.

## **18. Avans University of Applied Sciences**

### **Mission and identity**

Our mission: the best, based on passion and commitment

We aim to develop talent by helping future graduates to become highly qualified professionals, who continuously develop themselves and their profession and who are aware of their social responsibility also from an international perspective.

We aim to contribute towards shaping and realising social, cultural and economic developments in the region by acting as a sustainable partner for regional companies, authorities and organisations in developing, sharing and generating knowledge and carrying out practice-based research.

We aim to be a socially innovative organisation whose staff are committed to using their professional skills to help to develop students, the profession and the region to the best of their ability.

### **Our ambitions**

To ensure that we are:

the best comprehensive university of applied sciences\* in terms of quality, which prioritises talent development

a knowledge partner for (regional) companies, authorities and organisations, with a focus on contributing towards a sustainable society

a socially innovative organisation, where successful processes are designed based on demand and the key word is commitment.

We set the bar high, as reflected in our own quality mark.

\*The university of applied sciences with the most study programmes rated #1

## **19. Royal Academy of Art The Hague**

### **Mission statement**

The Royal Academy of Art, The Hague (KABK) educates students to become independent and self-aware artists and designers with investigative mindsets and unique visual and conceptual abilities. They are able to produce authentic and in-depth creative work that advances their chosen disciplines and contributes to the wellbeing of society as a whole.

### **Vision**

The Royal Academy of Art, The Hague (KABK) is founded on a vision of educational excellence.

In our culturally diverse academy, the commitment, passion, and curiosity of our students and staff come together in a respectful and tolerant learning environment. Our intensive, structured and small-scale curriculum revolves around experimentation and personal guidance. We provide students with a significant degree of freedom to shape their interests and personal ambitions. We value skill and disciplinary expertise as well as interdisciplinary practice. We encourage innovation through collaboration and facilitate critical reflection on the ever-changing roles of artists and designers in our societies.

Our graduates have the capacity to become leaders in their fields, produce outstanding creative work, and dare to disturb. They are able to innovate, collaborate, and generate new

knowledge. We inspire our students to question how art and design shape contemporary societies and contribute to cultural, economic, and social well-being in a global context. We look outwards from the academy, interacting with the communities of The Hague, the Netherlands, and beyond, and aim to contribute to an inclusive debate on issues relevant to art, culture, and society.

## **20. Stockholm School of Economics**

### **Mission and Vision**

The activities of the Stockholm School of Economics rest upon a clear mission and vision.

#### **Mission**

Strengthen Sweden's Competitiveness Through Research and Science-Based Education.

#### **Vision**

A World Class International Business School Based in Sweden.

#### **Educational Mission - FREE**

SSE's overarching educational aims take as their point of departure that a successful decision maker of the future will approach the world with curiosity and confidence and who, as the philosopher Ingemar Hedenius said: "is free and alive in relation to the unknown". That decision maker may well be outperformed cognitively by artificial intelligence, robots or machines. But the core competence of humans is to be human, and SSE's educational aims takes this ad notam. A successful decision maker in the future will maximize the potential of being human. Hence, SSE has formulated its overarching educational aims through the acronym FREE. It stands for:

#### **FACT AND SCIENCE BASED MINDSET**

We are fundamentally a scientific institution, and facts are the basis for all critical and analytical thinking. An SSE graduate will make decisions based on facts and have the ability to differentiate between types of knowledge. This ability becomes particularly important in a world of alternative facts, "fake news" and filter bubbles.

#### **REFLECTIVE AND SELF AWARE**

The future will require more reflection and self-knowledge. SSE-trained individuals will be able to contemplate what role they play in the world, understand the impact they have on others, evaluate their personal preferences, and be aware of how their choices are determined.

#### **EMPATHETIC AND CULTURALLY LITERATE**

Empathy and cultural sensitivity are so far, something that artificial intelligence cannot accomplish. We are convinced that an empathetic person becomes a better leader and decision maker; thus we hope our students will be able to consider the perspective of others fully.

Cultural literacy is also critical. To interact with someone from another background, expertise, or profession than one's own is a prerequisite for the future.

#### **ENTREPRENEURIAL AND RESPONSIBLE**

Students graduated from SSE will have an entrepreneurial and creative approach to the world. They will strive to create change in a responsible manner. They should not accept the status quo but seek improvement for society and the world at large.

## **21. Dalarna University**

### **Commitment, Vision and Values**

Our mission, our vision and our values form the foundation of our organisation.

#### **Our Commitment**

Is to co-produce self-formation, education and research in the local region of Dalarna and the world.

We will run our organisation by working closely with the world around us – both regional and global. Self-formation, education and research will develop in close symbiosis.

Our Vision is:

To create open pathways to knowledge for a good society

Working together with our students and partners, we will create pathways to new and existing knowledge that are open, accessible and inclusive.

