2019-09-19

Canadian Alumni Magazines: A rhetorical analysis of social sciences and humanities storytelling

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Canadian Alumni Magazines:

A rhetorical analysis of social sciences and humanities storytelling

by

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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE

DEGREE OF MASTER OF ARTS

GRADUATE PROGRAM IN COMMUNICATION AND MEDIA STUDIES

CALGARY, ALBERTA

SEPTEMBER, 2019

Abstract

This research project examines the process and product of social sciences and humanities research storytelling in Canadian alumni magazines at research intensive universities. This research is conducted in order to broaden the field of knowledge of what influences the selection and crafting of these stories. Using rhetorical theory as a foundation, I engage a three-tiered methodological approach to expand upon different layers of the process. By reviewing the rhetorical situation, I identify the constraints influencing the production of alumni magazines. Through a rhetorical analysis, I demonstrate the ways ethos is established for both institutions and researchers, the techniques engaged to build pathos through first person storytelling and visual cues, and identify how style is engaged to enhance both ethos and pathos. Finally, by conducting interviews with editors of the magazines I find that while there are many similarities in their approaches, such as influences and story sourcing, there are also differences, such as editorial review processes.

Keywords: Alumni, magazines, social sciences, humanities, academic research, storytelling, Canada rhetoric, knowledge mobilization, editorial process

Acknowledgements

The words thank and you do not begin to express the gratitude I have for the people who have supported me along this journey, but they are a good place to start. Thank you to my classmates who supported me through classes and my colleagues who encouraged me along the way. Thank you to my professors who coached me in my academic journey and to the wonderful CMF staff who's bright smiles make every day better. I feel enormous gratitude to Dr. Tania Smith who, from the beginning, believed in my abilities and my ideas and who so patiently introduced me to the wonderful world of rhetorical theory. Thank you to my grandparents for their support and excitement and for helping make this possible. I would not be here without my parent's unfailing belief that I could accomplish this feat and their ongoing emotional support. Finally, thank you to my husband for providing me time when I needed it, a hug when I didn't know I needed it, and for believing in me continuously, we did it! Duke, you may not remember, but thank you for being so wonderful when mommy had to study and write, I love you all.

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List of Symbols, Abbreviations and Nomenclature

Symbol	Definition
Affinity	Feelings of attachment toward an institution
Dalhousie	Dalhousie University
Institutional Ethos	"The values that are appropriated and cultivated by key university planners and decision-makers to coordinate and normalize the activities of faculty and undergraduate students to some desired end." (McClure, 2014, p. 98)
Knowledge mobilization	"The reciprocal and complementary flow and uptake of research knowledge between researchers, knowledge brokers and knowledge users—both within and beyond academia—in such a way that may benefit users and create positive impacts within Canada and/or internationally, and, ultimately, has the potential to enhance the profile, reach and impact of social sciences and humanities research." (Social Sciences and Humanities Research Council, n.d.-b)
McGill	McGill University
Queen's	Queen's University
Tri-Council	"The Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council (NSERC), and the Social Sciences and Humanities Research Council (SSHRC) support and promote high-quality research in a wide variety of disciplines and areas. Together, they make up the Tri-Council funding agencies, the primary mechanism through which the Government of Canada supports research and training at post-secondary institutions." (University of Calgary, n.d.-a)
U15	Group of 15 research intensive universities
UAlberta	University of Alberta
UBC	University of British Columbia
UCalgary	University of Calgary
U of S	University of Saskatchewan
U of T	University of Toronto
Western	University of Western Ontario

Chapter 1: Introduction

As funding and enrollment become more competitive across the higher education landscape, institutions are leaning on modern storytelling and marketing approaches to increase their university brand exposure and stay competitive in the market. Part of this strategy is tied to ensuring alumni are keeping their alma maters top of mind, for both where they give money and what institutions they recommend, and by informing them of the contributions the institution is making to society—part of which is research. Alumni magazines are a media that can be used to help reach these goals. In a similar vein, research funding bodies such as the Social Sciences and Humanities Research Council (SSHRC) are also encouraging researchers to share their findings with a broader audience to showcase the knowledge being created and demonstrate the societal value of the research happening in higher education institutions. Referred to as "knowledge mobilization", SSHRC defines this concept as

> The reciprocal and complementary flow and uptake of research knowledge between researchers, knowledge brokers and knowledge users—both within and beyond academia—in such a way that may benefit users and create positive impacts within Canada and/or internationally, and, ultimately, has the potential to enhance the profile, reach and impact of social sciences and humanities research.
> (Social Sciences and Humanities Research Council, n.d.-b, para 15)

SSHRC describes that when academics are looking to mobilize knowledge beyond academia, it should function to inform "public debate, policies, and/or practice," enhance or improve services, and inform "the decisions and/or processes of people in business, government, the media, practitioner communities and civil society" (Social Sciences and Humanities Research Council, n.d.-b, para 15).

Telling the story of research in Canadian alumni magazines can accomplish both institutional and researcher goals. For institutions, including research stories in Canadian alumni magazines has the benefit of building the profile of universities to show the societal value of their institutional activities and research to the alumni and donors who support the institutions. For researchers, Canadian alumni magazines provide the opportunity to actively participate in the process of knowledge mobilization.

While it is evident that the activity of including research in alumni magazines can broadly benefit the institution and their researchers, existing literature on how this is done, or guidelines on how to do this effectively in an alumni magazine context, are limited. In addition to a lack of insight into this type of work, at times there are tensions between the researchers wanting to share their research and the non-academic staff looking to tell stories about research. These tensions can stem from each area having different goals or from a lack of understanding in each other's processes and constraints.

This research project addresses the gaps of both resources and understanding by examining the influencing factors, approaches, and processes of telling the story of social sciences and humanities research in Canadian alumni magazines at research intensive universities. This research addresses the following questions: what influences the editorial process and content selection? How is social science and humanities research presented in Canadian alumni magazines? What rhetorical techniques are used in presenting this research? How do editors of alumni magazines understand the concept of knowledge mobilization? And finally, what is their process in creating an article that features research from the areas of social science and humanities?

Defining the Alumni Magazine

In this thesis I examine alumni magazines at a high level to understand their composition and look more specifically at how stories of research from the social sciences and humanities are told. Alumni magazines are a subgenre of magazines because they contain many of the same functional features but differ in their audiences and purpose. Like general magazines, the alumni versions often contain a table of contents, message from the editor, advertisements, and feature stories. Although many people differentiate genres based on the topic of the content, Carolyn Miller (1984) advocates for a definition of genre that does not focus "on the substance of the form of discourse, but on the action it is used to accomplish" (p. 151). In the case of alumni magazines, the content strives to connect audiences to the institution and build a relationship that supports the institution both reputationally and financially.

The next step to examining alumni magazines is to understand where they are situated within an institution. Alumni magazines are generally published by development, alumni, or communications and marketing offices. These offices are designed to increase fundraising efforts, build relationships, and enhance the brand of an institution.

Social sciences and humanities research has been selected as an area of focus within these magazines because society today often leans toward prioritizing research from the sciences and there may be a perceived bias in how qualitative research is presented or mediated to readers. It is possible that editors' approach stories about social sciences and humanities research in a different way than those about other disciplines. For example, health research that happens in areas like kinesiology, medicine, and nursing focuses on concrete elements of human anatomy that can more easily be dissected and labelled. Similarly, research happening in the faculties of science and engineering often focuses on physical materials that can be quantified for discussion. Research happening in the areas of social sciences and humanities broadens our understanding and knowledge of “individuals, groups, and societies–what we think, how we live and how we interact with each other and the world around us” (Social Sciences and Humanities Research Council, n.d.-a, Para 2). These more qualitative social concepts may lead a writer to approach writing about this research in a different way that other areas such as medicine or nursing.

In this research project I look specifically at magazines from a division of Canadian institutions called the U15 Group of Canadian Research Universities. This subset of institutions shares similar features, such as size and areas of focus. By selecting institutions with similar features, I enhance comparability across content and context within the analysis. The U15 umbrella is a “collective of Canada’s leading research-intensive universities” (U15, n.d.-a, para. 1), who also represent a significant portion of students, alumni, and research funding allocations in Canada. Together they have a consolidated alumni population of almost 3.8 million alumni (see Table #3 in Appendix D), a current student population representing 46% of university students in Canada (U15, n.d.-b), they conduct research that is valued at $8.5 billion annually, and they receive 79% of competition-based research funding allocations (U15, n.d.-b).

Theory and Methods

Using rhetoric as both a theory and a research method, this research project explored different conceptual levels to better understand the process of social sciences and humanities research storytelling in Canadian alumni magazines. Rhetoric provided both a theoretical framework and a methodology to analyse persuasive communication in Canadian alumni magazines. To complement the rhetorical approach, content analysis and interviews were also employed. The addition of these tools increased the breadth and depth of data collected to be analyzed. The content analysis provided a more holistic picture of the rhetorical situation surrounding Canadian alumni magazines, and interviews provided more detailed knowledge from rhetors on how they approach their process. Envision an inverted pyramid. This project started at a broad level by exploring the rhetorical situation, in addition to a content analysis that identified the quantitative representation of research in Canadian alumni magazines. The focus then narrowed and I conducted a cross-sectional comparative analysis of cases studies to examine the rhetorical techniques used to present social sciences and humanities research. Finally, by incorporating interviews, I gained specific knowledge of how the rhetor, defined as the "producer of discourse" (Longaker & Walker, 2011, p. 7), approached the process of research storytelling from conception to publication.

Situating the Researcher in the Research

As I write this research project, I am both a graduate student and an alumni professional with over nine years of experience working in Canadian higher education institutions. Bearing both these titles, I am uniquely positioned with a level of institutional understanding that lends itself to navigating both alumni professional communities and institutional barriers that may be encountered as a student. Additionally, I both study and work in a faculty focused on the areas of social sciences and humanities. The advantages to my having both staff and student perspectives include that I have been exposed to conversations about how academic and non-academic staff have struggled in their approaches to research storytelling. These conversations have given me insight into where this research could be valuable and what questions would be helpful to ask.

However, having experience in both areas can also be challenging because I bring with me preconceived ideas of influences to the process and possible solutions.

Within this research project I embrace the existing knowledge I have gained through professional experience and use it to ask questions that will further the research and to support interpretation of the data that is uncovered. Embracing my professional experience, I embark on a form of practical enquiry. By drawing on my role as a member of the workforce, Gibbs (2007) describes that I become "part of the process of change" (p. 228) while conducting this research. For example, in the stakeholder analysis, I draw on my professional knowledge to identify who the stakeholders are, then I use a matrix created by fellow researchers to further analyse the needs of these stakeholders. While taking this approach, I make interpretations based on my professional experience as well as existing scholarly research. The research methods I have chosen for this research project also draw on the insights of professionals from higher education in Canada. This approach helps to ensure that the knowledge I bring does not solely direct my interpretation of the data and incorporates both scholarship and others' professional perspectives to inform my findings.

Impact of Research on Academic and Non-Academic Staff

This research project makes scholarly contributions to the discipline of communications, specifically in the areas of rhetorical theory and higher education research. This research demonstrates how rhetorical theory can be applied in magazines beyond advertisements by reviewing the rhetorical situation around the magazines and by conducting rhetorical analyses of persuasion in long form writing, such as feature articles. This contributes scholarly work that looks beyond the rhetorical advertising analyses currently found on magazines. This research project contributes to higher education research by examining the perspective of the advancement professional instead of looking at the impact activities have on alumni or donors. Existing literature looks primarily at impact and instead, this research projects examines the creator of the content in addition to the content itself to better understand how it is made.

Beyond scholarly contributions, this research project also has practical applications for both researchers and non-academic staff. For researchers, this project will provide a deeper understanding of Canadian alumni magazines to support navigating the editorial process when they are looking to mobilize their research outside academic circles. For non-academic staff such as editors and writers, this research will identify common constraints influencing editorial processes, areas of best practice in storytelling, and potential areas of improvement to knowledge mobilization, or storytelling, in Canadian alumni magazines. These practical applications are an outcome of using rhetoric as the primary theory and method of inquiry, because rhetorical treatises often offer advice on text construction. I further expand upon these practical applications in the final chapter under the heading ‘Practical Implications.’ These implications are gathered from the findings of this research and are designed to illustrate how the findings of this project can be used in practice throughout the editorial process.

Chapter 2: Literature Review

This literature review examines works on rhetoric, magazines, and higher education, and is divided into academic publications and grey literature. In the academic publications section, I focus on existing works that examine higher education. I then review existing works that examine magazines to identify how research in similar fields has been approached, in addition to understanding the theories and methods that have been applied. The grey literature is drawn from professional resources provided by the Council for the Advancement and Support of Education (CASE), an organization that supports higher education professionals. This section reviews the non-academic research available to inform magazines in addition to highlighting findings on the value alumni and donors gain from the magazines themselves. The literature review supports the choice of rhetoric as a theoretical lens and the selected methodologies, in addition to identifying a gap in literature to be filled by this research project.

Academic Literature on Higher Education

Existing literature on higher education is vast but is primarily focused on fundraising at American institutions, and on the impact institutional activities have on alumni and donor relationships. To find relevant academic literature in higher education, I searched databases across disciplines, including business, communications, and sociology. To search these databases, I used keywords including advancement, alumni, engagement, communication, rhetoric, affinity, fundraising, giving, alumni magazines, and higher education. While there is an abundance of publications that engage these keywords, there is limited content relevant to the research at hand, and none that examine alumni magazines. This section discusses existing literature on higher education, and functions to demonstrate the lack of academic resources that support critical inquiry into communications that talk about research.

The most relevant journal article found is by Donald Ritzenhein (1998) who examines the content of fundraising letters. Ritzenhein takes a rhetorical approach to examine fundraising letters from a rhetor's perspective and asks, "what do fundraisers think persuades donors and how do they accomplish the task?" (p. 33). Ritzhenhein examines print fundraising letters, which are still common in the industry, and conducts a content analysis to quantify the arguments used. Ritzenhein explains he conducted this research because much existing advice on letters is "anecdotal" (p. 23) and based on experience. Because of this gap, Ritzenhein wanted to provide insight into fundraising letters based on academic research, a sentiment which reflects my approach to my research project on Canadian alumni magazines.

In his content analysis, Ritzenhein (1998) identifies 190 arguments "defined as a complete unit of proof including data, a reasoning process, and a conclusion" (Ziegelmueller, Kay, & Dause, 1990, as quoted in Ritzenhein, 1998). These arguments are categorized into reasons for giving, the type of data used in each argument, and then segmented into whether the basis for the proof was emotional or logical. Ritzenhein (1998) identifies that four arguments compose 70 % of the reasons to give. These include the quality of institution, a gift making an impact, needs the institution addresses, and a monetary ask followed by a thank you (p. 27). Of the arguments identified, Ritzenhein finds 60 percent were emotional and 40 percent logical. To further analyze the content identified, Ritzenhein (1998) engages Kenneth Burke's *dramatistic pentad*, which consists of act, scene, agency and purpose, to understand the elements fundraisers use to motivate donors in fundraising letters. Ritzenhein's (1998) approach provides foundations for both the theory and method choices of my research project. Like Ritzenhein, I will take a rhetorical approach and review the content from the editor's, or rhetor's, perspective; and like Ritzenhein I will review the content identified more thoroughly through a rhetorical lens. Where my work will differ is through the specific rhetorical theory chosen. Where Ritzenhein engages Burke's dramatistic pentad to examine motivations chosen by the rhetor, I will use Aristotle's artistic proofs to understand why the rhetors chose more specific textual elements.

Also examining fundraising content with a rhetorical lens, Vijay Bhatia (1998) wrote "Generic patterns in fundraising discourse." In this journal article he explores the recent trend, at the time, of incorporating marketing's "rhetorical and linguistic devices to achieve fundraising objectives" (p. 95). This trend was a result of the influence of promotional discourse from corporate advertising and marketing strategies into non-profits and philanthropy. Bhatia (1998) explains that while the two areas share many similarities, such as "the accumulation of capital" (p. 101), their motivations are different. Bhatia (1998) refers to Carolyn Miller's (1984) *Genre as Social Action* to analyse direct mail fundraising letters and illustrate elements of the genre that give it "distinctive generic integrity" (p. 108), elements that include community participation, and voluntary action. Bhatia's work discusses where the corporatization of alumni and fundraising communications began. This is relevant because the corporatization of fundraising and higher education communications and marketing is still commonly seen (McAlexander, & Koenig, 2010; Hasssay & Peloza, 2009). Additionally, in my research project I identify that this phenomenon still causes tensions in higher education. Reviewing how Bhatia incorporates Miller's approach to identify the social action of fundraising letters furthers understanding of how to relate the concept of social action to higher education. Bhatia's similar approach validates my evaluation of alumni magazines as a subgenre with a distinctive purpose of building the positive affinity readers have with their institutions.

It is clear limited work exists that provides critical insight into how practitioners approach persuasion in their communication content in higher education. Existing literature demonstrates that evaluating connections between programs and outcomes is commonly examined (Anthony, 2014, Dollinger, Arkoudis, & Marangell, 2019), and that exploring the correlation of affinity and philanthropy is a popular subject (Gaier, 2003; Koenig, & Dufault, 2016; McAlexander & Koenig, 2012). While reviewing existing literature and searching for content related to alumni communications, I found a recent dissertation that examined the perception millennial alumni had of University of Arkansas' Bumpers College communications. This research was conducted to identify the communication preferences held by this audience and indicates that alumni interviewed were looking for "some sort of rationale of how they could benefit from a relationship with the University" (Anthony, 2014, p. 109). Research happening at institutions could and often does contribute benefits to alumni populations but story telling is required to inform alumni of this possible benefit. My research project will support addressing this finding by examining how we tell the story of research, in addition to expanding the field by contributing critical insight into how practitioners approach persuasion in higher education.

Academic Analysis of Magazines

The following section explores existing academic literature that examines magazines in order to identify how rhetoric has been studied in magazines, what types of content have been analyzed, and how the content to be analyzed has been selected. Through reviewing this literature, I highlight the merits and drawbacks to integrating these approaches into my work and identify the decisions I have made as a result.

Through exploring existing literature, I have found that rhetoric is not extensively studied in magazines and has not previously been reviewed in relation to alumni magazines in higher education. In magazines, visual rhetoric (Krassas, Blauwkamp, & Wesselink, 2001), and rhetorical figures in advertisements (McQuarrie & Mich, 1993; McQuarrie & Mick, 2009; Phillips & McQuarrie, 2002) have been studied. To increase the body of literature, I expand the scope of this review to include articles about magazines with perspectives from critical discourse analysis and linguistics. By doing this, the body of literature expands exponentially and contributes valuable knowledge to methodology and context.

The subgenres of magazines analyzed within the literature include consumer magazines (Kelly, 2009; McQuarrie & Mick, 1993; McQuarrie, 2002; McQuarrie & Mick, 2009), women's magazines (Beaulieu & Lippman, 1995; Garner, Sterk, & Adams, 1998; Krassas, Blauwkamp, & Wesselink, 2001), and trade publications including health (Lee, 2015) and banking (Curran, 2016). Existing literature demonstrates that magazine research is not limited to certain subgenres and as such insights can be drawn across existing research topic areas to be applied to Canadian alumni magazines.

Magazines present a wide range of content to be analyzed, including advertisements and direct or narrative content such as letter to the editors, feature articles, images and illustrations. Garner, Sterk, and Adams (1998) analyze editorial features to provide insights into how direct advice columns influence the forming of reader's cultural norms. Krassas, Blauwkamp, and Wesselink (2001) take a visual rhetoric approach to *Playboy* and *Cosmopolitan* magazines and focus on analyzing images of women in “the pictorial images featured in each magazine” (p. 753). Advertisements in magazines are commonly studied through a rhetorical lens to identify the persuasive elements used in communicating (McQuarrie & Mick, 1993; 2009; McQuarrie & Phillips, 2002). Existing literature illustrates that research can be conducted on different forms of content and that this content is often segmented based on the form in which it is presented, such as feature articles and advertisements. For this project, the segmentation is less rigid as research stories take many shapes across alumni magazines and are presented through images, feature articles, and shorter excerpts.

In my research project I conduct a cross-sectional review of magazine content rather than a longitudinal study. Through a review of the methodology in existing publications, I have identified that a single issue from each institution within a similar time frame provides sufficient data to be analyzed. In the existing research I have found that magazines are commonly used to conduct comparative analyses of publications over time to map the evolution of content, such as rhetorical figures in advertisements. A number of studies covered a span of six years or more (Curran, 2016; Garner, Sterk, & Adams, 1998; Krassas, Blauwkamp, & Wesselink, 2001; Lee, 2015; Phillips and McQuarrie, 2002). Krassas, Blauwkamp, and Wesselink (2001) have taken a visual rhetoric approach to map how magazines *Playboy* and *Cosmopolitan* converge in their portrayal of women over four decades, looking specifically at publications in 1965, 1975, 1985, and 1995 (p. 754). The largest span found in the relevant research is from Phillips and McQuarrie (2002) who have performed a historical analysis of rhetorical figures in magazines from 1954 to 1999, spanning 45 years. Phillips and McQuarrie (2002) identify that the 45-year time span was selected because it represents an era where advertising changed, in addition to ensuring “that trends in the stylistic devices appearing in ads have an opportunity to emerge” (p. 4). The age of a magazine and how many issues they publish per year also contributes to the time span selected. Carabas (2007) looks at the first two years of SPY vs SPY in *Mad Magazine* because “these were the years when the strip was inaugurated, and the pace was set for its subsequent development” (p. 6). McQuarrie and Mick’s (1993) rhetorical research on advertisement headlines only requires a one-year span because *People* magazine’s weekly frequency provides sufficient content to analyze. As my research project is not looking to analyze changes in alumni magazines over time it is not necessary to select samples of magazines over a multiple year span. To address the research questions in this project selecting a single issue within a similar time frame provides sufficient data to compare across institutions.

Professional Literature on Alumni Communication

Although non-academic staff work in research-based organizations, many rely on resources outside of academic literature to inform their work. As such, this section reviews existing literature available from one of the industry organizations that supports editors in approaching Canadian alumni magazines—the Council for the Advancement and Support of Education (CASE). In this section I seek to understand how existing resources influence an editor’s approach in addition to identifying areas where these resources can help inform my research project.

In this literature I did not find research or literature that explores how to communicate specific topics, such as research, to either donors or alumni. The professional resources also have many of the same limitations as the academic research on higher education. The primary limitation is that although the content is directive in nature, meaning it provides guidelines and advice, much of the literature focuses on fundraising and programs at American institutions. Another limitation is much of the relevant literature is available at a cost, which is a significant barrier to access both for this research project and for practitioners in the field.

The Council for the Advancement and Support of Education (CASE) holds a large library of resources and fortunately the institution I work for is a member. One of these resources comes in the form of their own print magazine, which is designed to "explore contemporary issues, trends and best practices in advancement" (Council for the Advancement and Support of Education, n.d.-a). "Advancement" refers to the areas of fundraising, alumni engagement, and marketing and communications, who together advance the missions of institutions where they work. These publications often contain materials to support staff in persuading alumni and donors of the value of higher education. The September/October 2018 edition's cover story was called "The Art of Storytelling: And how mastering it can deepen donor relationships" **(**McDowell, 2018, p. 34). It gives tips and guidance to how advancement professionals, including editors of magazines, can integrate storytelling into their conversations—when meeting with donors and alumni, and learn to listen for stories that could be shared to broader audience. McDowell (2018) gives directions on how to become a better storyteller through three steps: the first is to "ask meaningful questions" (p. 37), the second is to "find the emergent story" (p. 38), and the third is to "keep your stories fresh" (p. 39). Each of these tips is expanded on at a high level and include examples to be incorporated by advancement professionals into their work. Examples of questions, types of stories and ethical considerations are valuable tools for professionals to consider. While this is a good starting point, is does not include how to address technically writing the story once it has been conceived and formulated. This type of resource reflects the advice Ritzenhein (1998) describes as "anecdotal" (p. 23) that is shared amongst professionals and based on experience, rather than research-based resources to support effective writing. My research project is designed to expand beyond professional lore to provide critical insight to practitioners. To do this I question how editors approach their work and examine the factors influencing their work in an effort to create a more holistic understanding of how alumni magazines are created, specifically at Canadian U15 institutions.

Another tool offered by CASE is their Member Magazine Readership Survey. This survey is executed by editors at individual institutions to better understand to their readership. The institutions then submit their results to CASE who combine them into a national overview. This survey is a resource to editors and can help inform whether readers value the content and if it makes them feel more connected. The readers surveyed consist of the alumni and friends of the institution who receive the magazine. The survey asks questions from how long they spend with a publication, to what types of content they prefer to read. The 2012 National Survey Results findings generally supported the ongoing production of magazines, outlining that 48 percent of readers acquire "'All' or 'Most'" (Council for the Advancement and Support of Education, 2012, p. 11) of their information from magazines. Additionally, when asked whether the magazines strengthen their personal connections to institutions, 29 percent of readers indicated they 'Strongly Agree' (p. 18) and 58 percent said they 'Agree' (p. 18). When asked about preferences in editorial content, the top contenders, ranked in order of preference, were stories of fellow alumni and activities available to alumni, campus life, general interest topics, institutional affairs, and academic/intellectual life. While academic/intellectual life was not the most popular item, it did fall into the “interested” and “very interested” category which demonstrates that this type of content is valuable to readers.

To understand these findings in relation to U15 institutions I have outlined the number of respondents who fit the U15 criteria. Of the 99,029 respondents to the survey – 45.5 percent of institutions were public, 15.8 percent had enrollments of over 25,000 students, and 38.3 percent were doctoral granting institutions. Identifying the breakdown of relevant respondents supports an understanding of whether or not these findings are relevant to U15 institutions. For my project these survey results highlight that Canadian alumni magazines are still relevant to the life of alumni and donors at U15 institutions and should be continued, and as such, further research into how editors can craft stories for alumni and donors is valuable to the higher education industry.

Chapter 3: Theory & Methodology

In this project rhetoric is both a theory and a methodology. Rhetorical theory provides frameworks for thinking about rhetorical situations and rhetoric as a methodology supports rhetorical criticism in which one analyses an artifacts' strategies. Rhetorical history, or situation, provides insight into, and context around the process. For this project, rhetorical history is further enhanced through the use on interviews. Rhetoric is defined by Aristotle as "the faculty of observing in any given case the available means of persuasion" (Aristotle, 1954, p. 24). Modern textbooks on rhetoric describe it as "study and practice of persuasion" (Longaker & Walker, 2011, p. 2). Rhetorical theory is appropriate to analyse the storytelling of social sciences and humanities research in Canadian alumni magazines because these alumni texts are crafted to be persuasive. A rhetorical perspective is also useful in gaining an understanding of the situational influences that impact the crafting of the magazines. Finally, rhetoric is appropriate for this research because it aims not to identify unique persuasive features within texts, but rather to find "functional features in language that have a predictable potential no matter who uses them so that given similar purposes, it is likely that the authors will choose similar functional structures" (Fahnestock, 2011, p. 12). By using rhetoric to approach my cross-sectional comparative analysis of cases studies, I not only gain insight into how one institution crafts their stories, I build a deeper understanding of how persuasion is crafted across social sciences and humanities research stories in Canadian alumni magazines.

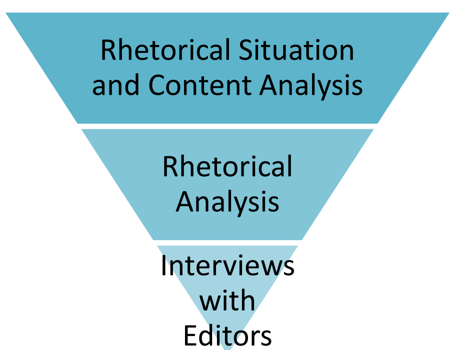
In higher education research, scholars such as Ritzenhein (1998) and Bhatia (1998) have chosen rhetoric to examine fundraising language because rhetoric is not specific to content types, like medicine or art, but general to language and because of its focus on persuasion. In magazine research, rhetoric has been used to analyze persuasive content such as advertisements and visual rhetoric (McQuarrie & Mich, 1993; 2009; Krassas, Blauwkamp, & Wesselink, 2001; Phillips & McQuarrie, 2002), and has also been applied in tandem with complimentary theories like discourse analysis and linguistics (Garner, Sterk, & Adams, 1998; Kelly, 2009). McQuarrie and Mick (1993) identified that using rhetorical theory "facilitates an examination of the underlying principles that differentiate and unite subsets of features (p. 309). Furthermore, magazine advertisement research by Phillips and McQuarrie (2002) suggests that "a rhetorical perspective emphasizes the importance and persuasive power of the ad style" (p. 2). Rhetorical theory and analysis in this research project facilitate an examination of how social sciences and humanities research stories in Canadian alumni magazines are crafted to encourage alumni and donors to build relationships back to institutions of study. These relationships are built in order to keep people connected to their alma mater or to encourage them to give back to the institution financially. Rhetorical theory and method provide the tools to identify and examine how alumni are persuaded through social sciences and humanities research storytelling, and rhetorical history supports an understanding of the situational factors influencing the communications.

While rhetoric provides many valuable tools to address this project's research questions, I have integrated additional methods to increase the available data to be analyzed, which provides a more complete critical analysis of social sciences and humanities storytelling in Canadian alumni magazines at U15 institutions. To understand how social sciences and humanities research is presented in Canadian alumni magazines, the rhetorical analysis, which focuses on identifying specific strategies in the text, is preceded by a review of the rhetorical situation and a content analysis to identify themes in the content. The rhetorical analysis is then followed by interviews with editors of the publications to discuss their process directly. These additional methods illuminate different conceptual levels of alumni magazines and their processes. While a review of the situation is part of the rhetorical approach, the addition of a content analysis provides broad insight into the composition of the magazines by illustrating quantity of topic areas and themes across the magazines. The interviews allow me to validate or expand upon assumptions made in the previous phases of the rhetorical situation and rhetorical analysis.

Across the research methodologies chosen, I have integrated interpretations of data that are based on my professional experience. Gibbs (2007) titles this role as a "workplace researcher" (p. 223) and describes it is "a researcher who, while retaining their established role in a community, add to it the role of insider researcher for a specific purpose and duration" (p. 223). Embracing my role as a workplace researcher validates the incorporation of workplace "lore" which, when integrated appropriately and skillfully, is similar to Aristotle's concept of *phronesis*. Phronesis is commonly referred to as "practical wisdom" (Pitman & Kinsella, 2012, p. 2), and "involves deliberation that is based on values, concerned with practical judgement and informed by reflection" (p. 2). Within the findings, I have integrated my professional interpretations and reflections alongside academic research to illustrate the foundations and identify supporting material that enhances my interpretations' validity. By acknowledging my role in the process, I allow myself to contribute my own knowledge to the research findings in the field and to strengthen my methodological approach through self-reflexivity. Self-reflexivity is "intended to foster awareness of how one's position as a researcher (for example, one's race, ethnicity, gender, able-bodiedness, and class background) impacts on one's research and the knowledge one produces” (Griffin, 2017, para 1). In this research, my professional background has impacted my research by influencing the knowledge I create. By integrating multiple research theories and methodologies, I have synthesized the insight I bring to the research and built upon my interpretations with academic rigour.

The research process generally followed the process model of an inverted pyramid shown in Figure 1. In this model the rhetorical situation and high-level content analysis are the top layer where I examined how social sciences and humanities research is presented broadly in alumni magazines. The rhetorical analysis is the middle layer where the focus narrowed to articles featuring knowledge mobilization of social sciences and humanities research. Then finally, the bottom and most narrow section addressed editors of alumni magazines directly to understand how they approach their work. The three-phase approach, illustrated in Figure 1, provided broad insight across different levels to gain specific knowledge of the phenomena of social sciences and humanities research storytelling in Canadian alumni magazines.

Figure 1. The Methodological Process



These three phases also illustrate the different ways data was collected for this project. In phase I—the rhetorical situation and content analysis, I sourced the English U15 publications that are available in a pdf format online. I then selected a single publication within a similar time frame from each institution, Spring 2018 to Fall 2018, and dissected the magazine to create the content analysis and identify the representation of social sciences and humanities research. The two U15 Francophone institutions, Université Laval and Université de Montreal were excluded from this research because a bilingual analysis is outside the scope of this project. To conduct the rhetorical analysis in phase II, I selected articles that feature social sciences and humanities research, which were identified in the content analysis, and further dissected these stories to exmine their persuasive features. Finally, in phase III, I approached editors from the U15 magazines under analysis and requested their participation in the interview portion of this project. Here, the interviews became the data to be analyzed in the final phase.

The sections to follow explore the theory and method of each phase of analysis in more detail and are followed by an evaluation of the strength and weaknesses of the approaches selected.

Phase I: Setting the Scene

Rhetorical Situation

To understand the factors influencing the development and creation of the social sciences and humanities research stories told, I examined the rhetorical situation, as the rhetorical perspective sees discourse "as always and inherently situated" (Longaker & Walker, 2011, p. 7). This situatedness can be understood as the relationship between the "producer of discourse […], the discourse produced, and the audience of the discourse" (p. 7). The rhetorical situation is the modern evolution of the ancient concept *kairos*, or "time" (p. 9), and refers to the timing of the rhetorical action and the situation surrounding the opportunity. Whereas kairos was sufficient to address ancient rhetorical acts in Aristotle's time, modern discourses have become increasingly complex and require additional insight to understand how they are situated. Modern approaches explores "much of what the ancient notion of kairos leaves unsaid" (Longaker & Walker, 2011, p. 11). In modern rhetorical theory, Lloyd Bitzer (1992) defines rhetorical situation as

> A complex of persons, events, objects, and relations presenting an actual or potential exigence which can be completely or partially removed if discourse, introduced into the situation, can so constrain human decision or action as to bring about the significant modification of the exigence. (p. 6)

I reviewed the rhetorical situation of Canadian alumni magazines through Bitzer's (1992) lens and examined three main elements: exigence, audience, and constraints. To begin I examined the exigence that creates space for Canadian alumni magazines. Exigence is marked by a situation that is "other than it should be" (Bitzer, 1992, p. 7) and is considered rhetorical when it can be rectified, which requires an audience who can "function as mediators of change" (p. 7).

In Canadian alumni magazines, the audiences, who function as those mediators of change, are both internal and external to the institution and are composed of many players taking on different roles. Rhetors must understand the audiences at play in order to select the appropriate rhetorical elements to use in storytelling, for example, knowing which emotion to address depends on whom you are speaking to. To understand the players and their roles I reflected on my professional experience as a stakeholder in the editorial process. I was then better able to conduct an audience analysis and divided the mediators into categories of *text stakeholders* using a framework created by Palmieri and Mazzali- Lurati (2016). This framework addresses crafting a single message for complex audiences in order to identify, segment, and understand the needs and motivations of the audiences. The concept of text stakeholder supports identification of audience members with an interest in the action that should be strategically navigated, audience members who function as Bitzer's (1992) mediators of change. To review the text stakeholders of alumni magazines, I engaged the framework and illustrated how it can be applied to understanding and strategically maneuvering audiences in the creation of Canadian alumni magazines.

Finally, both internal and external *constraints* influencing the creation and process of the magazines are reviewed. Constraints have the power to shape the exigence and are made up of "persons, events, objects, and relations" (Bitzer, 1992, p. 8). In Canadian alumni magazines, constraints can originate from or be "managed by the rhetor" (p. 8), as well as originate from the rhetors surrounding environment. I conducted an analysis of internal and external constraints that exert influence on the creation of the Canadian alumni magazines under review. The internal constraints are a result of an institution's culture, or their institutional ethos, and can also be found in their processes and priorities. To identify the external constraints, I conducted a media scan at an international and national level to review the events that were getting exposure in the media leading up to and during publication. By understanding constraints external to the institution, I am able to identify the elements that influence content selection beyond the confines of the institution. Content Analysis

The content analysis was conducted to inform the rhetorical situation by creating a high-level overview of Canadian alumni magazines. This overview illustrated the form of the content within the magazines alongside the topic areas of the content. Analysis of this content helped me to understand the form of the genre and provided data to compare similarities and differences across U15 magazines. A better understanding of the content also provided insight into the actions the magazines are looking to encourage from their audience based on the insight into the topic areas. This insight informed the rhetorical situation by providing data to compare to broader societal conversation and informed the discussion of the constraints impacting the magazines. Within the content analysis, a second layer of analysis was conducted to identify the percentage of research stories based on social science and humanities research. This allowed me to illustrate the quantity of social sciences and humanities research in the Canadian alumni magazines under review.

Previous magazine research illustrates that content analysis is valuable in tandem with a second research method. Riffe, Lacy and Fico (2005) identify that this “methodological integration is rare” (p. 16), although it seems common in magazine research. For this project, qualitative content analysis was defined as “the systematic and replicable examination of symbols of communication” (Riffe, Lacy & Fico, 2005, p. 25). Riffe, Lacy and Fico further explain that this process incorporates “valid measurement rules and the analysis of relationships involving those values using statistical methods” (p. 25) and highlight that from this analysis one can “draw inferences about its meaning, or infer from the communication to its context” (p. 25). Similar to the rhetorical tradition, Riffe, Lacy and Fico identify it is important to examine context of content in order to better understand the discourse.

This project followed the steps as outlined by Fico, Lacy, and Riffe (2008) who identify that content analysis should include “identification of unitization, sampling, operationalization, reliability, and validity” (p. 119). To further explain these steps, I have described them in relation to the research at hand. To identify the units, I reviewed the publications and found common elements of form and content. The 11 units identified in this project are advertisements, president/principles' message, editors' message, alumni association presidents' message, letters to the editor, campaign/fundraising, students' stories, faculty/research stories, alumni stories, and class notes/in memoriam. The units have been further defined in Table 1 to provide operational definitions of the content descriptions. These definitions supported coding and identification of "the variables on which the content is to be measured" (Fico, Lacy, & Riffe, 2008, p. 119). For situations where content could potentially fit more than one category the article was coded to the category where a majority of the text is focused. For example, a student feature that referred to a scholarship they received but spoke mostly to extracurricular activities and student experience was categorized under Student Stories.

Reliability is described as "results that are stable and consistent from time to time, place to place, and observer to observer" (Fico, Lacy, & Riffe, 2008, p. 123). In this research project, the identification and description of units in table 1 increases the stability of findings from "time to time" and "place to place" across publications, but reliability cannot be established as I am the only one conducting the content analysis. While true reliability cannot be established without multiple researchers in the process, enhanced intracoder reliability is possible. Defined as reliability that "exists (or does not) within a coder" (p. 123), intracoder reliability can come into question if a coder becomes "fatigued" (p. 123) or they "'learn' general patterns in the content" (p. 123), which could lead to mistakes in the findings of the content analysis. To ensure my intracoder reliability, I took breaks throughout the coding process and verified my coding against to the guidelines in table 1 throughout the process.

Table 1: Content Analysis Unit Descriptions

Unit	Content Description
Advertisements	*Affinity advertisements*— services available to alumni that provide revenue back to the institution. Ex. Advertisements from TD Meloche Monnex, MBNA, or Manulife. *Alumni benefits*—benefits that offer an alumni discount in their advertising language. Ex. alumni travel programs. *General advertisements*—advertisements for campus programs such as graduate programs and continuing education, in addition to advertisements from local businesses.
President/Principles' Message	Message from the president or princple
Editors' Message	Message from the editor
Alumni Association Presidents' Message	Message from the Alumni Associate President
Letters to the Editor	Includes short notes from readers regarding previous stories
Campaign/Development	includes all stories featuring donors or primarily focus on scholarship recipients, donor recognition lists, along with pages that contain a direct ask for people to support a program
Alumni Stories	Defined as discussing the accomplishments of a graduate, whether it be personal, professional, academic or other. Alumni must be identified as having graduated from the institution of publication
Student Stories	Stories that highlight research and accomplishments of people currently enrolled in programs who have not previously graduated from the institution.
Faculty/Research Stories	Stories that feature research by faculty members of the institution of publication and can also include profiles on researchers.
Class Notes/In Memoriam	Content that highlight alumni notes from across the decades, along with notes or a listing of people who have passed
Other	Includes items such as table of contents, calendar of events, community stories that do not contain a student, alumni, or research angle, and extra features

As identified above, the *Faculty/Research Stories* unit were further subdivided to identify the quantity of social sciences and humanities research presented. To quantify the areas of research, they were categorized by the funding body from where the project would receive support. In Canadian higher education institutions, the Tri-Council funding agencies are "the primary mechanism through which the Government of Canada supports research and training at post-secondary institutions” (University of Calgary, n.d.-a, para. 1), and are composed of the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council (NSERC), and the Social Sciences and Humanities Research Council (SSHRC). The content analysis identified research according to the three categories included in the Tri-Council funding agencies. Within the content analysis I identified the quantity of SSHRC focused content, which is then readily identified for the second phase—the rhetorical analysis.

Phase II: Rhetorical Analysis

After gaining a better understanding of the factors influencing Canadian alumni magazines and their composition, the rhetorical analysis examined articles that feature social sciences and humanities research to explore how ethos, pathos, and style were applied and the potential impact this could have on audiences. Ethos and pathos are attributed to classical rhetorician Aristotle, one of rhetoric’s earliest practitioners who was born in Greece in 384 B.C. (Corbertt in Aristotle, 1954, p. viii). Although Aristotle touches briefly on style, it has been developed in more detail by the classical and modern rhetoricians who have followed. For this research project, the style theory and method will draw on the modern work of Jeanne Fahnestock (2011).