The education we offer will increase the independence of students in both thought and action, and in their ability to take active responsibility for their futures as professionals and members of society; further, we will have a supportive role in people's learning and in their lifelong process of self-formation.

Through our education and research, we will contribute to a good society – one that is founded on democratic principles and that is socially, economically and environmentally sustainable both for our own generation and for generations to come.

Our Values

Are openness, courage and responsibility.

We will be accessible and open in our views and actions both within the University and towards the world around us.

We will dare to try new ideas and to tackle complex issues.

We will serve as a critical and intellectual hub within society.

## **22.University of Gävle**

Mission Statement, vision, core values and strategies

University of Gävle is a higher education institution which strives to contribute to change in society and to take an active part in shaping our shared future. In collaborations with the surrounding society, we focus on solutions to societal challenges in our education and research. We aim to be the first choice for students and for members of staff as well as for our partners.

Mission statement

The University of Gävle shapes the future by providing solutions to societal challenges in its education and research. In collaboration, we create a sustainable world.

Vision

The first choice for all who want to make a difference.

Strategies

The University's principal strategies are:

Via strategic prioritisations, we create integrated research and education environments that promote the quality, reputation and relevance of our courses and study programmes.

Via the building of interdisciplinary research areas, we develop knowledge that has impact.

Via sustainable, internationally oriented education and research, we take a clear position in the global arena.

Via long-term collaborations and strategic partnerships, we contribute to societal development.

Via advanced forms of web-based teaching and investment in innovative learning environments, we take a leading position in lifelong learning.

Via leadership that promotes employee participation, collegial responsibility and student influence, we create favourable conditions for operational and organisational development.

Core values

**Credibility**

We stand on scientific ground with high integrity. We are independent.

**Openness**

We have a welcoming and inclusive approach. We believe in collaboration and dialogue that build trust.

**Creativity**

We are brave. We embrace critical thinking. We are innovative.

## **23. Bern University of Applied Sciences**

Vision and Mission

Vision

BFH is a leading, internationally renowned Swiss university of applied sciences that attracts creative, proactive and responsible individuals.

Mission

BFH prepares students for professions that apply scientific findings and methods or employ creative design skills. With its innovative, practice-based teaching, research and development, continuing education and consulting services, BFH makes a long-term contribution to Bern as a university and business location and offers an attractive environment for single-discipline and interdisciplinary projects. BFH is a university with regional roots but strong national and international connections, offering the perfect environment for students and staff to realise their full potential.

Mission statement

Bern University of Applied Sciences prepares students for professions that apply scientific findings and methods or employ creative design skills. Training and continuing education at Bern University of Applied Sciences and our research and development activities focus on practical application.

Bern University of Applied Sciences (BFH) is aligned to the following guiding principles:

**Taking responsibility:** BFH develops innovative solutions and addresses the needs of its economic, technical, cultural and social environment. It encourages the discussion of social values and helps its students, lecturers and staff to take responsibility.

**Achieving sustainability:** BFH pursues the goal of sustainability in its teaching, research and administration. We believe in respecting and protecting people and nature and investing our resources in the interest of sustainable results.

**Developing collaborations:** Strong partnerships help strengthen BFH's position, both at home and abroad. They create added value for teaching and research as well as for knowledge and technology sharing.

**Practising diversity:** BFH cultivates diversity and promotes exchange between disciplines, mindsets and behavioural patterns. It uses its multilingualism to build bridges to other cultural regions and labour markets.

**Strengthening quality:** BFH defines itself as a learning organisation. We ascribe central importance to the systematic development of quality and diversity management in teaching, research, knowledge and technology sharing and administration.

Bern University of Applied Sciences fulfils its educational mandate as part of the Swiss system of higher education and takes a person-centred approach in all of its endeavours. Its success is founded on the commitment of its students, lecturers and staff.

## **24. Luzern University of Applied Sciences**

### **Mission, Vision, Framework of Values**

Guidelines for the Lucerne University of Applied Sciences and Arts

The University's mission, vision and framework of values describe its essential purpose as an educational institution, the values and principles that govern its conduct, and the objectives it pursues.

#### **Mission**

Through its Schools – Engineering and Architecture, Business, Computer Science and Information Technology, Social Work, Art and Design, and Music – the Lucerne University of Applied Sciences and Arts provides sound subject-specific education and research in Central Switzerland. It prepares its students for a professional career in their chosen field and facilitates their acquisition of the skills needed for innovative, creative and entrepreneurial thinking and action. With its strong, practically based approach and interdisciplinary excellence, the University produces experts who are capable of mastering the challenges of the 21st century.

#### **Vision**

The high quality and scholarly depth of our teaching and research make our University an attractive choice and are enabling it to expand. The strength of our specialisations and our interdisciplinary topic clusters are recognised in Central Switzerland and beyond, both nationally and internationally. We adopt a lateral and interconnected approach to thought and action. This is reflected in the University's extensive range of practically oriented degree and continuing education programmes and in its research and development activities. We support a culture of commitment, openness and transparency amongst our staff and students, and towards our partners.

#### **Values**

The staff of the Lucerne University of Applied Sciences and Arts are united in their passion for education, for research and for culture.

The University expects its staff and students to demonstrate curiosity, autonomy and a willingness to develop and to perform. It strengthens their existing skills and supports reflection in thought and action.

Personal responsibility, reliability and transparency form the basis for trust, respect and mutual regard.

The University uses the skills sets of its specialisations and its tradition of accessibility and straightforwardness to deliver integrated and interdisciplinary solutions.

The University is committed to sustainable development. Its activities are characterised by innovation, scholarly and artistic quality, and a high level of practical applicability.

#### **Motto**

Educates – researches – inspires

## **25. Graubünden University of Applied Sciences**

### **Vision**

In our last vision, which we turned into reality, we placed a focus on achieving national recognition as an innovative university. This ambitious objective was fulfilled upon gaining

independence on 1 January 2020, when we were recognised as Switzerland's eighth public university of applied sciences.

Building on this momentum, we will pursue the following newly defined vision over the coming years:

'As an agile university, we are boldly and sustainably helping to shape the future.'

'Our calling is to help people achieve success with our study programmes and to assist our research partners in implementing innovative projects and plans.'

Prof. Jürg Kessler, President of University of Applied Sciences of the Grisons

### Mission

The heart of our mission is based on the long-term fulfilment of our fourfold performance mandate. Working on our scientific basis, we consistently strive to meet the university profile of offering relevant application-oriented solutions. Building on this, the existing mission has been honed further in an evolutionary manner.

We have defined this understanding of mandate fulfilment in our refined mission:

'Our teaching and research are interdisciplinary and are geared towards practical challenges in business and society. Our research activities develop solutions for relevant problems. To further develop quality, we link teaching with application-oriented research and in doing so train our students to become highly qualified, responsible individuals. We are anchored in the region, significant in Switzerland and have an international appeal.'

### Values

Our decisions and actions are shaped by the following values and the guiding principle statements derived from them:

#### Respect

'We treat each other with respect and fairness and in doing so make use of the diversity of our university.'

#### Forward-looking approach

'We embrace changes and challenges openly and act in a forward-looking manner.'

#### Reflection

'We act reflectively and transparently and adopt a constructive attitude towards others and ourselves.'

#### Responsibility

'We act in an ethically responsible manner.'

### Code of Conduct

Our Code of Conduct highlights behaviour patterns that all members of University of Applied Sciences of the Grisons are obligated to take account of in performing their work for the university of applied sciences.

Discover now

## 12. German Abstract

Es wurde schon viel über die Leitbilder oder auch „Mission Statements“ von Universitäten geschrieben. Allerdings untersuchte bislang keine Studie die möglichen Auswirkungen institutioneller Unterschiede auf den textuellen Aufbau sowie auf lexikalische und grammatikalische Charakteristika. Die vorliegende ESP-basierte Studie versucht diese Lücke zu schließen, indem sie mögliche Unterschiede zwischen Mission Statements von traditionellen Forschungsuniversitäten und Fachhochschulen untersucht, wobei Letztere in der Literatur bisher leider wenig behandelt wurden. In dieser Arbeit werden insbesondere der strukturelle Aufbau sowie die lexikalisch-grammatischen Merkmale von 50 Mission Statements mit Hilfe der manuellen „Move Structure“ Analyse nach Bhatia (1993) sowie dem Korpusanalyse-Toolkit *Sketch Engine* analysiert.

Die Ergebnisse zeigen, dass die Mission Statements der Universitäten trotz institutioneller Unterschiede eine recht einheitliche, sechsstufige Struktur aufweisen, wobei sich die institutionellen Unterschiede sehr wohl bis zu einem gewissen Grad sowohl auf textlicher als auch auf sprachlicher Ebene widerspiegeln. Forschungsuniversitäten verwenden meist formellere Sprache und beziehen sich häufiger auf akademische Themen (z.B. Forschungsexzellenz, akademische Freiheit). Im Gegensatz dazu verwenden die Fachhochschulen überwiegend Pronomen in der ersten Person Plural und scheinen mehr Wert auf praxisorientiertes Lernen und berufsgeleitende Studiengänge zu legen, beides charakteristische Merkmale der Fachhochschulen. Die Ergebnisse dieser Studie könnten vor allem den Interessenvertreter:innen der Universitäten und den politischen Entscheidungsträger:innen zugutekommen, oder beinhalten möglicherweise auch wichtige Implikationen für die Verfasser:innen von online Inhalten oder Autor:innen ähnlicher Textsorten.

**Keywords:** Genre Analyse; English for Specific Purposes; ESP; Mission Statements von Universitäten; Universitätsleitbilder; Forschungsuniversitäten; Fachhochschulen