I have chosen Aristotle’s approach to rhetorical theory and methodology because social sciences and humanities research stories are artifacts that reflect many of the categories of analysis identified by Aristotle. The stories, or artifacts, fit Aristotle’s description of *epideictic,* or demonstrative oratory. Epideictic oratory is described as “the oratory of ceremonial occasions” (Corbertt in Aristotle, 1954, p. xiii), and is one of three types of persuasive oratory that also include “deliberative or political oratory—oratory of the public forum” (p. xiii) and "judicial or forensic oratory—the oratory of law courts" (p. xiii). The research stories under analysis fit into epideictic oratory, as they are often set in the present, they look to establish honour of the researchers and the institutions, and because their "procedural means" (p. xiv) is often to praise the researchers in the story. Social sciences and humanities research stories also commonly rely on both reputation and emotions in their stories, which relates to Aristotle's notions of ethos and pathos, respectively. From his foundational "three-part classification of the pisteis" (Longaker & Walker, 2011, p. 45), ethos is understood as "the apparent character of the speaker" (p. 45) and pathos as "the emotion of the audience" (p. 46). The third pisteis is logos, which is described as "the reasoning itself" (p. 47). Elements of logos will be identified and discussed in relation to the other areas of the pisteis, but this project will not focus on logos as an area of analysis. The concepts of ethos, pathos, and logos are divided for ease of explanation and identification, although they function more accurately as "simultaneous dimensions of persuasion" (p. 47). For example, if a rhetor were to tell the story of a research project but not include relevant data, such as where the study occurred, proper logic would be missing from the construction of the argument. This mistake would not only fail to be logical, but it would detract from the ethos of the rhetor, the researcher, and the research.

To examine social sciences and humanities research storytelling, Aristotle's work informs the theoretical foundations and elements of the methodology. Further insight is also gathered from modern rhetoricians whose work examines or builds upon that of Aristotle's. I refer to Fahnestock (2011), Kinneavy and Warshauer (1994), and Longaker and Walker (2011) throughout the rhetorical analysis to further understand ethos and pathos as they are understood today and how they can be applied to social sciences and humanities storytelling in Canadian alumni magazines. Engaging modern interpretations of Aristotle's classic work supports application of his concepts to modern communications and makes the analysis more accessible to scholars and audiences without foundations in classical rhetoric. In addition to referring to established rhetorical literature, I engage my professional *phronesis* (practical wisdom) to evaluate the text's strategic aims and enhance my interpretations within the rhetorical analysis. Heidegger (2003) argues that a distinguishing factor of phronesis is "the skillfulness of the deliberation, the ability to make the appropriate action and an anticipation of the likely end of the action [that] are gained through experience" (quoted in Gibbs, 2007, p. 226). With phronesis, I can relate to the rhetor's craft and challenges within the rhetorical analysis even though I can't assess the effect on the real readers with absolute certainty.

Ethos

Ethos—previously defined as "the apparent character of the speaker" (Longaker & Walker, 2011, p. 45), can be established by the rhetor for both the institution and the researchers who conduct the research. Within the rhetorical analysis, the "rhetor" is viewed and discussed as the institution and not as the individual editor or writer of the story, except when the story is written by the researcher themselves. Rhetorical practice identifies the rhetor in order to gain insight into how their personal characteristics influence crafting the story. For the purposes of this phase, the personal characteristics of the individual editors and writers, who write on behalf of the institution and who are working within the constraints created by the institution, are not what the research questions are looking to address. Conducting the analysis with the institution as the rhetor will facilitate examining how research is communicated generally across institutions by the collective rhetor. However, when the story is told by the researcher who personally conducts the research under discussion, the distinction of their role is essential to the rhetorical analysis.

When ethos is approached effectively, it can build confidence in the institution, the researcher, and the research. To understand how ethos is established, I look to Aristotle who identifies “good sense, good moral character, and good will” (Aristotle trans. Roberts, 1954, p. 91) as three things that “induce us to believe a thing apart from any proof of it” (p. 91). Aristotle believes that a rhetor’s character could be their “the most effective means of persuasion” (Aristotle, 1954, p. 25). While examining Aristotle’s work, Kinneavy and Warshauer (1994) explain that to establish good moral character a rhetor must provide evidence that they are “sincere and trustworthy” (p. 174) and must do so in the context of the audience’s culture. Good sense is created through “an ability to make practical decisions, to choose the proper means to achieve an end” (Kinneavy and Warshauer, 1994, p. 178), and good will through “the speaker’s display of good intentions toward his or her audience” (p. 176). Good moral character can be considered the primary ethos element within the triad, but all elements contribute to one another, enhancing the overall ethos of the rhetor.

In alumni publications ethos is established for the institution, individual rhetors and for researchers within the articles. Engaging rhetorical theory to understand the characteristics that create ethos and why they are effective is essential to understanding what is required to persuade alumni and donors toward gaining confidence in researchers, their research, and the institutions. Rhetoric as a method facilitates identifying where ethos is present, how is it established and supports my discussion of whether the rhetors’ approach is effective in achieving its intended effect.

Pathos

Pathos— defined as “the emotion of the audience” (Longaker & Walker, 2011, p. 46), is essential in Canadian alumni magazines because of the role emotions play in storytelling and how they contribute to persuading audiences. Emotions are described by Aristotle as “all those feelings that so change men as to affect their judgements” (Aristotle, 1954, p. 91). Aristotle identifies that an audience should be in the right “frame of mind” (p. 91) and explains that this is important because “when people are feeling friendly and placable, they think one sort of thing; when they are feeling angry or hostile, they think something totally different or the same thing with a different intensity” (p. 91). For example, when telling the story of accessibility research that makes places more accessible for children, showing pictures of both children and the barriers they face functions to put people in a frame of mind to empathize with the subjects of the story in addition to increasing feelings of severity of the situation.

Understanding pathos in Canadian alumni magazines and how to move audiences to the right frame of mind is essential because a reader may jump from an alumna success story to a feature on childhood wellness. Ensuring the audience is amenable to the content at hand will help persuade readers that the research is valuable to the institution and to society. In this project, Aristotle informs our understanding of pathos as a theory to see why emotions are fundamental to storytelling. Furthermore, Aristotle informs our understanding of human emotions and the circumstances in which they arise, which supports my analysis of current publications to identify where emotions are evoked. Modern rhetoricians, such as Longaker and Walker and Fahnestock, are then engaged to inform the analysis of the tactics rhetors implement to build pathos, how the tactics are implemented, and which tactics are most effective.

Style

Style in social sciences and humanities research storytelling is complex because the rhetor must balance the needs of different audiences and the desire of the institutions, alongside what is appropriate for the research at hand. Selecting language that satisfies these criteria can be complicated. The style analysis examines the ways that style has been shaped to persuade audiences, identifies what language decisions have been made, and whether they are appropriate. Fahnestock's (2011) *Rhetorical Style: The Use of Language in Persuasion* informs both the theoretical foundations of effective style and the method with which I dissect existing style in Canadian alumni magazines. Fahnestock's work incorporates classical and modern rhetorical approaches alongside insight from other fields, such as linguistics. Aristotle's work is not appropriate for this analysis because, as previously mentioned, he only briefly discusses his observations on language in the third book of *Rhetoric*. While Aristotle did not extensively examine style, he understood that "the way in which a thing is said does affect its intelligibility" (Aristotle, 1954, p. 165). Appropriate style in social sciences and humanities storytelling is essential because audiences have different needs, and do not all have the foundational knowledge required to understand the research. As result, the way a story is told can significantly impact its intelligibility across audiences.

While discussing the canons of rhetorical theory, which include style, invention, judgement, memory and delivery, Fahnestock (2011) argues that style is "the most implicated" (p. 7) in other areas of rhetoric because "linguistic choice" (p. 7) is the tipping point for achieving success in other areas. Style is analysed as a separate section but can also be found woven into discussions on creating effective ethos and pathos.

Style in the classical tradition chooses effective language “based ultimately on audience reception” (Fahnestock, 2011, p. 79) and explains that “rhetorically effective language displays correctness, clarity, forcefulness and appropriateness” (p. 79). Appropriate language is defined by Fahnestock, for the purposes of her chapter, as language that “fits the audience, the rhetor, the subject, and the situation” (p. 79). Fahnestock’s work guides our understanding of style theory by informing our awareness of personal pronouns and what makes language appropriate in different situations for different audiences. Her work also supports analysis of these categories by providing the tools to dissect each area.

Justification of Theory

While examining existing research on magazines to build foundations for this project, I discovered that a wide range of theoretical approaches have been used to approach magazines, such as discourse analysis (Lee, 2015), critical discourse analysis (Moore, 2008; Kelly, 2009), framing theory (Kelly, 2009), symbolic convergence theory (Garner, Sterk, & Adam, 1998), rhetorical theory (McQuarrie & Mick, 1993; 2009; Phillips & McQuarrie, 2002), and visual rhetorical theory (Krassas, Blauwkamp, & Wesselink, 2001). When looking more specifically at feature article research, Critical Discourse Analysis (CDA) is common (Jette, 2006; Moore, 2008; Kelly 2009; Struyve, Simons, & Verckens, 2014; Pereira & Biachi, 2016). CDA is a theoretical approach that could also be applicable to the project at hand. Van Dijk (2008) states that CDA “primarily studies the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in social and political context” (p. 352). CDA could be used to explore the contextual and social power implications within and surrounding the institution and address how power dynamics influence the creation of alumni magazines.

However, it would not be the most effective for understanding the crafted persuasive nature of alumni texts.

Many modern rhetorical analyses take a Burkean approach. If this project were concerned with how institutions build their identity through language, a Burkean approach could prove effective. One of Kenneth Burke's principal concepts is identification. Identification is built upon elements of Aristotle's ethos, but is expanded in a modern era to explore how symbols, which encompass discourse, can be used to both "negotiate identity within groups" and negotiate one's "personal identity" (Hansen, 1996, p. 52). Burke's view of identification looks beyond persuasion as a sole purpose and encompasses an examination of "the social use of language" (p. 51). However, since this project is not looking at how institutions create identity, and instead focuses on how the magazines tell the story of social sciences and humanities research, Burkean theory is not the most suitable for this project.

Part III: Interviewing the Rhetors

Rhetorical theory emphasises understanding the rhetor because of the role they play in the communicative interaction and the impact they have on the text they create. Aristotle (1954) states that "of the modes of persuasion, some belong strictly to the art of rhetoric and some do not" (p. 24), and explains a rhetor must select and invent the modes of persuasion that belong to the art of rhetoric, while others, such as evidence for a trial, already exist and are to be used as they are. In saying this, Aristotle is highlighting the essential role a rhetor plays in the persuasive process. For example, in social sciences and humanities research stories, the tools of persuasion are crafted by the rhetor and the research created by the researcher is the existing evidence to support the argument.

Because of the role the rhetor plays in the production of the artifact under analysis it is essential that they be understood. I conducted semi-structured interviews with the editors from four U15 institutions to better understand the rhetor, how they approach their work, and their institution's existing priorities that influence the shape of the magazine.

The qualitative interviews complement the rhetorical situation and analysis by providing insight into the rhetorical process that cannot be gathered in other ways. Understanding why a story was selected and what influenced this decision can only be assumed in the rhetorical situation and cannot be known for certain without speaking directly with the rhetor. By asking the editors how stories are selected, I can better understand editorial practices across U15 institutions and how these are reflected in Canadian alumni magazines. The semi-structured interview approach takes on the task of "data generation" (Byrne, 2018, p.208), rather than structured interviews that are designed to gather and compare content. Semi-structured interviews elicit different "possible representations of the world" (Byrne, 2018, 208) and become a resource to be analyzed. These interviews are conducted as a third phase because here they provide additional insight into the findings already made. By engaging interviews as the final step, the previous stages of research helped to inform the interview questions to ensure they provided insight into the findings rather than providing direction to the initial analysis. The interview questions explore how research topics and researchers to feature are chosen, how the language for articles develops, and the process for publishing stories.

To conduct these interviews, I obtained ethics approval from the University of Calgary's Conjoint Faculties Research Ethics Board. I then gathered the names of the magazine's editors from the masthead of the publications and sourced their contact information from either the magazine or the institution's website. I sent editors a recruitment email indicating my request for their participation and from these emails four interviews were scheduled. To facilitate analysis of the interviews, I took notes throughout the interviews in addition to recording. After conducting the interviews, I analyzed the interview content for themes and identified similarities and differences in how editors approach their work to discuss in the final analysis chapter of this project.

While reviewing ethical considerations, I was initially concerned about asking people to comment on their editorial processes. However, I then realized that the research subjects are knowledgeable communicators who are trained in what should and should not be said while reflecting on their institution in a public setting. To mitigate this concern, I included an opportunity for editors to review the interview chapter to ensure accuracy of their insights for publication.

Strengths and Limitations of Methodological Choices

While there are many strengths to the methodology outlined, there are also limitations that arise as a result of the choices made.

Within phase one, the strengths of using the content analysis are that this approach can be applied across symbols and content types, that it can be "examined independently of the sender"

(Fico, Lacy & Riffe, 2008, p. 120), and that it can make large amount of data manageable for analysis.

Drawbacks of content analysis are that certain symbols can be overrepresented and overshadow others that may hold more significance. Riffe, Lacy and Fico (2005), also acknowledge that connotative content is more difficult to quantify than denotative content. Where denotative content refers to the “meaning most people share and apply to given symbols” (Riffe, Lacy & Fico, 2005, p. 36) connotative content, or latent, refers to “individual meaning given by individuals to symbols” (Fico, Lacy & Riffe, 2008, p. 120). Considering that I am coding the magazine elements according to a purpose I identify, it is possible the connotative content is coded to a different category than the rhetor intended. However, considering my experience in the field the chances of this are relatively low, which diminishes the negative effect on the validity of the findings.

Within phase two, the primary strength to conducting a rhetorical analysis is that this theory has a long history of successfully dissecting persuasive texts. While there are drawbacks to this approach, they lend themselves to opportunities for future research. A drawback is that I will not gain insight into whether research stories in Canadian alumni magazines succeed in persuading alumni to connect emotionally or financially. Further research into whether the intended product is successful in its aims would validate the approach or lead to further enhancements in how rhetors approach their work. A second limitation to a rhetorical approach is that it does not address the power dynamics present within institutions of this size that may influence both the process and the product. Although examining the rhetorical situation and conducting interviews may provide initial insight how institutional pressures impact editorial decisions, rhetoric is not designed to address the human power dynamics.

Finally, adding interviews in the third phase offers the strength of providing added insight that cannot be gathered through the previous methods of inquiry. Existing magazine research highlights how two-step research methods can be used to broaden understanding of a topic by approaching the material in two ways. Adding interviews in this project adds a third method, which provides the opportunity to question the assumptions made in the research, and validate or refute assumptions, leading to a deeper insight.

Conclusion

Together, the theories and methods outlined above provide valuable tools to support an analysis of Canadian alumni magazines that has not previously been conducted. The strength of rhetorical theory combined with the complimentary approaches of content analysis and interviews support a fulsome analysis that together contribute scholarly knowledge to both the fields of rhetoric and higher education, helping to further our understanding in both areas.

Chapter 4 - Findings on Rhetorical Situation and Content Analysis

At the top of the inverted pyramid, the rhetorical situation and content analysis provide broad insight into what influences the editorial process and content selection of Canadian alumni magazines. This insight identifies that alumni magazines exist in Canada to build alumni relationships to an institution in order to support institutional priorities and fundraising initiatives, that they have complex audiences with different interests in the text, and that constraints both internal to the institution, such as style guides, and external to the institution, such as the death of a celebrity, impact both process and content selection. The content analysis identifies that the magazine content in Canadian alumni magazines reflect the needs of their diverse audience and the priorities of their institution.

Rhetorical Situation

Canadian alumni magazines are created in a complex environment and are influenced by many contributors and institutional factors. To dissect the situation in which they are created, I examine the exigence that creates space for these publications, the complex audience for which they are written, and review the constraints, both internal and external, that influence their content. In this project, an added layer of complexity is that there are nine publications representing institutions across significant geographical regions within Canada. Dalhousie is situated on Canada’s Eastern coast and UBC is on Canada’s Western coast, almost 6,000 kilometers apart. The nine publications also represent institutions with a wide age range. Dalhousie was founded first in 1818 and UCalgary was founded last in 1966, 148 years apart. Using Bitzer’s (1992) interpretation of the rhetorical situation, I engaged my phronesis and drew on my institutional knowledge of university alumni magazines’ exigencies, audiences, and constraints to interpret the data I contribute as a workplace researcher. What follows is a comprehensive summary of factors that influence the process and content selection of Canadian alumni magazines.

Exigence of Canadian Alumni Magazines

Understanding the exigence, or the situation inviting Canadian alumni magazines, is complex because it may depend upon with whom you speak. Based on my professional experience conversing with alumni about how they would like to engage with institutions, I suggest that alumni of an institution may identify that the magazines are created as a result of their group expressing a desire to stay informed. They may say they want to hear about what progress or contributions the university has made in research, to hear about how their peers are succeeding, and, in some cases, to hear about the impact of their gifts to the institution. Alternatively, university representatives may identify that the institution needs a magazine to showcase their alumni, research, and institutional initiatives to a broader audience in order to elevate their brand or increase donations. In certain situations, both the alumni and institution interests may be the same, while in other situations, they may have competing interests. For example, *McGill News* identifies that their magazine "regularly highlights the achievements of McGill's graduates and provides the latest news about the University and the people who populate it" (McGill Alumni, n.d., para. 2), which implies McGill could be responding to either of the desires of the institution or the alumni.

From an institution's perspective, changing government priorities have impacted the funding higher education institutions receive, which has transformed how universities fund student support, research, and institutional initiatives. In Canada, education is provincially mandated but receives funding from different levels of government. Provincial funding generally supports operating funds, and the federal government provides supports “through transfer payments to provinces, support for scientific research, and various forms of student assistance” (Usher, 2018, p. 10). If there are gaps in funding, institutions are pushed to find funding alternatives, which can include student tuition increases and private or corporate funding. Recent news stories indicate that there is a growing funding gap for higher education in Canada. In 2019 the Ontario government announced they are cutting tuition fees for students by 10 percent (Jones, 2019). The Canadian Union of Public Employees (CUPE) identified that federal government funding for post-secondary institutions had fallen 40 percent per student from 1992-93 to 2015-16 (CUPE, 2018, para. 2). In most cases, these funding changes result in institutions having to increase fundraising initiatives.

Whether looking from the perspective of the institution or alumni, magazines are an appropriate response to the situation because they are designed to share many elements in a convenient package, allowing institutions to respond to many situations at once. From a Bitzerian perspective, the funding gap described is a situation that is “other than it should be” (Bitzer, 1992, p. 7) and Canadian alumni magazines are a “fitting response” (p. 10) through their ability to create awareness of the institution’s work and to help drive donations. The funding gap influences the content of Canadian alumni magazines when the magazines are used as a tool to remedy the situation. For example, if they are being used as a tool to help fill the funding gap, there will be more content dedicated to fundraising initiatives. According to Bitzer, in order to remedy this situation an audience is required to mediate the change. To adequately move an audience to influencing a change, it is necessary to understand their relationship to the text.

Audience Composition of Canadian Alumni Magazines

The composition of a magazine's audience influences the content because editors strive to address the needs of their audiences throughout the magazine. To identify whether this is the case in Canadian alumni magazines, I first examine the audience. From the title of the genre—alumni magazines— one can see that the primary audience is alumni; however, upon further investigation it is clear there are many audiences with different interests in the interaction. Alumni magazines are designed for complex audiences that include stakeholders who are both external and internal to the institution. According to Bitzer (1992), rhetoric addresses the audience who is "capable of being influenced by discourse and of being mediators of change" (p. 8). In order to identify the complex audience involved in mediating change, Palmieri and Mazzali-Lurati (2016) provide a framework to breakdown audience segments.

At the highest level, Palmieri and Mazzali-Lurati (2016) divide the type of readers into ratified readers (described as the intended audience), and over-readers (consisting of readers who are not intended to read the text but may eavesdrop or obtain a copy). In Table 3, Appendix A, I engage the framework created by Palmieri and Mazzali-Lurati (2016) to break down the audience into seven groups who could be considered in the creation of Canadian alumni magazines. These audiences were identified by my reflecting on my experience as a stakeholder in the editorial process and as a result of the interviews with editors conducted as part of this research, These seven groups are engaged alumni, unengaged alumni, current and prospective donors, community members and partners, on campus partners, on campus communications professionals, and the institutional leadership. An added level of complexity is that readers of alumni magazines can take on many roles at one time, for example an audience member could be a donor, alumnus and employee simultaneously, and as such they may be fluid between these categories. The audiences are categorized by the three types of *ratified readers*:

1. *addressees*—those directly addressed in the content, include engaged alumni, non-engaged alumni, and current and prospective donors
2. *unaddressed ratified readers*—those who are not directly addressed but whose presence should be acknowledged, include community members, community partners and campus partners
3. *meta-readers*—who are divided into two groups
    a. *gatekeepers* responsible for whether the text is distributed
    b. *regulators* responsible for legal considerations in its content and distribution, including communications professionals, and institutional leadership

Understanding the "stake" (p. 474), described as the interest, that each ratified reader has in the communicative activity provides insight for the rhetor to consider when crafting content that addresses these needs. In Table 3 in Appendix A, I identify the possible "stake'" each text stakeholder has in the process to understand the variety of content required to address these audiences. For example, an unengaged alumna may be looking for a reason to engage with the institution and including an invitation to participate in a mentorship program could meet this need. I further define the interests of each text stakeholder by identifying questions they are looking to have answered in the text. Defining the interests of each stakeholder supports a rhetor in crafting content that addresses the questions they are looking to answer by engaging with the text. For example, an engaged alumna may ask questions such as: does the magazine highlight stories that are of interest to me? Does the magazine make me proud of where I went to school? To build persuasion back to the institution the rhetor must integrate content that addresses the needs of audiences and enhances their relationship to the text. I theorized the stakes and questions identified in the table based on both my professional experience and the interviews conducted with the editors of U15 magazines. When responding to the needs of the audience, content selection is influenced. If audience needs are not understood and adequately addressed, the persuasion is less effective and can negatively reflect on the institution.

Constraints Impacting Canadian Alumni Magazines

The internal and external constraints influencing the editorial process and content of alumni magazines are further subdivided to highlight major areas of influence within these categories. The internal constraints created by the institution are institutional ethos, institutional style guides, and research and fundraising goals. The external constrains created outside the institution are significant world events. The constraints have been initially hypothesized through my professional experience and further validated through research from both within and outside the institutions.

Internal Constraints

I assume that because all nine institutions are members of the U15 group, they share many internal constraints. As members of the U15 they share similar characteristics such as audience composition, research goals, and fundraising. These similarities stem from being institutions that grant both undergraduate and graduate degrees in addition to all conducting business within Canada. Although there may be variations in constraints due to regional circumstances, the overall assumptions remain similar – institutions are conducting research and are looking to raise the profile of, and money for, research.

Canadian alumni magazines are influenced by a number of internal constraints due to the nature of higher education institutions. One of the most prevalent constraints influencing the editorial process is the organizational structure of institutions, which shapes the institutional ethos. Universities have a functional structure, which means they are a "hierarchical organization where each employee has one clear superior, and staff are grouped by areas of specialization and managed by a person with expertise in that area" (Project Management Institute, 2013, p. 541). As previously identified, the rhetor for this project is broadly identified as the institution but is performed by writers or the editor. To create Canadian alumni magazines within higher education institutions, the rhetor must reflect the institution's ethos, adhere to the style guides, and support the institutional priorities such as research and fundraising.

Ethos of Canadian Institutions

A significant influence on the editorial process and content selection is the overall ethos of an institution. As previously discussed, ethos is understood as "the apparent character of the speaker" (Longaker & Walker, 2011, p. 45), and in modern times ethos has been adapted to apply to broader institutions. In higher-education, ethos can apply to an institution's values rather than to individual people. Institutional ethos is described as "the values that are appropriated and cultivated by key university planners and decision-makers to coordinate and normalize the activities of faculty and undergraduate students to some desired end" (McClure, 2014, p. 98). In the institutional context, ethos "is transmitted and sustained through purposeful policies and practices" (McClure, 2014, p. 98). Canadian alumni magazines are influenced by an institution's ethos because the values an institutions places on different audiences influences the content selection. Institutional ethos can also affect the editorial process by influencing the culture of how non-academic staff and academic researchers collaborate to share stories to include in the magazines. Magazines generally reflect the ethos of an institution and as such, can also be used as a tool to sustain or support changing an ethos.

Recent literature reflects a changing university ethos due to societal and technological advances, and financial uncertainty. In 1996, Bill Readings, a former Associate Professor of Comparative Literature at the Université de Montréal, published *The University in Ruins*, a book that speaks to the corporatization of universities and traces the historical changes leading to institutions today that are more focused on measurement of activities. Bill Readings (1996) discusses the changing roles that universities play in society and how they have moved from a central role in both communities and knowledge production to a more peripheral role with diluted offerings across disciplines. Similar to Readings, Ian Angus (2009), a professor of humanities at Simon Fraser University, wrote *Love the Questions: University Education and Enlightenment*, which speaks to corporatization, as well as to the influence of technology and science, referred to as techno-science. Angus (2009) identifies that techno-science is a "product of modernity and not just of capitalism" (p. 105) and sums up his chapter on the transformation of knowledge by quoting an official from the United Nations Educational, Scientific and Cultural Organization (UNESCO) who said that "the university has lost its monopoly on knowledge" (p. 105). Changes in how knowledge is produced and transmitted is changing the university experience and how the institutions are perceived more broadly.

How does this changing institutional ethos impact audiences of Canadian alumni magazines? I perceive that a changing institutional ethos can affect both the students, the future alumni of the institution, and the existing alumni audience's experience. For current students, this can affect the focus of their classes and the community they encounter on campus. For alumni, a changing ethos means that the campus today may look and feel different than when they attended, and they may no longer relate to the direction of the university or the experience of students today. For both audiences, the institutional ethos can impact the way they perceive their university education. In social sciences and humanities research stories, one might see the changes in ethos reflected in the language used to describe research initiatives and the types of research highlighted.

Recent changes in the mission and strategy statements presented by universities have caused tensions between the academic and non-academic functions of higher education institutions. In his book, Readings (1996) identifies the idea of "excellence" as a marker of change between the "modern University as ideological arm of the nation-state and the contemporary University as bureaucratic corporation" (p. 21). Readings (1996) feels that the notion of excellence is used because of its lack of specificity in the direction it provides. Unlike "quality", excellence cannot be viewed by faculty as a push toward "total quality management" (p. 23), a principle that would imply pressure from the institution for all employees to reach a certain standard of operation. Excellence today is encouraged across the institution, which helps eliminate the "question of values across disciplines, since excellence is the common denominator of good research in all fields" (p. 23-24). For Readings (1996), the problem with using excellence as a gauge is that, as a term, it does not indicate the criteria according to which something is measured, because “it’s a qualifier whose meaning is fixed in relation to something else” (p. 24). In the case of Canadian alumni magazines, because the notion of excellence does not include criteria, there are no parameters for rhetors of the magazines to consider when making decision on what research to include. As a result, the rhetors must use other tools at their disposal to support the selection of research to be featured in the magazines. For example, strategic plans provide areas of priority for institutional research, which can be referred to when deciding what type of research content to include in a magazine edition. Through my experience at Canadian research intensive institutions, I have learned that a risk to using an alternative tool like a strategic report is that research not reflected in the strategy may be overlooked.

From a review of online material, the institutions producing the Canadian alumni magazines under review reflect the institutional changes identified by Readings. The term “excellence” can be found across many mission and strategy statements of U15 institutions across the country. On the west coast, The UBC says they are “pursuing excellence in research” (University of British Columbia, n.d. para. 1) in Ontario, U of T strives to offer “programs of excellent quality” (University of Toronto, n.d.-b, para. 1), in Quebec, McGill talks about “scholarly activities judged to be excellent by the highest international standards” (McGill University, n.d.-b, para. 1), and on the east coast, Dalhousie says they will foster “learning excellence” (Dalhousie University, n.d.-a). Institutions across Canada are striving for excellence, but by including the term excellence in their mission/strategy statements, Readings claims they are setting themselves up to meet an undefinable standard.

Readings (1996) also speaks to the ranking systems according to which universities measure their success that offer arbitrary systems to compare institutions. For example, UCalgary does not mention excellence but does endeavour to meet a higher-ranking standard by striving to “be recognized as one of Canada’s top five research universities” (University of Calgary, n.d.-c, para. 1). This changing institutional ethos not only affects audiences of alumni magazines but also affects the researchers looking to share the story of their research. As previously discussed, alumni magazines that are looking to reflect institutional and fundraising priorities could possibly overlook researchers who do not address these priorities. This exclusion could be a result of editorial staff choosing to include stories that reflect the institutional and fundraising priorities. This exclusion could also be the result of a self-selection process by researchers who chose not to share their research with the people on campus who support the changing ethos.

The institutional ethos influences the editorial process and content selection by creating and driving the priorities of an institution, priorities that can be found in documents such as strategic plans. Understanding the current ethos of an institution and whether that ethos is changing can help rhetors in crafting content that reflects the ethos of their institution. This addresses the needs of the institutional leadership who act as gatekeepers responsible for whether the final product is distributed.

Institutional Style Guides

Another internal constraint influencing both the editorial process and content is the institutional style guide that provide guidelines for rhetors and graphic designers to adhere to when creating university messaging and publications. At the University of Calgary, the style guide “encourages a consistent approach” (University of Calgary, 2018, p. 2) to how they present themselves to both their internal and external audiences. This audience consists of “students, faculty, staff, alumni, volunteers, donors, government, media, community partners and others" (University of Calgary, 2018, p. 2). Similarly, Queen's University's guide is meant to "clarify style and best writing practices, and improve consistency" (Queen's University, n.d.-b, para. 1). In both these examples, institutions subscribe primarily to the Canadian Press Stylebook, but their institutional style guides indicate where their approach differs. For example, one often sees differences is in how university leadership, faculty members and alumni are referenced. At the University of Calgary, a recent change to the style guide now allows external publications to refer to doctorate recipients as "doctors", whereas previously only "medical doctors, psychologists with a doctoral degree, and veterinarians" (University Relations Staff, 2018, para. 1) could be referenced as doctors. Dr. Dru Marshall, Provost and Vice-President (Academic) explained that this change was made to "recognize and show respect for the highest level of academic credential each faculty or staff member has earned" (Marshall quoted in University Relations Staff, 2018, para. 2). Rhetorically, this change affects how ethos is established for the faculty members themselves, and the institution. Additionally, alumni with PhD's might feel a stronger relationship with the institution if they are recognized by their credentials. The level of prestige and credibility associated to a speaker with the title of doctor is generally higher than for a speaker without such credentials. Style guides influence the editorial process by dictating the technical elements of the publication. While this influence can significantly improve ethos of an institution by creating a more cohesive look, feel and messaging across publications, it can also have possible negative effects. In certain situations style guides could function to limit the creativity that writers and graphic designers can incorporate into their work, which could make it more difficult to create content that stands out. Homogeneous content could lead to a lack of differentiation, which could reflect negatively on the audience's relationship to the text and the institution's ethos. For example, alumni who hold degrees from more than one U15 institution may not differentiate between the multiple alumni magazines that they receive, which could lead to a weaker connection to both schools.

University Research and Fundraising Priorities

Finally, internal influences that shapes the content selection of research stories in Canadian alumni magazines are the institutionally recognized research and fundraising priorities. As research intensive universities, all U15 institutions are focused on funding and conducting research, although specific research areas can vary by institution. Through both my professional experience and through interviews in this research, I have found that research priorities can stand alone but often tie directly into fundraising priorities, as funding is needed to execute the research. Funding priorities can also centre on institutional areas of focus like student mental health initiatives and student scholarships. Through my experience I know that a variable for the quantity and type of fundraising priorities is whether institutions are in a public phase of their campaign. For example, when an institution is in a public phase of their campaign, they are publicly promoting the campaign. While in the public phase there is more communications about the campaign and its priorities, a finding which is validated in the content analysis.

At the time of this research project, the University of Toronto was in the public phase of the "largest fundraising campaign in Canadian university history" (University of Toronto, n.d.-a). "Boundless" was a two-billion-dollar campaign that University of Toronto said was "creating a new generation of global leaders and supporting the discoveries that will solve our world's most important challenges" (University of Toronto, n.d.-a, para. 1). Through this statement it is clear that the two fundraising priorities are students and research. At publication, the University of Calgary was also in a public campaign, *Energize: The Campaign for Eyes High* was a $1.3 billion dollar campaign that the University of Calgary said was “positively charging our campus community, our city and beyond for the next 50 years” (University of Calgary, n.d.-b, para. 1). For UCalgary, this statement alludes to their focus being broad impact on their campus and beyond, although it is not clear whether this impact will be a result of research or not.

Research and fundraising priorities influence the content a rhetor selects for their magazine because, as identified by McGill, the magazine is meant to be a reflection of the campus. As such, when certain areas of research, or areas of need, are an institutional focus, including them in the magazine is an accurate reflection of the institution. This approach can meet the needs of institutional leadership and those audiences looking to hear what’s happening on campus. However, there is a risk that focusing on the institutional priorities does not take into consideration the needs audiences may have that do not reflect those of the institution. Understanding the needs of all audiences, both internal and external to the institution, and balancing them across issues throughout the year can mitigate this risk and function to both enhance the ethos of the institution and increase the breadth of the relationships alumni and donors have to areas across the institution.

External Constraints

After exploring the internal constraints shaped by the institution, I now examine the external constraints that are beyond the control of the institution. External constraints can come in the form of world events such as natural disasters and events in popular culture. Canadian alumni magazines generally share the same international and national level constraints and differ in the regional constraints. A media scan from October 2017 to November 2018 revealed that the international and national level constraints that influenced the content of the Canadian alumni magazines include events such social media movements and celebrity deaths.

International Issues

To identify the international issues, or constraints, influencing the content selection decisions of rhetors at Canadian alumni magazines, I look to the media moguls of *Time* Magazine, and BBC. In 2017 Time Magazine listed their person[s] of the year as the silence breakers and described them collectively as "the voices that launched a movement" (Zacharek, Dockterman & Edwards, n.d.). The Silence Breakers are the people who came forward with allegations of sexual assault and started the #metoo movement. Alumni magazines can be seen as reflecting the current situation beyond their institution in that three of the nine editions reference the #metoo movement or sexual violence in their content. For example, U of S celebrated sociologist Elizabeth Quinlan who received a "national award recognizing her work promoting equality and justice" (Schlosser, 2018, p. 9) and specifically cites her work combating sexual violence. UCalgary also includes a point of view piece written by a faculty member that explores "(Un)learning What it Means to be a Man After #MeToo" (Kelher, 2018, p. 24). In 2018, *Time* selected "The Guardians and the War on Truth" (Vick, n.d.) as their person[s] of the year. Through this story they highlighted different journalists who had broken significant stories throughout the year. While the magazines under review do not specifically refer to the same journalists as Time, Western did highlight one of their alumni who is an award-winning journalist that has covered "two civil wars" (Talbot, 2018, p. 10) and has made an impact in journalism and in society. BBC News listed the death of Stephen Hawking as their website's third most read story of 2018 (BBC, 2018). News of this death travelled far and UAlberta's *New Trail* Magazine included a tribute to Stephen Hawking by interviewing a faculty member who had been co-supervised by Hawking and had worked with him "on numerous publications" (Pascoe, 2018, p. 9).

International events, such as online movements and the deaths of world-famous people, are reflected in the content of Canadian alumni magazines. By including references to world events in their content, rhetors can both appeal to alumni living outside of Canada and can associate their institution with events happening on the international stage. Appealing to alumni outside Canada can respond to the needs of a subgroup of the alumni audience. Associating the institution with international events elevates the reputation of the institution by connecting their work with well known figures or places. For example, associating a faculty member as having studied under and worked alongside Stephen Hawking, suggests the faculty member and the institution are associated with the well-known brilliance of Hawking.

National Issues

To review the constraints influencing rhetors of Canadian alumni magazines at the national level, I begin the media scan by looking to the top stories voted by the Canadian Press. The top stories are selected through an "annual survey of news editors and reporters from across the country" (Lorrigio, 2017, para. 2). In 2017, sexual harassment was voted as the story of the year, similar to the #metoo movement identified in the international issues, which was found to be reflected in the content of Canadian alumni magazines. In 2018 the Humbolt Broncos bus crash was selected as the "top story" (Purdy, 2018), followed closely by the legalization of recreational cannabis, which was also voted as the Canadian Press's business story of the year.

Although the Humbolt Broncos bus crash was not referenced in the alumni magazines, two of the nine editions included conversations about cannabis research. Topic areas that were not voted amongst the top stories but remains consistent features in the news are sustainability and climate change. These ongoing issues are highly represented with five of the nine publications showcasing how their institution or alumni are addressing sustainability and climate change. For example, the University of Saskatchewan highlighted the $2.7 million dollars in funding they received from the "Western Economic Diversification Canada for water security and food security research" (Schlosser, 2018, p. 5) and further describe how these funds will support "cutting-edge research that will build a sustainable water future for Canada and help feed a hungry world" (Chad quoted in Schlosser, 2018, p. 5). National issues are found to also influence the content selection of Canadian alumni magazines. Similar to associating with international issues, discussing affiliations with issues of national relevance demonstrates the influence institutions are having across the country. For example, UCalgary demonstrated their influence on the legalization of cannabis by including a story on how their researchers created a document that helped inform cannabis policy in Alberta by serving "as a basis for discussion at a recent series of roundtables with dozens of stakeholders" (Utoday, 2018, p. 13). Demonstrating the direct impact that research of an institution can have in Canada reflects SSHRC's mission of knowledge mobilization and demonstrates impact to alumni and donors, which functions to elevate the reputation of the institution and support institutional priorities such as research and fundraising.

Content analysis

After completing the review of the rhetorical situation, the content analysis identifies the topics covered across Canadian alumni magazines to illustrate their composition. Through analyzing the composition of these Canadian alumni magazines, I had identified that they do reflect the composition of their audience and that the constraints influencing content selection are reflected in the average content representation of the magazines.

In reviewing the average representation of stories across alumni magazines in relation to the text stakeholder analysis presented in the rhetorical situation, it is evident that on average content reflects the diverse audiences. The audience analysis identified alumni, donors, campus partners, community partners and institutional leadership as text stakeholders. On average, all these audiences are addressed in Canadian alumni magazine content. Alumni, the largest group of stakeholders, are the primary audience considered with a combined 40% of content directly related to them. This average includes *alumni stories*, the highest represented category, at an average of 29%, and *class notes/in memoriam* at an average of 11%. Donors are addressed through *campaign/development* content at an average of 10%. Campus partners and community partners are addressed through areas such as *research* at an average of 16%, through *other content* at an average of 14%, and through *student stories* at an average of 3%. Finally, institutional leadership is represented through columns like the *presidents' message* and the *alumni association presidents' message*, which on average represent 1% respectively.

The content analysis also illustrates that although alumni content plays a leading role, the magazines reflect institutional priorities such as research by dedicating an average of 16% to r*esearch/faculty stories*, the second highest area of content, and fundraising priorities, reflected with an average of 10% dedicated to *campaign/development* content.

In reviewing the amount of campaign and development content at the institutional level, Dalhousie has the most fundraising material in their magazine at 39% and McGill has the lowest amount of content referencing fundraising with 1%. These extremes are explained by Dalhousie being in campaign, whereas McGill is not in a public phase of a campaign. Other institutions with a higher than average amount of *campaign/development* content include U of T with 17% and UCalgary with %13. Both these institutions were also in a public phase of campaign at the time of this analysis. Institutions that are not in a public phase of campaign include Western, Queen's, and UAlberta, who all have less than 5% of their content dedication to *campaign/development* content. Through the content analysis it is clear that while in the public phase of their campaign institutions do in fact have a higher percentage of *campaign/development* content than when they are not.

The average length of publications is 59 pages, which falls almost right in between the two extremes of U of T with 72 pages and Dalhousie with 48 pages. To understand why U of T's is 33% larger I further examined their audience and identified that U of T has an alumni population of more than 575,000 (see Table 5, Appendix C) and Dalhousie only has over 130,000 (see Table 5, Appendix C). Considering the alumni audience, U of T's larger publication better addresses the diverse interests of their significantly larger audience. Through a review of the length of publications across U15 institutions, I suggest that audience size and the content required to meet their needs is a consideration in selecting the length of a publication. An additional, and perhaps more important consideration is budget constraints because production costs vary based on size and distribution costs vary based on weight of the final magazine.

Table 2: Content Analysis Overview

Category	***Average Page Count***	***Average Percentage of Magazine***	***Magazine with the Largest Percentage of Category***	***Magazine with the Smallest Percentage of Category***
Alumni Stories	16.22	29%	62% Western	16% UAlberta, Dalhousie
Faculty/Research Stories	11.22	16%	35% UAlberta	0% Western
Other	8.14	14%	22% UCalgary	4% Western
General Advertisements	7.61	12%	19% Dalhousie	6% U of S
Class Notes/ In Memorium	6.33	11%	21% McGill	0% U of T
Campaign/Development	4.69	10%	39% Dalhousie	1% McGill
Student Stories	2.14	3%	9% UBC	0% McGill, U of S, UAlberta
Presidents' Message	0.81	1%	4% UBC	0% Western & UAlberta
Editors' Message	0.72	1%	2% Queens, U of S, UBC, UCalgary	0% Western, UAlbeta,
Letters to the Editor	0.61	1%	3% Queens, U of T	0% Western, Dalhousie, McGill, UCalgary, UBC
Alumni Association President	0.44	1%	2% Queens, U of S, UAlberta, UCalgary	0% U of T, Western, Dalhousie, McGill, UBC

Once again, alumni-focused content holds the largest percentage at an average of 29%. The extremes in this category are Western on the high end with 62% and UAlberta and Dalhousie on the low end with 16%. For institutions on the low end, I understand this gap as the editor’s desire to dedicate the content to other priority areas. I believe Dalhousie chose to dedicate the space to their active campaign, which is supported from their holding the most *campaign/development* content. It could be argued that UAlberta chose to dedicate the space to the research they conduct as “one of the world's top research universities” (UAlberta, About, n.d.), which is supported by UAlberta having the highest amount of *faculty/research stories.*

Faculty/Research stories are the second largest content group with an average of 16%. UAlberta has the largest representation at 35% and Western has the smallest at 0%. While Western has put a strong emphasis on alumni, we can see that research is not a priority when communicating to their alumni. This finding may be a result of their priority to promote their institution as “offering the best student experience” (Western University, n.d.-b). which translates into high touchpoints with alumni following convocation.

To identify how social sciences and humanities research stories are presented in Canadian alumni magazines, I further dissected the *faculty/Research stories* and identified that on average 50% of these stories are dedicated to areas of social sciences and humanities research. Queen’s has the highest percentage dedicated to social sciences and humanities research at 73%, with U of T coming in a close second with 71% of their research stories related to these areas of study. Queen’s and U of T have the highest percentage of social sciences and humanities research because the feature articles in the publications under review are focused on topics within these fields of research. For example, U of T’s Autumn 2018 issue features a 25-page article on “The Cities We Need” and describes this feature as discussing “how can we make our neighbourhoods more affordable, more sustainable—and more fun?” (Anderson, 2018, p. 1) and Queen’s feature focuses on diversity and inclusion on campus. Many of the areas highlighted in these feature articles refer to social sciences and humanities research. These findings demonstrate that social sciences and humanities is on average well represented in Canadian alumni magazines.

The *class notes/in memorium* section is also alumni content but I have segmented this area because the messaging is not tied directly to the institution. Instead, it is content lead by alumni updating their classmates about life or professional changes, or to identify alumni who have passed away. This section has an average representation of 11% with McGill dedicating the largest at 21% and U of T dedicating the smallest amount with 0%. In some cases, the difference may be a result of modernized design approaches. Some publications may have decided this is an outdated section because much of this information can now be found on the internet. However, an alternative interpretation is that this decision is based on the audience that the alumni magazine is looking to appeal to. For example, UCalgary, a young institution dedicates only 3% of their magazines to class notes and in memoriums, but McGill continues to dedicate 21% of their magazine to these areas. I suggest that this finding points to McGill's looking to appeal to older generations of alumni who have a higher likelihood of legacy giving.

Chapter 5 – Rhetorical Analysis

To understand the rhetorical techniques used in presenting social sciences and humanities research in Canadian alumni magazine, I conduct a rhetorical analysis where I identify and dissect the rhetorical strategies used. The rhetorical analysis identifies that there are challenges that exist in translating research from different areas of study, that the rhetor plays a role in establishing ethos for the institution, the researcher and their research, that including visuals and telling stories through a researcher's perspective can build pathos, and finally, that an appropriate style enhances the relationship audiences feel with a story and impact the intelligibility of an article.

UAlberta: Challenges in addressing different types of research

Prior to addressing how ethos, pathos and style are addressed in stories featuring social sciences and humanities research, I would like to draw attention to the challenges that exist in addressing research from various fields of study. As previously identified, research from fields such as medicine and nursing often discuss concrete elements of human anatomy that can be defined in accessible language. At times, intangible concepts such as those found in social sciences and humanities research are more challenging to translate across audiences. The analysis to follow discusses how this challenge is reflected in alumni magazines and why it may exist.

UAlberta's *New Trail* Magazines from Spring 2018, boasts the highest number of stories featuring research at 35% of their magazine. Within these research stories they cover many areas of research, including in their "Thesis" column, which covers both physics and philosophy. This column presents two perspectives on a single topic and for this analysis, demonstrates how different areas of research can be addressed through storytelling. In this edition's "Thesis" column, the rhetor explores research on the concept of consciousness from both a medical and social sciences perspective.

The article begins by reflecting on famous philosopher René Descartes, "I think, therefore I am" (Purvis, 2018, p. 15). The rhetor then moves into a discussion with a physics professor, Jack Tuszynski, who is conducting research to identify where the human consciousness physically lies. To describe Tuszynski's research, the rhetor uses metaphors to create accessible descriptions for a broader audience who may not have a medical background. For example, in describing the function of "microtubules", the rhetor describes them as "a kind of road along which motor proteins move cellular material" (p. 16) and in describing anesthesia the rhetor indicates that we lack "a good understanding of how it flips the switch that turns us off' (p. 16). While describing Tuszynski's medically based research, the rhetor modifies language and expands on concepts, which I believe increases understanding of this complex research across a broad audience.

Following the rhetor's explanation of the physics research, they proceed to highlight the perspective of a philosophy professor, Nathan Kowalsky, who is also a "faculty member in the Faculty of Arts Multidisciplinary science, technology and society program" (Purvis, 2018, p. 16). Kowalsky describes how people often think we can remove our conscious self from the physical self, which the rhetor further describes "as if a living brain in a vat could somehow still be us" (p. 16). This description of a hypothetical situation is the only direction the audience receives to support the philosophical discussion. In this part of the article the rhetor gives more space to the researcher to describe their work by providing longer quotations of their insight and does less translating to the broader audience. For example, Kowalsky tells us that "to understand our humanity we must understand ourselves as situated in a place. Cut off, we lose part of ourselves. We are a composite and we cannot divorce ourselves from our actions and interactions" (p. 16). A metaphor or example provided by the rhetor following this quote would support a reader's comprehension of the abstract concept Kowalsky is discussing. I suggest that the rationale for not including this could be space limitations in the column, a belief that the content is more accessible in its original format, or it could be that the rhetor is unsure of how to further elaborate on the conceptual nature of the ideas discussed by Kowalsky. Whatever the rationale, the outcome is that the rhetor does not adequately support knowledge mobilization of the philosophy research presented by Kowalsky. By not probing Kowalsky or expanding upon the concepts that are provided, the research may not be clearly understood by an audience who is not versed in philosophy. The rhetor's approach to Tuszynski's research, where they modify language and expand upon the core concepts, is likely a more effective approach to knowledge mobilization because the content is more accessible to a broader audience.

Establishing Ethos: Queen's, Dalhousie, McGill, and U of T

Queen's & Dalhousie: Exploring the role of the rhetor

As illustrated in the previous example, the rhetor plays a role in how knowledge mobilization occurs for research in any field. One can further learn from Dalhousie's, Spring 2018 *DalMagazine,* that a rhetor who actively supports the research content by explaining and contributing to the conversation can build the ethos of both the institution and the researcher. Their "Innovator" (Doucet, 2018, p. 9) article is succinct and well laid out to address the pertinent areas of who, what, where, and why. The rhetor segments five areas of discussion with clear titles such as “Foundation” (p. 9), “In her words” (p. 9), and “Why it matters” (p. 9), then provides a clear description of the subject matter within each area. The rhetor provides evaluative statements to help readers understand the significance of the subject matter. For example, “no other book in Canada has done what Professor Elaine Craig’s ground-breaking new book, *Putting Trials on Trial: Sexual Assault and the Failure of the Legal Profession*, has — it documents what actually occurs in sexual assault trials in Canada today” (p. 9). By evaluating the book as “ground-breaking”, the rhetor supports a reader’s understanding of why the book is innovative, which builds ethos of Craig as an author and researcher. In the section “why it matters” (p. 9), the rhetor identifies that “over 90 percent of sexual assaults in Canada go unreported, and one of the main reasons many women don’t report is the fear of being re-victimised by the legal system” (p. 9). I suggest that this added insight helps readers understand the value in the research being published and the impact it can have on their community. In this article, the rhetor actively frames the book, the author, and the content in relation to the legal situation in Canada, which indicates its value. This in turn elevates the ethos of both the institution and the researcher.

Through an analysis of Queen’s *Alumni Review*, Issue #3, 2018, one can see that when a rhetor does not actively mediate a discussion there is a risk that a story can become unclear, which can reflect poorly on the ethos of both the institution and the researcher. In “Talk Nerdy To Me”, (Gunn, 2018, p. 35) Queen’s *Alumni Review* feature story, the rhetor makes a brief appearance in the opening paragraph to introduce the article. The rhetor presents “Benjamin Woo’s new book” and makes a brief analysis of the book as a “scholarly and humorous work, drawing from both cultural theory and individual interviews” (p. 35). After this introduction the rhetor presents quotes without introductory phrases that would support readers in their journey through the article, which makes it unclear whether the quotes are from the book or from an interview with Dr. Woo. The only guideposts throughout the article are headings such as, "On expressing your deepest, truest self" (p. 36) and "On toxic masculinity in geek culture" (p. 37). A reader can assume these headings have been created by the rhetor to segment the quotes into categories; however, there is no guidance for the reader following the text. I argue that the absence of the rhetor following the introduction of the article makes reading this piece more difficult for the audience.

In contrast to *DalMagazine*'s "Innovator" article, I suggest that by lacking presence in the article, the rhetor is not able to support the establishment of ethos for the institution by creating a connection to the research or researcher that is being presented. For example, it is on the last page of the article where readers find a photo of Woo and learn that he is in fact a researcher at a different institution and that his relationship to Queen's is through an undergraduate degree. If this information was included in the introduction, then readers would be aware that the publication is not from a professor currently affiliated with the institution. Instead, the reader must work harder, in comparison to other articles, in order to understand the research and how the researcher relates to the institution. This results in a poorly established ethos for both the institution and the researcher. Fortunately, this is not the case across articles in the remainder of the Queen's *Alumni Review*.

McGill: Applying Aristotelian Ethos

In *McGill News Alumni Magazine's* Summer 2018 edition, the rhetor of "A Step Forward for Sustainability" (McDonagh, 2018, p. 16) enhances both McGill's and the researchers' ethos by addressing each of the areas identified by Aristotle (1954), previously defined as "good sense, good moral character, and good will" (p. 91). Good moral character is built through association with powerful organizations and recognizable initiatives. McGill's good sense is established by creating and maintaining a logical structure that strategically directs the reader through a comprehensive journey throughout the article. Finally, a sense of good will is created through an appropriately accessible level and style of language. Through my analysis I demonstrate that the rhetor addresses a triad of factors that successfully build the ethos of McGill University and the researchers featured in the article, which leads to an enhanced perception of all parties involved. Furthermore, I argue that because this article features research from all Tri-Council areas, which illustrates their multifaceted approach to a singular topic, the institution further establishes its ethos.

Establishing Good Moral Character

To establish a good moral character in McGill's article "A Step Forward for Sustainability", the rhetor works through a Western culture lens to situate the institution and their researchers alongside powerful organizations and recognizable figures who have already established their ethos. Western culture is commonly associated with capitalism and celebrity culture, which are both addressed through the rhetor's examples. Kinneavy and Warshauer (1994) identify that while it is essential to establish that the rhetor is "sincere and trustworthy" (p. 174), a speaker must do so in the consideration of the audience's culture because the "effectiveness of [an] ethical appeal thus depends on one's ability to gauge society's values and to display them – indeed, to affirm them – in one's speech" (p. 175). To begin, the rhetor situates the principal of the university in Davos at the World Economic Forum's (WEF) annual meeting. The rhetor proceeds to describe how this forum attracts "hundreds of the world's most influential people" (McDonagh, 2018, p. 17), and how attendees may even encounter "Bono or Bill Gates" (p. 17). In describing the principal at the WEF along with well-known figures, the rhetor (2018) situates the institution alongside groups who are already seen as sincere and trustworthy, and who can be seen as already having established good moral character, which reflect positively on McGill and indirectly establishes the institution's own good moral character. Aristotle defines fame as "being respected by everybody, or hav[ing] some quality that is desired by all men, or by most, or by the good, or by the wise" (Aristotle, 1954, p. 39). For Aristotle, honour can be held by people who are "famous for doing good" (p. 40), as is the case with Sonny Bono and Bill Gates who are well known for their work on social justice and philanthropy, respectively. The rhetor then introduces three of "McGill's rising stars" (p. 16) who joined the principal at the conference to present their research on sustainability. By introducing the researchers after the likes of Bono and Bill Gates and giving them rising star status, the rhetor establishes a sense of prestige and exclusivity while equating both the researchers and the institution to a level of fame and honour that alumni can be proud of. By being thoughtful in the associations made and celebrities chosen, I argue that the rhetor successfully gauges, affirms, and displays the audience's Western values and establishes McGill's sense of good moral character.

Establishing Good Sense

In "A Step Forward for Sustainability" (2018), I suggest that the rhetor establishes good sense by adhering to a logical structure that strategically directs readers through the article, and then by addressing each area listed in detail within the story. The rhetor identifies this logical structure at the outset by outlining a list of topics in the subtitle that tells readers, "McGill's sustainability experts are involved in examining the effects of everything from locust swarms to urban heat islands to mountains of toxic e-waste. The new McGill Sustainability Systems Initiative hopes to play a crucial role in those efforts" (McDonagh, 2018, p. 16). Kinneavy and Warshauer (1994) define good sense as "an ability to make practical decisions, to choose the proper means to achieve and end" (p. 178). Through the guiding statement provided, the rhetor clearly foreshadows where the article will take the audience and good sense is established when the rhetor proceeds to address each of the topics he has laid out. Following the introductory paragraph, the rhetor describes McGill's "collaborative approach" (McDonagh, 2018, p. 16), through the launch of a new initiative that supports research across the institution, then follows with subheadings for each of the three research project topics addressed in the subtitle. By adhering to this structure, the rhetor sets the scene and starts broad, then moves to more specific projects. Within these research project descriptions, the rhetor follows a similar path of starting broad and concluding with how they directly impact people. I suggest that mimicking story structure across different sections can help keep reader interest and support their understanding of where the article will take them next.

The only misstep made by the rhetor while establishing good sense is that the order of the items listed in the subtitle were not followed in the article. This was likely done for ease of reading within the subtitle, as the items go from the shortest topic to the longest topic. However, this style decision causes a slight disruption in the flow of the article. By failing to follow the order of topics outlined in the agenda, the reader is not directed step by step through the story. Despite this small discrepancy, I argue that the rhetor creates a comprehensive journey outlining the levels at which the institution is making an impact, enhancing to the rhetor's good sense.

Establishing Good Will

The rhetor of McGill's "A Step Forward for Sustainability" creates good will by using an accessible level of language and style that is both clear and appropriate. To achieve clarity, Aristotle recommends using words that "are current and ordinary" (Aristotle, 1984, p. 167), and to be appropriate one must avoid "undue elevation" (p. 167). In considering the audience of the alumni magazine, achieving both clarity and appropriateness is difficult because language that might be clear for graduates from Geography, for instance, may not be clear for those in a different field. To ensure clarity, the rhetor defines concepts that may not be clear across disciplines. For example, when discussing "Why green spaces matter." the rhetor identifies urban heat zones and defines them as "localized areas where temperatures soar to dangerous levels" (McDonagh, 2018, p. 17). In addition, when discussing locust swarms, he elaborates that locusts are "a type of grasshopper that is normally solitary and sedentary" (p. 18), and in discussing e-waste graveyards he explains that lithium silicate is "a material composed of abundant and non-toxic ingredients" (p. 20). By defining concepts, the rhetor is ensuring clarity across disciplines to make the text accessible to a broader audience, and in doing this teaches audiences from different disciplines about areas they may be unfamiliar with. From this analysis I suggest that creating clarity equally across areas of research establishes good will with the audiences, regardless of their educational background.

To further establish good will, the rhetor writes at an appropriate reading level. Through an online readability test, the article was assessed as a grade 13.9 on the Flesch-Kincaid scale, which would be classified as a college, or university, level text (readabilityformulas.com, n.d.). Though this level may be high for a more generic magazine, the audience analysis identifies that this magazine is primarily written for an alumni audience who have in most cases obtained a minimum of an undergraduate degree from McGill. Examples of the more difficult words within the article include “gregarious and nomadic” (McDonagh, 2018, p. 18), “dire predictions” (p. 20), and “environmental dystopia” (p. 20). While this level of writing may be appropriate for the primary audience of alumni, it is possible that the reading level of secondary audiences like donors and community members may not be as elevated. I suggest that this may cause weaknesses for the good will of the article if taking a wholistic view of the audience to include donors or campus and community partners who do not have undergraduate degrees. If one were solely concerned with appealing to an alumni audience, the level of text appears appropriately complex and could be seen to address alumni in the context of their educational training.

The article succeeds in building a strong ethos for both the researchers and McGill by addressing a triad of factors. By beginning the article associating McGill to wealthy and famous people with established good moral character, McGill’s own moral character is enhanced. By clearly stating the parameters of the article and adhering to the logical structure established the rhetor, the rhetor established the good sense of the institution. Finally, through maintaining clarity for alumni across disciplines and writing at a level that acknowledges readers as primarily university level graduates, the rhetor establishes a sense of good will with the audience. These factors combine to lead alumni to have an overall enhanced perception of the institution and the researchers involved.

U of T: Integrating Credentials into Research Stories

In Autumn 2018, U of T created a 25-page feature article titled “The Cities We Need Are…” (p. 17) and dedicates segments of the feature to affordability, accessibility, sustainability, and to cities needing to be more fun. Two of these segments, accessibility and sustainability, feature social sciences and humanities research. In each of these segments, the ethos of a researcher is established by including credentials within the stories. The ethos of their research and the institution is then further enhanced by integrating details about their work throughout the story. Where these articles differ is that in one article, “Accessible,” the story is presented from the perspective of the researcher, while in the other article, “Sustainable,” the story is presented from the perspective of the institutional rhetor. Each type of article presents different challenges to incorporating credentials and information that enhances the credibility of the research.

In “Accessible,” the story told by the researcher, credentials are initially introduced by the institutional rhetor, who tells readers that “as a geography professor at U of T Mississauga, Buliung was already studying transportation issues in the Toronto area and beyond” (Buliung & Kaye, 2018, p 26). The preamble provides readers with an overview of Buliung’s credential and a glimpse into his research. When Buliung becomes the primary rhetor in the body of the story, he must integrate more details of his research to build his credibility while also telling the story of his personal relationship to the research. For example, Buliung tells readers that “in one research project, we asked children with mobility challenges to take photos of what they saw as barriers in their environment that make it hard for them to get around” (p. 27). Following this aside to integrate his research, Buliung discusses his daughter again and informs readers that when taking photos of her mobility challenges she took a photo of a carpet in their home. Later in the article, Buliung refers to another project he will work on, “I have some upcoming research that will look at inclusive play in childhood; my family has experienced the disappointment of inaccessible playgrounds” (p. 28). In both of these examples Buliung enhances his credibility by highlighting his research projects and simultaneously tying his research back to his personal story. Based on this analysis, I suggest that this approach has the effect of highlighting the importance of the research outside of the institution and increases the emotional appeal, or pathos, of the research. A possible downside to having a researcher tell the story of their own research is that they are limited to discussing the findings and implications from their perspective. When describing the value of one's own research, there is a risk of sounding boastful. For Buliung, this risk is expertly averted by tying his research back to his family's personal experience and illustrating the value it has for his daughter and the community.

In "Sustainable," the story told by the institutional rhetor, the article begins with a short anecdote that readers can relate to before introducing the researcher. The anecdote begins with, "every day, we perform countless actions without thinking" (Castaldo, 2018, p. 32). The anecdote connects people to the area of study under discussion before introducing "John Robinson, a professor at U of T's Munk School of Global Affairs and Public Policy" (p. 32), who examines making sustainable options "automatic and unconscious" (p. 32). Unlike "Accessible," the institutional rhetor in "Sustainable" continues to tell the story and is able interweave Robinson's affiliations and research throughout the story, rather than limiting it to the preamble. The rhetor does this through asides such as, "instead, Robinson, who is also appointed to U of T's School of Environment, says we need to focus less on the individual and create entirely new social norms" (p. 32). Using this structure allows the rhetor to avoid a lengthy introductory paragraph and integrate the researcher's connections in a more casual way.

As a mediator of research content, the rhetor in "Sustainable" is also able to integrate other points of view throughout the article that contribute to the both Robinson's credibility, and that of the institution. The rhetor does this by integrating work from “Sylvia Coleman – one of Robinson’s PhD students” (Castaldo, 2018, p. 32) who has done research on a building at the University of British Columbia and examined “the behaviour of those who work there” (p. 32). The rhetor also incorporates work from Trudy Ledsham, “a cycling researcher and PhD candidate in planning at U of T” (p. 35). I identify that by incorporating other areas of research in “Sustainable,” the rhetor can increase the credibility of both the researcher by including the people whom he has influence and the credibility of the institution by highlighting all the ways they are addressing one of society’s more pressing issues.

Building Pathos: U of T and UCalgary

From U of T’s Autumn 2018 feature article, “The Cities We Need Are…”, the “Accessible” segment, featuring Professor Ron Buliung, successfully builds pathos by engaging visuals to establish *pathema*, by changing the rhetor perspective to that of the researcher, and by including textual flourishes that personalize the text.

Visually Enhancing Emotional Appeals

To begin, the layout of U of T’s feature story, “The Cities We Need Are…”, is quite striking. The primary cover page and those of each subsequent sub feature use large text in contrasting colours to have each title stand out across the feature article. More specifically, the “Accessible” segment features a soft pink hue on the cover page which is complimentary to the text indicating that Buliung’s “young daughter would need a wheelchair” (Buliung & Kaye, 2018, p. 24). The soft pink is integrated throughout the 5-page segment to delineate the story parameters and matches the pink dress that Buliung’s daughter is photographed wearing. The pink hue in tandem with the photograph of Buliung and his daughter Asha, who is pictured in the pink dress in Figure 2, page 73, creates pathema because of the “associative network that [the] audience already knows” (Longaker & Walker, 2011, p. 220). Traditionally soft pink is seen as a feminine colour, and as described by Jennifer Bourn (2010), it is “the official color for little girls and represents sugar and spice and everything nice” (para. 4). I suggest that the soft pink layout and dress make a reader think of innocence and create empathy for the girl and her father in the photo and that this may be a rhetorically effective visual way to set the stage for the written story that begins on the third page of the segment.

Figure 2. U of T “Accesible” story cover and image

Note: (Anderson, 2018, p. 24-25) This image has been reproduced in accordance with Canadian copyright laws Fair Dealing exemption for the use of research.

Shifting The Rhetor's Perspective to Build Pathos

After visually setting the stage, U of T's "Accessible" segment begins with the rhetor introducing the situation and stating, "the birth of his third daughter, Asha, profoundly changed Ron Buliung's life and work" (Buliung & Kaye, 2018, p. 26). This statement textually sets the story up to address both personal emotional elements, along with Buliung's research. The first paragraph is presented from the perspective of the institutional rhetor who identifies what exactly happened to make this change, they then introduce the rest of the story. Here, the institutional rhetor indicates the remainder of the story will be told from Buliung's perspective – "here he talks about how Asha has been the motivating force in reshaping his perspective and his research" (p. 26). In the body of the story Buliung uses personal examples to illustrate how inaccessible areas of Toronto are by providing examples such as their home's driveway and the parking at the church where Asha sings in a choir. Buliung's story becomes a "personal testimony" (Fahnestock, 2011, p. 280), and his use of pronouns are used in an exclusive sense that only incorporates his perspective and that of his family. Buliung tells us that "all I could see were barriers everywhere" (Buliung & Kaye, 2018, p. 26) and that to make their house more accessible, "we had to negotiate with the City of Toronto to have our front yard redeveloped" (p. 26). When told from Buliung's perspective, although exclusive, the use of 'I' and 'we' makes the story highly personal and functions to build a level of empathy in readers. By shifting to Buliung's perspective, the emotional appeal is likely further enhanced because the audience is one person closer to the experience and can then hear directly how his research has been impacted by his daughter.

Although the story is primarily told in the first person, it is in fact mediated by a rhetor that is indicated on the cover page for the segment. The byline is listed as “by Ron Buliung, as told to Marcia Kaye” (p. 24). This byline tells us that although the story is told in the first person, Marcia Kaye is the one who in fact wrote the story but chose to do so from the first person, rather than in a story or “question and response” format. The choice to write Buliung’s story in the first person was likely a deliberate choice because the other segments within the feature are not told from the researcher’s perspective and are mediated in the traditional way with a rhetor highlighting various sources. In “Accessible”, I suggest that this decision was made because a first-person account removes a level of division and can build more pathos than through a mediator, creating a higher level of empathy and emotional connection with the rhetor and the research.

Shifting the perspective to that of Ron Buliung’s has an added bonus of changing the tone that the rhetor Marcia Kaye can use. The rhetor, who is writing the story that Buliung’s has told her, can now include more personal flourishes that Buliung would probably use while speaking. A first-person perspective can be more informal and feel more colloquial, as a conversation with the person would be. Rhetorical theory describes this approach as a “’low’ style” (Fashnestock, 2011, p. 80), because it “features informal or colloquial language, appropriate for conversation and for writing that aims to sound conversational” (p. 80). In the story, examples of this low style can be found in the form of contractions as Buliung describes the family’s circumstances. They are found when Buliung describes Asha’s diagnosis, “when we were told she’d probably never walk” (Buliung & Kaye, 2018, p. 26), and when he highlights concern for others, “what concerns me is, what’s happening to another Asha who doesn’t have this web of privilege and resources around her?” (p. 27). The contractions contribute to a decreased level of formality, which enhances the personal testimony by making it feel more accessible to all readers.

Another feature of the article that decreases formality and reduces the distance from the readers is the use of idioms. Idioms are a form of familiar language that use “often-repeated phrases whose meanings are not the sum of their parts” (Fahnestock, 2011, p. 92). Examples of how idioms are integrated into the story are “it’s hair-raising!” (Buliung & Kaye, p. 26) when telling readers how Asha must cross a bike lane against oncoming bikes. Another example is, “it’s an uphill battle – literally!” (p. 27), when talking about how Asha cannot access where her friends eat lunch. When included in an article, idioms illustrate the rhetors’ cultural awareness and often have the effect of decreasing formality with readers who are familiar to the sayings. The possible danger in integrating idioms is that readers from other cultural or linguistic backgrounds may not understand them, which can then have the opposite effect and make the text more complicated. Decreased formality by using contractions alongside idioms, in addition to the visual elements identified above, help ensure readers gain a deeper appreciation of the value and implications of Buliung’s research. Together these elements function to personalize the text and build a stronger emotional relationship between the subjects of the story, Buling and his daughter, and the readers.

UCalgary takes a similar approach in the Spring 2018 edition when Dr. Michael Kehler (2018) writes the POV (point of view) article titled “Are Men Talking? (Un)learning What is Means to be a man After #MeToo” (p. 24). Similar to U of T’s institutional rhetor introducing Buliung, UCalgary’s institutional rhetor begins the article by presenting a brief biography of Kehler and his research, then the rhetor states that they have “asked Kehler to write this issue’s

POV on what it will take to change a culture of male aggression and entitlement" (Kehler, 2018, p. 24). At this point, the article switches to the perspective of Kelher. Where this article is different from Buliung's story is that it appears Kehler wrote this piece himself rather than telling the story through a third party, although it was likely reviewed and edited by the rhetor.

This piece is also different in that a point-of-view column is traditionally one where readers expect a strong personal view that relates to personal experiences. This forum gives Kehler an opportunity to express both his perspective on his area of research and his personal ties to the content. After setting the scene of the topic, the "social media #MeToo torrent" (Kehler, 2018, p. 25), Kehler situates himself in relation to the situation he is discussing. He identifies himself "as the new research chair in Masculinities Studies at the Werklund School of Education" (p. 25) and indicates he has followed the conversations "about sexual assault, allegations and responses online" (p. 25). The first-person perspective gives Kehler the opportunity to integrate strong personal statements into the piece to elevate the intensity of the article, such as "I am a feminist" (p. 25), "I am a man" (p. 25), "and I have been left wondering: are men talking?" (p. 25).

To compliment his personal perspective, he frequently includes *eroteme*, or rhetorical questions, that function to engage the audience in understanding how he approaches the complex situation that he has brought forward. For example, "this begs the obvious question about whether, in fact, men are talking and, more importantly, who is listening?" (Kehler, 2018, p. 25), and "will we look back upon 2017 and recall the tide change?" (p. 25). These questions help direct audiences to better understand and question their role in the situation by making them silently answer the questions he has put forward. He also uses questions to emphasize points, such as in discussing the differences between President Trump and Prime Minister Trudeau when he asks, “how more polar and oppositional can two men be?” (p. 26). By using both strong personal statements and eroteme, Kehler is able to demonstrate his personal view and encourage audiences to question their own stance on the subject matter. Both tactics function to enhance pathos through creating an emotional understanding of the internal struggle of the rhetor, Kehler, and encouraging the audience to deepen their emotional connection to the topic.

The possible drawback to changing the rhetor’s perspective is that without an institutional rhetor to mediate the content, it is more difficult to situate the research or arguments in a broader institutional context or put the arguments in conversation with other research. Without a rhetor mediating the conversation between the researcher and the institution, it is more difficult to use the stories to directly contribute to the ethos of the institution. In these examples, the ethos is primarily built for the researcher and is more indirectly associated with the institution. However, the first-person perspective does successfully build a strong sense of pathos for both the research at hand and the personal situation of the researcher telling the story.

Crafting Style: U of T

The following analysis illustrates that a first-person perspective from an institutional rhetor can also engage an audience but does so using different tactics. Also found in U of T’s Autumn 2018 edition, as part of the main feature, “The Cities We Need Are…” (p. 17), the “Sustainable” article demonstrates that an article written by an institutional rhetor can make an audience feel connected to the institution, and that a middle style is effective in telling this type of story.

Integrating Personal Pronouns

In “Sustainable”, the institutional rhetor integrates personal pronouns in the inclusive sense, which functions to build a rapport with the audience. While avoiding the use of ‘I’, the rhetor relies on the use of ‘we’ and ‘our’, words who’s role it is to unite “speaker and listener, writer and reader” (Fahnestock, 2011, p. 285). For example, the rhetor invites the audience to join him in imagining their daily actions by saying “we don’t decide to brush our teeth in the morning; it’s just something we do” (Castaldo, 2018, p. 32). This use of ‘we’ and ‘our’ groups the reader and the rhetor into the same audience, and by the rhetors affiliation with the institution, the audience likely also feels connected to the university.

The rhetor calls upon the audience again in the conclusion when commenting on the lessons read throughout the article by saying, “seen from that perspective, solving our cities’ environmental challenges is not merely a matter of technological improvements or emissions targets, but countless small changes that, taken together, can yield massive results” (Castaldo, 2018, p. 37). However, in this use of ‘our’, the rhetor is insinuating the reader feels ownership to the cities where the readers live. By using ‘our’ in this way, the rhetor is encouraging readers to feel present in the discussion and accountable for the actions required moving forward.

What is curious about the rhetor’s use of ‘we’ and ‘our’ is that it disappears during the portion of the article where the story engages with researchers to share their findings and discuss the implication of their research. In doing this, I suggest the rhetor creates distance between the audience and the researcher, which could have diverse effects on readers. On the one hand, audiences won’t feel responsible for the negative research findings discussed, such as the low level of sustainable building practices in new structures. Additionally, the distance allows audiences more space to see one piece of research in relation to another. On the other hand, the distance may detract from the ownership that the audience feels for the findings being presented. This can function to negatively impact the relationship the audience feels to the research.

When used by an institutional rhetor, I suggest that the use of ‘we’ and ‘our’ becomes inclusive and invites the audience and rhetor to be members of the same group. However, when not used throughout, an audience can feel as though they have been forgotten by the rhetor when their attention turns to the subject of the article, the researchers.

Approaching Word Choice

In “Sustainable,” the institutional rhetor incorporates elements of both low and high style that when used together blend to produce a middle style, which is more accessible to a wide range of readers. Low style is used in the form of contractions and familiar language, similar to the personal testimony segment presented by the researcher. Though less common, contractions are included in a discussion of people’s routines – “norms don’t solely exist within four walls” (Castaldo, 2018, p. 35). Familiar language is seen in descriptors like “gas-guzzling SUV’s” (p. 32). This low style functions to build a rapport with the reader and create a sense of accessibility within the text. Alongside these accessible elements, the institutional rhetor also incorporates elements of high style through polysyllabic words and words of Latin origin. In “Sustainable”, a number of sentences can be found that are composed of more than 50% polysyllabic words. When used heavily, polysyllabic words of “Latin or Greek origin” (Fahnestock, 2011, p.81) function to create a high style of text. For example, “reducing emissions to a globally sustainable lever will require an enormous change in nearly everything we do” (Castaldo, 2018, p. 32). Of the 17 words in the sentence, 10 words have two or more syllables. In the following example, “norms don’t solely exist within four walls, of course, but are entrenched in entire industries, including the building sector” (p. 35), 10 of the 19 words are polysyllabic. This elevated level is further established by integrating words with Latin origins such as “consume” (p. 32), “denizens” (p. 32), “vital” (p. 35), and “tortured” (p. 37). The use of polysyllabic and words of Latin origin function to contribute elements of a high style. When viewed in tandem with the use of contractions and familiar language, the styles balance to a middle style. Considering the primary audience of alumni have an undergraduate education, I suggest that the combination of low and high style has the effect of making the section feel accessible while acknowledging the readers’ intellectual foundations. Additionally, the range of styles encourages accessibility of the text to audiences beyond alumni, such as donors or community members, who may not have the same level of education. This finding suggests that the rhetor has considered their audience in crafting this story, which positively reflects on the ethos of the institution and enhances the persuasive power of the story.

Chapter 6 –Interviewing the Rhetors

Editors from McGill University in Montreal, Queen's University in Kingston, University of Alberta in Edmonton and University of Calgary all participated in individual interviews either in person or on the phone. These interviews verified the assumptions made in the previous findings and further dissect the research questions under review. Through these interviews I have identified that editors use different vocabulary to refer to knowledge mobilization, that they are influenced by institutions priorities and fundraising initiatives but are driven by the needs of their audience, that they incorporate, source, select, and write about research in similar ways, and that they have different review processes for story publication.

Awareness of Knowledge Mobilization

As a first step in the interview process, editors were asked if they had heard of the concept of knowledge mobilization. As discussed in the introduction, knowledge mobilization is a term used by SSHRC for activities that encourage "the reciprocal and complementary flow and uptake of research knowledge between researchers, knowledge brokers and knowledge users—both within and beyond academia" (Social Sciences and Humanities Research Council, n.d.-b, para. 15) Although knowledge mobilization is a common term in the academic world, it seems this term has not yet been adopted into the vocabulary of the staff who support higher education institutions. Of the four editors interviewed, only one could identify a definition of the term "knowledge mobilization." Andrea Gunn, the editor of the *Queen's Alumni Review*, understands the concept to be about "taking technical knowledge and expanding it outwards and making it more accessible to a wider audience." Gunn's description of her interpretation of the definition is dramatically simpler that the full definition provided by SSHRC. The full definition illustrates the complexity of the vocabulary and sentence structure used in an academic setting, which is different than how the story of research is told in Canadian alumni magazines. Deb Cummings, from UCalgary, identified that while she wasn't familiar with the term, she was familiar with the idea of knowledge mobilization. Cummings also said that while she doesn't have trouble understanding the research, her biggest barrier to telling the story of research is access to the research. While editors generally understand the concept, the lack of awareness of the term illustrates that there is a gap between the funding bodies and staff who play a strong role in telling the story of research to large institutional audiences. I suggest that this gap in the terminology demonstrates that non-academic staff may not have a full understanding of how academic researchers are looking to share their findings. Alternatively, academic researchers may not have a full understanding of why stories are told and how these can support knowledge mobilization.

Editorial Approaches to Incorporating Research

The content analysis identified that on average research is the second most common topic area. In light of this finding, editors were asked about their approach to including research in their magazine. All editors interviewed identify including research as part of their purpose or mandate. Andrea Gunn, from Queen's *Alumni Review*, indicates that including research is one of the tenants of their magazine and that this is lead by the strategic framework of the university. Queen's content strategy is based on four key pillars that include research, student learning experience, internationalization and financial sustainability. Lisa Cook, from the UAlberta's *New Trail* magazine, identified that their mandate is to "share information about what is happening at the university and the impact that can have in order to create an awareness of the value of investing in the university." Cook explains that supporting fundraising goals is integral to the work they do because their magazine is situated in their Advancement office. Cook further explains that research funding is one of the fundraising goals their work supports. Cook identifies that their magazine also focuses on the institution's strategic areas of excellence, which differ from fundraising goals, and notes that while sometimes these two priority areas overlap, other times they do not. For example, the Spring 2019 issue on energy reflected both fundraising and strategic areas of excellence. While a majority of the editors highlight featuring research as part of their purpose, Cummings, from UCalgary's *UCalgary Alumni Magazine,* says that although including research is not directly part of their mandate, that they have been more conscious in recent years about including research as it is one of the institutions priorities. As anticipated in the rhetorical situation, fundraising and institutional priorities play a strong role in influencing the content of Canadian alumni magazines and do exert constraints on the content included.

Similar approaches to where research is incorporated within magazines can be found from McGill, UAlberta, and UCalgary. Editors from these institutions discuss how research is included in smaller sections in the front of their magazines in columns such as "Discovery" from McGill, "Notes" from UAlberta, and "In the Field" from UCalgary. Cook describes "Notes" as being designed "to share with alumni stuff that is happening at the university" and identifies that "generally 80% of it is research stories." Cummings describes "In the Field" as being "designed to give more exposure to lots of different faculties and their research in a very accessible way." Editors expressed that each of these sections is highly likely to have research in them in every issue. These editors identify the feature article section as the second area where research is commonly featured. By incorporating these two distinct formats, it seems editors have options for where and how they can tell research stories, allowing them to cover more research at different levels of depth.

Editors also have similar approaches to sourcing research stories on campus to include in their respective magazines. While there are answers unique to institutions, all editors identify campus partners and fellow communicators as key sources of story ideas on campus. Editors identify that they not only look directly to human counterparts on campus, but also to other publications that are distributed by the university, such as news releases, internal newsletters and faculty publications. Similarities in how editors approach sourcing stories on campus reflects shared organizational structures, allowing learnings from one institution to be more easily adapted to another. As previously mentioned by Cummings, editors commonly identified they do not find research stories on campus directly from the researchers themselves, which further suggestsa division between the non-academic staff and the academic researchers.

When looking for inspiration external to the university, editors commonly look to local, national, and international newspapers. McCabe, from McGill, has a Google news alert set for any news stories featuring McGill in order to stay up-to-date on where they are surfacing in public conversations. Cook, from UAlberta, talks about making sure they are "not selecting stories in a vacuum" so that they are staying relevant to the broader conversations. These findings reflect the assumption and findings in the content analysis that content is influenced by broader public conversations and by general news publications.

Selecting Research Stories for Publications

When asked how they decide which stories make it into the magazines, editors commonly talk about considering parity across faculties, relevance to readers, and relevance to societal conversations. Editors across institutions identify that they make an effort to represent areas of research across campus, but that none of them have a formal checklist. Editors described working with an ongoing mental checklist. Cook, from UAlberta, describes her approach by referencing their recent energy issue and the artificial intelligence issue reviewed in this research project. Cook says that although the topics were engineering and science heavy, there was extra effort put to finding stories from the social sciences and humanities to “make sure that they are part of the conversation.” The ability to highlight a topic from different research angles also engages audiences with different backgrounds and interests. For example, in the artificial intelligence issue, researchers from both computer science and law contribute their perspectives. This speaks to the rhetors’ ability to appropriately consider the complex audiences identified in the rhetorical situation. This also reflects a conscious effort to showcase their institution’s diverse research areas, which I suggest functions to increase ethos by demonstrating multiple areas where their researchers are making an impact.

A common point mentioned by all editors interviewed is the idea of themed issues, although their stance towards them varies. A themed issue refers to a publication that includes many stories from different perspectives on a single topic, for example “energy”. Where Cook, from UAlberta, does not do a lot of themed issues, Gunn, from Queen’s, says that they often do like to incorporate large overarching themes. Cook says that themed issues can be risky because “if people aren’t interested in the theme, they will skip over the issue all together.” This speaks to Cooks understanding of her diverse audience and an awareness that they are looking for content that reflect their interest. However, when doing a theme, Cook says they make sure they incorporate a number of smaller pieces with different perspectives to keep readers' attention. By incorporating different perspective Cook mitigates the risk of alienating audiences who do not see themselves reflected in the overarching theme.

Editors approach content selection through different lenses, but commonly consider and often prioritize, the audience's perspective when making their final selection. McCabe, from McGill, reviews ideas from the reader's perspective and simply states "do I think it's of interest to the reader?" Taking a different approach, Cook, from UAlberta, wants to ensure their stories are in line with broader societal conversations. Similar to UAlberta, Gunn, from Queen's, relies on her training and "instinct" for what is a good story in tandem with ensuring stories stay relevant up to the time of publication. Gunn explains that they look for stories with "staying power" or as a way to "dig into the news that readers may otherwise not get." Cummings, from UCalgary, also identified lead time as a consideration and looks to mitigate the risk of irrelevance by "looking for themes that are timeless and big ideas that don't get saturated." By considering a story in relation to conversations happening in real time beyond the magazine, editors are actively considering an audience's perspective in shaping their final content.

Another factor editors across institution consider when selecting and writing research stories is the idea of impact. Editors commonly look to address how the research at hand can impact the life of the readers. McCabe, from McGill, asks himself, "why readers should care." McCabe mentions that in some cases, this can be easier with a medical impact story that can have a direct impact on a reader's health. McCabe gives the example that impact can be more difficult to identify with a story from a professor of classics who explores more theoretical questions, and it can be more difficult to translate impact to a modern audience. When talking about impact, Cook, from UAlberta, says that it's difficult to talk about research if she can't end the story with "and here is what this will do for your life." She expands to say that this does not mean they don't talk about "blue sky research," but when doing so, it can be more difficult to convince the reader of the importance of the research. Cook also talks about the "cool factor" and making sure they don't miss a chance to include those types of stories. For example, the concept of impact once again ties to reviewing a story from the audience perspective in an effort to make a story more appealing and relatable, which functions to enhance the sense of good will the magazine has towards the audience. However, the concept of impact also highlights a difficulty in speaking about social sciences and humanities research, which does not always have the direct impact that editors are searching for in their stories. As described by the editors, this does not mean that the theoretical research, like that of a classics professor, will not be included, but it could mean the chances are less likely or a smaller amount of space may be dedicated to the topic.

A common theme expressed throughout the interviews is the accountability to the audience and to the institution's priorities—as can be seen through the discussion of story selection and research integration. These accountabilities clearly define the relationship the editors have to the audiences and the institution. A relationship that is unclear is whether editors feel a responsibility toward the researchers. While researchers are part of the institution, they often function at arms length from the institution to maintain academic integrity and as such the relationship with non-academic staff who support the operations of the institution is less straightforward. The editors interviewed clearly demonstrated themselves as advocates for research happening on campus but were less clear about how they navigate supporting a researcher in finding their voice and helping them in feeling confident in sharing their research. There is a risk that if editors are focused on impact and the cool factor that elements of research can be taken out of context and misunderstood. To ensure this is not the case, editors address this risk through their story review process.

A possible risk to identifying the notions of impact and the cool factor as important to the research selection process is that how these are measured and what they entail can vary across disciplines and amongst the audiences who read them. This sentiment is similar to Readings (1996), who expresses his issue with the concept of excellence as a gauge of measurement because it does not indicate the criteria according to which something is measured. However, unlike excellence, the notions of impact and cool factor are not mission statements or visions, they are guidelines that editors can use creatively and adapt on a case by case basis. These nimble concepts can support editors as they source content and research to address the needs of their audiences.

Approaches to Social Sciences and Humanities Research Storytelling

Within Chapter 5 – Rhetorical Analysis, I assume that research is approached in different ways, and illustrate these differences by analysing a discussion of consciousness researched by both the areas of physics and philosophy. Within the analysis I suggest that the physics research is more effectively mediated by the rhetor who defines the concepts for the audience, whereas the philosophy research is primarily provided by the professor and not expanded upon by the rhetor. In contradiction to this suggestion, I have found that in speaking with editors none of them feel they approach writing a story about social sciences and humanities in a different way than other areas of research. Instead, editors feel they put an emphasis on their goals. Cook, from UAlberta, says she decides how she writes the story depending on what they want from the story and what they want from the reader, but do so keeping in mind that the reader's needs come first. Similarly, Gunn, from Queen's, says that they don't approach research stories differently but acknowledges that with all research stories they know that "some will know the content while other won't. For instance, one group of readers will be familiar with Jane Austen or physics, and another won't." With this in mind, Gunn says that they are conscious about finding "an angle or perspective that will interest both groups in the subject, however specialized." By consciously evaluating goals and the purpose of the story, rather than allowing the area of research focus to decide how a story is written, editors approach each research story with a similar lens. In light of this finding I conclude that editors approach the process of creating an article featuring social sciences and humanities research in the same was as any other area of research.

Publication Review Processes

Before going to print, each article of the magazine must go through a review process. Across Canadian alumni magazines there are many differences in how the editors interviewed approach their article review processes. Cummings, from UCalgary, says that their practice is to first use a fact checker to review accuracy of the content, such as an organization's name or a professional title, which is a similar practice to commercial publications. Cummings then sends the excerpts of the story where research details are featured to the researcher for review. Gunn, from Queen's, chooses to send the whole story to the researchers and asks them to review specifically for "content and context." Similar to Gunn, Cook, from UAlberta, says that in addition to engaging an independent fact checker, she sends the complete story to the researchers along with parameters of the feedback they are looking for. Additionally, Cook sends the designed copy for a final review in case the researcher missed anything in the previous pass. McCabe, from McGill, says that their review process is fairly simple and that "larger pieces have more gate keepers." McCabe says they don't actively share the stories with researchers prior to publication but that if the researcher asks to review it, then they are happy to pass it along.

In discussing the review process, editors express similar sentiments around ensuring that the text stays accessible to readers through the review process. Editors commonly identified that when sending a full version of a story to a researcher there is a risk that the researchers will try to make the stories more complex, which is why Gunn and Cook outline clear parameters for the review process and why Cummings and McCabe do not provide researchers the complete story to review unless they request to do so. For Cummings, this approach is similar to commercial publications where the people interviewed would generally not have the opportunity to review the whole story. However, Cummings says that it is important to ensure accuracy of content and reviewing the research content is important.

To prepare researchers for the editorial process, Gunn tells researchers prior to the interview that while they may speak to many different subjects, the story may focus on only a few "for the sake of good storytelling." During the review phase, Gunn works with researchers to "ensure that their work is accessible to a new audience, but not 'dumbed down' or oversimplified to the point that it may be misunderstood." While there are different approaches to the review process, it is difficult to gauge whether one is more effective than another. Providing a researcher with a full copy of the story may help build a rapport between the researcher and the editor, but as identified, there are risks to the reader experience associated with this approach. By finding a balance to pleasing both the researcher and audience stakeholders involved, editors support both meeting the needs of their audiences and building the ethos of the institution, the researcher and the research.

Exploring Similarities and Differences in Editorial Approaches

The editors interviewed for this project share many similarities in how they approach their work including how they source story ideas and tell the story of research across their publications. Where the main differences lie is in their approaches to content planning and their story review practices. The similarities across editors are generally at the personal level and could be accounted for through similar educational background and shared professional development opportunities. Many of the editors are trained as journalists or as corporate communicators. Once working in the field, further similarities are developed through shared professional development opportunities. For example, all editors referenced the CASE Editors Forum. The CASE conference website states that participants will “gain practical, how-to advice and information that will inform how [they] do [their] job the minute [they] step back on [their] campus” (Council for the Advancement and Support of Education, n.d.-b). All editors interviewed have attended this conference and have taken select elements of these shared learnings back to their institutions to implement.

During the interviews I identified that the differences in how editors approach their work are primarily due to factors external to the editor like office structure and existing processes, which can influence the content selected and the editorial process. Editors who have more autonomy in their work and require fewer levels of approval, have more control over content selection and how they approach their work. I suggest that control allows editors to use their expertise to meet the needs of their different stakeholders, which can result in more positive interactions with audiences. Alternatively, editors with more control risk not gaining insight into how to address audiences they are unfamiliar with. The editors interviewed mitigate this risk by engaging their campus partners while they are sourcing content, which engages perspective from across campus. Editors with less autonomy must pass through multiple approvers before moving forward. This creates a lengthier process from conceptualization to publication. There is a possible risk that with more levels of approvals the needs of the audience get placed behind those of the institution. The editors interviewed mitigate this risk by having clear goals for their magazine and multiple segments to address the needs of both their audience, and their institution.

Chapter 7: Conclusions

This research project has examined the process and product of social sciences and humanities research storytelling in Canadian alumni magazines at research intensive universities. I have found that on average the faculty/research stories content category is the second most common within these magazines and that 50% of these stories focus on the areas of social sciences and humanities. I have found that content is strongly shaped by institutional priorities and fundraising goals, as well as by societal conversations. When looking specifically at how social sciences and humanities research stories are told, I have found that to build ethos and establish credibility directly to the institution, an institutional mediator is the most effective path. However, to more efficiently build identification directly to a researcher and their research, engaging the researcher as the rhetor of the story is a highly effective tactic. Furthermore, when crafting the text itself, rhetors appeal to the complex audience of alumni magazines by engaging both a low and high style to build an effective middle ground that increases familiarity while acknowledging the majority of the audience's educated background. Finally, through interviews with editors I discovered that when they approach selecting and writing stories, editors are focused on the impact of the research and the appeal the story will have for the audience. Through interviewing editors, it was also discovered that they do not believe they approach stories featuring social sciences and humanities research differently than those featuring other areas of research.

Key Findings

In phase I, I suggest that there are many influences to the editorial process and content selection that originate both internally and externally to the institution, these include audience needs, funding, and world events. Through the content analysis, I identify that on average the composition of the content in Canadian alumni magazines reflects the composition of their audience. An audience that includes alumni, donors, campus partners, community partners and institutional leadership. Funding cuts were also found to influence content by changing the education landscape and negatively influencing the funding received by post-secondary institutions. This change is increasing institution's need to fundraise, which is reflected in the magazines through fundraising related content. The content analysis found that when institutions are actively in a campaign, on average they include more fundraising related content. Finally, magazines are found to be influenced by events outside their campus that occur both nationally and internationally, which can be seen through their content reflecting stories in national and international publications.

In phase II, I identified the rhetorical techniques used in presenting social sciences and humanities research by conducting a rhetorical analysis of articles from six different institutions looking specifically at ethos, pathos, and style. While examining ethos I found that engaging an institutional mediator as a rhetor is effective in building the ethos of the institution and the researcher, for example in DalMagazine's (2018) "Innovator" piece about Professor Elaine Craig's new book. I suggest that ethos is further established for researchers, by integrating their credentials and identifying their institutional affiliations. The ethos of the institution is further established when a rhetor demonstrates knowledge of their audience's awareness or lack thereof on a topic. This is accomplished by defining terms when necessary and by demonstrating awareness of the audience's educational background through using appropriate language. For example, when discussing locust swarms, McGill's rhetor defines locusts as "a type of grasshopper that is normally solitary and sedentary" (McDonagh, 2018, p. 18).

While examining pathos, I identified that an alternative to engaging an institutional rhetor is to engage a researcher to tell the story of their research first-hand. This can be done directly by the researcher or by the institutional rhetor writing in the voice of the researcher. I argue that this approach functions to build a relationship from the audience directly to the researcher and can enhance the emotional connection an audience feels to the research. Engaging a researcher to tell their story allows for a more casual tone to be used and eliminates a layer of separation between the audience and the research in the story. For example, colloquial expressions like "it's hair-raising!" (Buliung, as told to Kaye, 2018, p. 26) and "it's an uphill battle – literally!" (p. 27) fit more seamlessly in a story told by a researcher than an institutional rhetor. However, through the analysis I suggest that while a researcher's first person perspective increases the emotional connections to them and their research, it is less effective in directly building the ethos of the institution. Furthermore, I suggest that the depth of the emotional connection can be strengthened through strategic use of visuals, such as using pink in a layout talking about young girls or by incorporating photos of the subjects within the story.

While examining style, I identified that when a story is told by a researcher, a low style that engages colloquial words and expressions is appropriate and functions to build an emotional connection to the audience. Alternatively, when an institutional rhetor is telling the story it is more appropriate to create a middle style. I suggest that a middle style both builds a rapport with the readers and acknowledges their educational background as alumni from the institution. This middle style is accomplished by integrating both low and high styles. However, incorporating high style components risks alienating audience members, such as donors or community members, who do not have the academic background to appropriately interpret them.

In phase III, I interviewed four editors of Canadian alumni magazines to hear first-hand about their editorial process, to understand their influences, and to identify their approach to social sciences and humanities research. Through these interviews, I identified that many of the assumptions made in the rhetorical situation were accurate, such as the influence of fundraising and research priorities. Additionally, similar to my assumptions, I found that there is a disconnect in the concept of knowledge mobilization used by SSHRC and the more general concept of storytelling engaged by editors. Through the interviews I discovered many similarities across institutions, such as how editors approach sourcing stories. Editors commonly find stories on campus through their colleagues and internal publications, or through reviewing conversations happening more broadly in the media. Editors commonly expressed they generally do not get stories from the researchers themselves. Through these interviews I discovered that that editors do not approach stories featuring social sciences and humanities research in a different way than other research. Rather, editors approach all stories based on the goals they are looking to accomplish. The largest differences were found in how editors approached the review process. Here I found that some editors are selective in the content they share in order to ensure the approachable style of the story is not impacted, while others share full stories with specific guidelines. Although I was able to identify different approaches, I was not able to conclude whether one approach is more effective to the outcome of research storytelling, or if one approach has a more positive effect on the relationship between editors and researchers.

Through these findings it is evident that within Canadian alumni magazines at research intensive universities, with Western as an exception, telling the story of research is an important factor in building the ethos of the institution and a key consideration to engaging audiences both on campus and in the community. However, through these findings I also suggest that while both non-academic staff and academic researchers are looking to accomplish similar tasks, of sharing research stories to broader audiences, there are barriers to achieving these tasks. These barriers include having different terminology for similar activities; for example, while SSHRC and researchers refer to knowledge mobilization, editors talk about storytelling. Some people in higher education may feel that knowledge mobilization and storytelling accomplish different goals. I argue that these terms both support activities that work toward both raising awareness of research and its impact on society, and elevating the importance of research to increase the funding.

A second barrier is the difference in language that is used by academics writing for academia and by storytellers writing for general audiences. This barrier is not one to be solved by changing how either areas write, but rather by sharing knowledge to increase awareness of each other's purposes and approaches, which will in turn allow for a smoother process when academics and non-academics embark on a journey of research storytelling together.

The final barrier is that of a changing institutional ethos, previously defined as the values cultivated by university leadership to align activities across campuses. This changing ethos is creating a divide between previous ways of being and modern approaches to functioning as a higher education institution. As described by Readings (1996) and Angus (2009), the roles of institutions are changing and the process of communicating and executing these changes across complex higher education institutions requires negotiation amongst all parties to define the new institutional ethos. While it is evident through the institutional mission statements that this transition is in progress, the works of Readings (1996) and Angus (2009) demonstrate that transformations are not yet complete and that not all people on campus are in favour of these transformations. Furthermore, interviews with the editors highlight that the roles both academic and non-academic staff play in telling the stories of research are still being negotiated through the language and level of authority each group has in the process. By allowing myself to be part of the research and embracing the professional experience I bring to this research, I have been able to identify elements of the experience from both the perspective of the researcher and the editor. By taking this approach I have created findings that can help build a bridge between those who practice knowledge mobilization and those who practice storytelling. To build this bridge, I suggest, starting conversations between the researchers and editors that do not focus solely on the story at hand, but on the goals they are each looking to accomplish. While not all of the goals for both participants may be met, the opportunity to find common goals will begin the bridge-building process. The following practical implications support the bridge-building process by identifying the steps both editors or writers and researchers take throughout the process.

Practical Implications

In this section I illustrate the how the findings of this project can be used throughout the editorial process. The insights from the research findings have been gathered and discussed to demonstrate the practical implications these findings have for the editorial and writing professionals who tell the story of research and for the researchers who participate in the process. These insights can not only be used to support writers in telling the story of any research topic and inform researchers on mobilizing knowledge from any area, but can support increasing understanding of goals and process between both editors or writers and researchers embarking on sharing their research.

Supporting Editors and Writers in Telling Stories about Research

Drawing on findings across this project, this section ties together common themes to identify the elements editors and story writers consider as they proceed through the process of telling the story of research in Canadian Alumni Magazines.

Step 1: Finding and Selecting a Story

As has been discussed throughout this project, writing for an audience as diverse as alumni and donors can be difficult. This audience has diverse levels of knowledge, interests, and awareness of the university and their priorities.

Engage in the conversation: When approaching finding a topic for a story, or an angle for a story in the magazine, it is valuable to review the conversations happening both internal and external to the institution. Editors commonly express aligning their content with both internal priorities and newsworthy topics external to the institution or using this content as guideposts in how they approach story selection and magazine composition. Internal factors to consider include research and fundraising priorities, where external factors include broader conversational issues that can be found in popular media.

Consider campus resources: Editors identified two primary ways that they approach their campus community to support the process of research storytelling. In some cases, editors may start with an idea and then look for a source, or they may go out searching for someone with an interesting story. Either way editors commonly expressed that referring to campus resources, specifically faculty communicators, was an effective way of finding both research and researchers to feature in their content. Additional campus resources included internal institutional newsletters and press releases, all of which have the added bonus of having already been vetted for accuracy.

Wear the reader's shoes: When approaching writing a story, it is important to consider the audience's perspective. If there is a specific audience in mind for a topic, considering their perspective is an important step to consider while finding or creating the story idea. The editors interviewed identified that they often stop to consider whether a story would be of interest to the general reader population. Editors did not mention if they write specific stories for certain audiences but did commonly refer to purpose, discussed below, which can tie into identifying segments of a broader audience. In reviewing Palmieri and Mazzali-Lurati's (2016) framework for understanding complex audiences, one can see that there are many levels of audiences with a different stake in the interaction. Where alumni may be more interested in being informed, donors may be looking for impact. Identifying if a story has a specific audience, while keeping content accessible to all readers will help to inform how you approach Step 2.

Step 2: Writing the Story

Once a story idea has been found and selected, there are a number of factors to consider before embarking on writing the story. Identifying the purpose of a story will help to guide the decision on the shape the story will take, as well as which actions the story will inspire. The purpose will also help inform the best perspective to take and the appropriate language to use.

Identify your purpose: The purpose of a story can take many shapes, such as to inform, inspire, and engage audiences to physical actions, all of which can be considered persuading an audience to feel or act more positively toward an institution. Purpose can be influenced by the internal and external factors previously identified but also by the space there is to dedicate to the story. For example, Faculty/Research stories are commonly found in two forms. The first is in the front section of the magazine where there are shorter sections featuring a variety of topics, and the second is the feature articles. The purpose of a story that is included in the front section would vary from that of the feature section, as would the approach to how the story it written. Research stories that are included in the front sections are designed to give readers a short summary on a few different projects in order to expose them to a number of areas. These are conducive to building the ethos of the institution. Research stories that are included in the features section are designed to give more in-depth coverage of either a specific research project or a topic where in multiple projects are focused upon. As illustrated in the rhetorical analysis, feature stories often highlight elements of research projects such as how they were developed, their current impact and the longer-term impact they can have. While feature length stories can effectively build ethos of the institution, the researcher and the research, they are also an appropriate venue for building pathos as there is more space to establish the emotional connection.

To help decide where the story should fit within a publication, one can consider and prioritize the elements listed in step one, which relate to institutional priorities and the broader conversation. From there, editors talked about identifying the purpose of the story, for example, Cook, from UAlberta, discusses how stories should showcase the value of the research and identify why people should support the research. Through the rhetorical analysis it is evident that rhetors are often trying to showcase how research impacts daily life in the broader community.

Understanding the actions rhetors want their readers to take or emotions the readers should feel after reading the story is key in determining how to approach writing the story.

Select your perspective: Within the rhetorical analysis and in discussions with editors, I found two ways that research stories can be told in alumni magazines. The more common approach is to engage a rhetor as a mediator in telling a research story, where personal pronouns are commonly used in the inclusive sense. This approach is beneficial when looking to build the ethos of the institution and the researcher by including multiple research projects or researcher perspectives. This approach also ties the research back to the institution more directly and encourages an audience to feel ownership over the issue at hand by engaging them in the conversation.

The second option is to tell the story of the research from the perspective of the researcher, which can be done either by a third party rhetor or by the researcher themselves. This type of story generally engages personal pronouns in the exclusive sense. Telling the story of research from the perspective of the researcher can support building pathos by creating a stronger emotional connection to the researcher and research at hand and by allowing for a more informal tone and conversational language. However, there are a few drawbacks to using this approach. When telling a story from the perspective of the researcher it is more difficult to tie the research back to the institution, engage different perspectives, and intertwine biographical information essential to building confidence in the reader, all of which can decrease the ethos of the institution.

When deciding which perspective to take in telling the story of research it is important for editors to consider the purpose of their story and the key elements of the research they are looking to communicate.

Choose your language: The style of language that is chosen will depend on the purpose that was identified and the perspective that was chosen. If a story is being told in the first person by a researcher, the rhetorical analysis illustrated that more colloquial language and expressions are appropriate and that these support an audience in relating to the researcher telling the story. If a story is being told by an institutional rhetor, a middle style is best. A middle style can be accomplished by using a combination of high and low styles to create a balance. A high style can be achieved using more polysyllabic words and words of Latin or Greek origin, while a low style can be achieved through contractions and familiar language.

It is also important to discuss addressing research specific terminology within articles. As illustrated in the rhetorical analysis, many stories include research specific terminology but ensure that terms are defined for readers from outside those disciplines. This ensures language and terminology is accessible across disciplines.

Step 3: Reviewing the Story

Once a story has been written it is essential to ensure the content is accurate and the story is error-free. Although institutions have varied approaches to their review processes, a few themes can be drawn from the interviews. Across all publications there is a review process to ensure accuracy of the findings included in the research story. This can be done by using a fact checker or by asking researchers to review the sections, or a complete copy of the story, with specific guidelines as to what they are reviewing.

Regarding internal review processes, the common sentiment is that the larger the story the more levels of review it must pass. The required levels of review will depend on the structure of the office and the management in place.

Supporting Academics in Mobilizing Knowledge

Drawing on findings across this project, this section ties together common themes to identify the elements academics should consider as they journey through the process of mobilizing their knowledge in Canadian Alumni Magazines.

Step 1: Finding the right venue for the research

The first step is drawn from a common sentiment expressed in the interview process where editors mentioned they wished more stories would come to them and that researchers were encouraged to put their research forward. Currently editors feel they are often having to search for ideas. It is important that researchers and story tellers alike remember that editors are always looking for new story ideas and although the story that is pitched may not make it into the next publication, there are always future publications and other mediums where the story can be told. Editors expressed that they like having a breadth of stories on hand as they plan their content.

The first step to telling the story of research is to find a publication and the person to whom the story should be pitched. A couple questions to ask are:

- Does the institution have an alumni magazine?
- Are there other campus publications that might be interested in the research?

A good place to start answering these questions is with the faculty communicators located across campus. Faculties often have people in place whose role it is to tell the story of research from their areas. Another option is to go directly to the editor of the magazine. Names of editors can often be found on school website or in the masthead, also known as credits, of the print magazine. Once a person has been found to whom the story can pitched, refer to the guidelines in step two to facilitate this process.

Step 2: Pitching your story

When approaching the process of pitching a story, it is important to remember that the recipient of this pitch may not have foundational knowledge from this area of study. As such it is important to make the pitch accessible to those without the background in the research topic. The following guidelines to pitching a story have been adapted from the interviews conducted in this project. During the interviews, editors identified elements that they consider when identifying stories for their publication. The following strategies will support researchers in evaluating the elements editors are searching for when they pitch their research.

Join the conversation: Does the research address or engage with a broader conversation taking place on the campus, in the community, nationally or internationally? Editors commonly expressed a desire for their magazine to be relevant to conversations happening more broadly.

Identify the impact: How does the research impact people in everyday life? Does it change the way they work, or does it affect people’s health? Editors commonly expressed that stories that show an impact to the life and surroundings of readers are more widely read. Although editors are open to featuring more theoretical research, they did identify that they are hoping to hear how the research will impact people outside of campus.

Find the cool factor: What might people in the field find cool about the research? What might people outside the field find cool about your research? Although cool can mean different things to different people, it is helpful to highlight what is cool, unique or interesting about the research.

Step 3: Reviewing your story

Magazine review practices varied across the institutions interviewed. Where one institution may share the full story and ask for specific feedback, others may only send exerts for fact checking purposes. If a story writer or editor does not identify the steps for the review process, one can probe for more details. Requesting these additional details in advance of the writing process ensures that the writer and the researcher can come to a shared understanding before the review time arrives. Reviews can be conducted under tight timelines and understanding the timeline in advance will help avoid delays in the process.

The stories written about the research will be created for audiences outside of academia, and as such the language and structure will reflect this purpose. While ensuring the information about the research is communicated accurately and clearly, it is also important that it be accessible to a wide range of audiences.

Limitations and Future Research

A primary limitation of the project at hand is that researchers were not interviewed as part of the methodology. Interviewing researchers would have provided insight into how they view and approach having the story of their research told in alumni magazines. As demonstrated, researchers play an essential role in the process; however, it was outside the scope of this project to speak with them directly. As such, a limitation is that assumptions are made for how researchers participate and feel about the process. Future research could engage researchers to identify their understanding of alumni engagement and fundraising and identify how they share their story with these audiences, which would further contribute to bridge the relationship between campus storytellers and researchers.

An additional area of future research is to explore the process of establishing institutional priorities to examine biases and power dynamics. This project found that editors select content that aligns with institutional research priorities but did not address whether there is bias present within these priorities that impact the final content selection for the magazine. The rhetorical situation touched on the evolution of institutional ethos and briefly discussed how the changing ethos is reflected in institutional priorities but does not explore how this ethos impacts the feasibility of research projects on campuses today. Do institutional priorities limit academic endeavours because priorities are put in certain areas? Do institutional priorities influence the projects researchers select? And if so, what research may be missed because of this? These are questions that could be further explored to create valuable contributions to understanding what research is created in higher education institutions, which would further contribute to an understanding of the research available to be featured in alumni magazines.

A final area for future research is to conduct a longitudinal study of alumni magazines. Alumni magazines are one of the longest standing forms of alumni communications and could provide insight into how institutions and have developed over time. A specific area of interest within the longitudinal study could be to look at representation of research on campus over time. As previously identified, Readings (1996) and Angus (2009) discuss the corporatization of post-secondary institutions and a longitudinal study of alumni magazines would increase an understanding of the evolution of the institutional ethos and Canadian institutions.

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Appendix A: Text Stakeholder Analysis - Alumni Magazines

Table 3: Text Stakeholder Analysis - Alumni Magazines

Text Stakeholders; role in the interaction scheme[1]	Stake in the interaction field[2]	Issue (textual stake)[3]
All Addressees		• Does the magazine highlight stories that are of interest to me?
Addressee Engaged alumni	Learn more about the research in the university, learn from fellow alumni, and to feel pride in their degree	• Does the magazine make me proud of where I went to school? • Does the magazine provide me opportunities to engage further with the university? • Does the magazine influence my intent to donate to the university?
Addressee Unengaged alumni	Looking for a reason to get engaged with the university and be proud of their degree.	• Is the magazine visually appealing? • Does the magazine make me proud of where I went to school? • Does the magazine make me want to engage with the university?
Addressee Current & Prospective Donors	Learn more about the research in the institution, hear about donors and impact stories, and feel pride in where they donate	• Is the magazine visually appealing? • Does the magazine make me proud of where I give my money? • Does the magazine make me want to engage with the institution?
Unaddressed ratified readers Community members and partners	Learn about what is happening on campus and improve the reach of their stories, product or service	• Is the magazine visually appealing? • Will the magazine be of interest to my stakeholders?

Unaddressed ratified readers On campus partners	Improve the reach of their stories, product or service	• Is the magazine visually appealing? • Will the magazine be of interest to my stakeholders? • Does the magazine encourage alumni to give to my area of campus?
Meta-readers On campus communications professionals	Expect a high-quality product that is of value to distribute to the audience and beyond.	• Is the content of interest to alumni? • Is the design appealing to alumni? • Does the magazine achieve its purpose? • Is the customer (alumni) satisfied with the result?
Meta-readers Institutional leadership	Expect a high-quality product that showcases the institution to help build reputation	• Does the magazine achieve its purpose? • Is the cost justified? • Does the content align with institutional goals? • Will the content help up reach our campaign goal?

Note 1: Text Stakeholders are audience members of an organizations communicative activity who have specific interests in the action that should be strategically navigated. Their role in the interaction scheme is divided into ratified readers consisting of addressees—those directly addressed in the content, include engaged alumni, non-engaged alumni, and current and prospective donors; unaddressed ratified readers—those who are not directly addressed but who's presence should be acknowledged, include community members, community partners and campus partners; and meta-readers—who are divided into gatekeepers responsible for whether the text is distributed and regulators responsible for legal considerations in its content and distribution, including communications professionals, and institutional leadership. Palmieri and Mazzali-Lurati (2016) also identify over-readers as those who are not intended to read the text but may eavesdrop or obtain a copy.

Note 2: Stake in the interaction field describes the role the identified text stakeholder plays in the communicative activity.

Note 3: Issue, or textual stake, identifies what the text stakeholder may be hoping to get out of the interaction. This column identifies the specific questions text stakeholders are looking to have answered by interacting with the text and provides the rhetor with insight into how content should be crafted to address these needs. In this final column the different issues and sub-issues of the multiple text stakeholders are identified.

Appendix B: U15 Institution Publications and Frequency

Table 4: U15 Institution Publications and Frequency

Created September 2018

Institution	2017 Magazine frequency	Magazine selected
University of Alberta	3 print per year	Spring 2018[1]
University of British Columbia	2 print per year	Spring 2018[2]
University of Calgary	2 print per year	Spring|Summer 2018[3]
Dalhousie University	3 print per year	Spring 2018[4]
Université Laval	No publications found	
University of Manitoba	2 print per year	
McGill University	2 print per year	Spring 2018[5]
McMaster University	2 print per year	
Université de Montréal	2 print per year	
University of Ottawa	No publications found	
Queen's University	4 print per year	Issue #3 2018[6]
University of Saskatchewan	2 print per year	Spring 2018[7]
University of Toronto	3 print per year	Autumn 2018[8]
University of Waterloo	2 per year	
Western University	3 per year	Fall 2018[9]

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Appendix C: U15 Institution Student and Alumni Statistics

Table 5: U15 Institution Student and Alumni Statistics

Created September 2018

Institution, founding, & primary location	Total Student population	Total alumni population
University of Alberta Founded 1908 Edmonton, Alberta	38,311 (2017-18)[1]	Over 275,000[2]
University of British Columbia Founded 1908 Vancouver, British-Columbia	65,012 (2017-18)[3]	Over 325,000 (2017-17)[4]
University of Calgary Founded 1966 Calgary, Alberta	Over 30,000[5]	180,000[5]
Dalhousie University Founded 1818 Halifax, Nova-Scotia	15,554 (Dec. 1 2017)[6]	Over 130,000[7]
Université Laval Founded 1663 Quebec City, Quebec	Over 42,500[8]	Over 300,000[8]
University of Manitoba Founded 1877 Winnipeg, Manitoba	29,620 (Nov 13, 2018)[9]	Over 140,000[10]
McGill University Founded 1821 Montreal, Quebec	33,533 (Fall 2017)[11]	Over 250,000[12]
McMaster University Founded 1887 Hamilton, Ontario	31,265[13]	Over 184,000[13]

Université de Montréal Founded 1874 Montreal, Quebec	66,768[14]	Over 400,000[14]
University of Ottawa Founded 1848 Ottawa, Ontario	42,200 [15]	214,278 (2017-18)[16]
Queen's University Founded 1841 Kingston, Ontario	24,143 (Fall 2017)[17]	152,000[18]
University of Saskatchewan Founded 1907 Saskatoon, Saskatchewan	21,847 (Fall 2017-18)[19]	155,000[20]
University of Toronto Founded 1827 Toronto, Ontario	90,077 (Fall 2017-18)[21]	575,924 (Fall 2017)[21]
University of Waterloo Founded 1957 Waterloo, Ontario	31,917 (Fall 2017)[22]	200,000[23]
Western University Founded 1878 London, Ontario	30,522 (2017-18)[24]	318,371[24]

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Appendix D: Compilation of Student and Alumni Statistics

Table 6: U15 Statistics

Student statistics	
Total student enrollment	562,747 students
Average student enrollment	39,487 students
Lowest student enrollment	15,554 (Dalhousie University)
Largest student enrollment	90,077 (University of Toronto)
Alumni statistics	
Total number of alumni	3,799,573 alumni
Average number of alumni	253,305 alumni
Lowest number of alumni	130,000 (Dalhousie University)
Largest number of alumni	579,924 (University of Toronto)

Appendix E: Content Analysis

Table 7: University of Toronto Magazine

Publication date: Autumn 2018

Page count: 72

Content Category	Quantity	Content Description	Overall Percentage
Advertisements	10	2 Rotman School of Business Masters, TD Insurance, Alumni Travel, MBNA, Manulife	14%
Presidents' Message	1		1%
Editors' Message	1		1%
Alumni Association Presidents' Message	0		0%
Letters to the Editor	1.5		2%
Campaign/Development	12	Boundless Campaign, donor recognition (5 pages), libraries	17%
Student Stories	4		
Alumni Stories	14	entrepreneurship, self-defense, homecoming, Q&A, landscape architect interview,	19%
Faculty/Research Stories	17	medicine, perspective piece, city planning (geography), sustainability research on campus	24%
Class Notes/ In memorium	0		0%
Other	11.5	Extended cover, contents, behind the scenes, a phenomenon	16%

Research Stories	Total Pages: 17	Tri-Council Area of Research
urban planning	0.5	SSHRC
School of Cities	0.5	SSHRC

Geography	5	SSHRC
Public policy, sustainability,	3	SSHRC
Engineering	3	NSERC
Sociology	0.5	SSHRC
Medicine	2	CIHR
Business	2.5	SSHRC
Total SSHRC Percentage	**71%**	

Table 8: Alumni Gazette (Western)

Publication date: Fall 2018

Page count: 56

Content Category	Quantity	Content Description	Overall Percentage
Advertisements	7	Alumni classes, restaurant, hotels, housing, Ivy School, TD Insurance, Sunlife, Travel	13%
Presidents' Message	0		0%
Editors' Message	0		0%
Alumni Association Presidents' Message	0		0%
Letters to the Editor	0		0%
Campaign/Development	3	gift announcements, legacy	5%
Student Stories	4	Story of student murder	
Alumni Stories	34.5	Musician, CBC host, Computer Engineer, Founders day, Actor, alumni story of returning to her home country	62%
Faculty/Research Stories	0		0%

Class Notes/ In memorium	5.5		10%
Other	2	table of contents, campus conference, The Final Say	4%

Table 9: Dalhousie University

Publication date: Spring 2018

Page count: 48

Content Category	Quantity	Content Description	Overall Percentage
Advertisements	9.25	hotel, realty, 200 year celebration, education, TD Meloche Monex, Manulife,	19%
Presidents' Message			0%
Editors' Message	0.5	Consulting editor	1%
Alumni Association Presidents' Message	0		0%
Letters to the Editor	0		0%
Campaign/Development	18.5	Classroom heroes, legacy, donor profile	39%
Student Stories	2	Students Union president	4%
Alumni Stories	7.5	Event, alumni card, regional events, bookstore	16%
Faculty/Research Stories	2	Killam trust	4%
Class Notes/ In memorium	3.25		7%
Other	5	cover, table of contents, contributors	10%

Research Stories	Total Pages: 2	Tri-Council Area of Research
Oceanography	1	NSERC

Law	1	SSHRC
Total SSHRC Percentage	**50%**	

Table10: Queen's Alumni Review

Publication date: Issue 3, 2018

Page count: 56

Content Category	Quantity	Content Description	Overall Percentage
Advertisements	9	Hotel, continuing education, private school, Coca-cola, real estate, travel, manulife, TD Insurance	16%
Presidents' Message	1		2%
Editors' Message	1		2%
Alumni Association Presidents' Message	1		2%
Letters to the Editor	1.5		3%
Campaign/Development	1.75	Legacy	3%
Student Stories	3		5%
Alumni Stories	15	Magazine options, engineering awards, homecoming, award recognition, alumni working in human rights and equity office	27%
Faculty/Research Stories	7.5	Engineers, research feature, gender and sexuality research, biology,	13%
Class Notes/ In memorium	6.75		12%
Other	8.5	Story updates, books by alumni, diversity and inclusion office,	15%

Research Stories	Total Pages: 7.5	Tri-Council Area of Research
Engineering p. 10	1	NSERC
Education - gender & Diversity, p. 18-19	2	SSHRC
Centre for International and Defence policy p.31	0.5	SSHRC

Beaty Water research centre p. 32	1	NSERC
Communications - Talk nerdy to me p. 35	3	SSHRC
Total SSHRC Percentage	**73%**	

Table 11: McGill News Alumni Magazine

Publication date: Summer 2018

Page count: 68

Content Category	Quantity	Content Description	Overall Percentage
Advertisements	8	Bookstore, travel, perks, local, TD Insurance	12%
Presidents' Message	1		1%
Editors' Message	1		1%
Alumni Association Presidents' Message	0		0%
Letters to the Editor	0		0%
Campaign/Development	1	Legacy	1%
Student Stories	0		0%
Alumni Stories	23	Profiles, fashion blogging, toy creator, CEO of Penguin, homecoming, alumni books, Alumni activities	34%
Faculty/Research Stories	12	Medicine, early childhood, Urban planning, wellness, classics, (6 page French story +1 pg condensced English version) sustainability initiatives (geography, chemistry)	18%
Class Notes/ In memorium	14		21%
Other	8	Cover, contents, Campus press	12%

Research Stories	Total Pages: 12	Tri-Council Area of Research
Medicine	1	CIHR
Law	0.5	SSHRC
Classics	0.5	SSHRC
Neurology	1	CIHR
Sustainability & Geo	4	SSHRC
Psychiatry biology	1	NSERC
health sciences	2	NSERC
disease detection	0.5	CIHR
ASD Bilingual advantage	0.5	SSHRC
Urban planning	0.5	SSHRC
workplace wellness	0.5	CIHR
Total SSHRC Percentage	**50%**	

Table 12: Green & White; University of Saskatchewan Alumni Magazine

Publication date: Summer 2018

Page count: 60

Content Category	Quantity	Content Description	Overall Percentage
Advertisements	3.5	perks, volunteering, programs, bookstore, TD Insurance, IA Financial group insurance	6%
Presidents' Message	1		2%
Editors' Message	1		2%
Alumni Association Presidents' Message	1		2%
Letters to the Editor	0		0%

Campaign/Development	5.5	Campus grants, donations, 'how do you give', scholarship	9%
Student Stories	0		0%
Alumni Stories	27.5	Shinerama, LGBTQ advocacy, alumni awards, social media, homecoming, profile, community businesses impact	46%
Faculty/Research Stories	6	Veterinary medicine, agriculture, bringing education north, equity and diversity (p. 9),	10%
Class Notes/ In memorium	6		10%
Other	8.5	cover, contents, community initiative, statistics	14%

Research Stories	**Total Pages: 6**	**Tri-Council Area of Research**
Vet Med	1	other
Sociology	0.5	SSHRC
Agriculture	0.5	other
Bringing education north	3	NSERC CIHR
Bringing education north	1	SSHRC
Total SSHRC Percentage	**33%**	

Table 13: New Trail; University of Alberta Alumni Magazine

Publication date: Spring 2018

Page count: 60

Content Category	Quantity	Content Description	Overall Percentage

Advertisements	5	Folio, volunteer, Syncrude, Manulife, TD Insurance	8%
Presidents' Message	0		0%
Editors' Message	0		0%
Alumni Association Presidents' Message	0.5		1%
Letters to the Editor	1		2%
Campaign/Development	1	Legacy	2%
Student Stories	0		0%
Alumni Stories	9.75	memoriam profile, alumni books, profile,	16%
Faculty/Research Stories	21	Science, reflection, thesis section, artificial intelligence	35%
Class Notes/ In memorium	12.25		20%
Other	9.5	Cover, contents, notes, extra credit, Continuing education, small talk, cinnamon buns,	16%

Research Stories	**Total Pages: 21**	**Tri-Council Area of Research**
Notes	1	NSERC
Stephen Hawking	1	NSERC
Engineer	1	NSERC
Thesis - medicine	0.5	CIHR
Thesis - Philosophy	2.5	SSHRC
Medicine	2	CIHR
psychology	1	SSHRC
Artificial Intelligence (Multi)	4	NSERC
Artificial Intelligence (Multi)	2	SSHRC
Compsci (on a book)	2	SSHRC
Law	1	SSHRC

Compsci - Richard Sutton	3	NSERC
Total SSHRC Percentage	**40%**	

Table 14: UCalgary Alumni Magazine

Publication date: Spring|Summer 2018

Page count: 54.5

Content Category	Quantity	Content Description	Overall Percentage
Advertisements	4.5	Downtown campus, alumni perks, TD Insurance	8%
Presidents' Message	1		2%
Editors' Message	1		2%
Alumni Association Presidents' Message	1	Recent graduate committee and alumni association	2%
Letters to the Editor	0		0%
Campaign/Development	7	Giving Day, donor feature, legacy, golf tournament	13%
Student Stories	4.5		8%
Alumni Stories	12	profiles, unconventional paths	22%
Faculty/Research Stories	10	cannabis, partnership, health, Masculinity after #metoo, medicine	18%
Class Notes/ In memorium	1.5		3%
Other	12	Cover, contents, contributors, chancellor's note, entrepreneurship, indigenous strategy, Calendar of events	22%

Research Stories	Total Pages: 10	Tri-Council Area of Research
Canabis/ age well	1	CIHR

living well	.5	CIHR
Gender (Education)	3	SSHRC
unsure - Talk About Sexual Assault	0.5	SSHRC
Psychology & behavioural science	0.5	SSHRC
Psychology (depression)	0.25	SSHRC
Psychiatry (depression)	.25	CIHR
Eating disorder	0.5	SSHRC
Medicine	1	CIHR
Science	1	NSERC
Indigenous strategy	1.5	CIHR
Total SSHRC Percentage	**48%**	

Table 15: Trek Alumni UBC

Publication date: Spring 2018

Page count: 56

Content Category	Quantity	Content Description	Overall Percentage
Advertisements	6.5		12%
Presidents' Message	2	social media shoutouts	4%
Editors' Message	1		2%
Alumni Association Presidents' Message	0		0%
Letters to the Editor	0		0%
Campaign/Development	1	Student awards	2%
Student Stories	5	phd research,	9%

Alumni Stories	12.5	alumni connections celebrations, alumni books, homecoming	22%
Faculty/Research Stories	12	medicine, masculinity, library, medicine, Psychiatry, drugs - medicine & psychology	21%
Class Notes/ In memorium	8.5		15%
Other	7.5	Cover, contents, quotes and stats, entrepreneurship, indigenous centre, the last word	13%

Research Stories	**Total Pages: 12**	**Tri-Council Area of Research**
space particles	0.5	NSERC
gender	.5	CIHR
e-waste	1	NSERC
privacy violations	0.5	SSHRC
training for political office	0.5	SSHRC
LCR (history)	1	SSHRC
Glaucauma	0.5	CIHR
Cannabis and mind-altering drugs	5	CIHR
smart business	2.5	SSHRC
Total SSHRC Percentage	**38%**	

Table 16: Average

Page count: 58.94

Content Category	Average Quantity	Average Percentage
Advertisements	6.97	12%
Presidents' Message	0.78	1%
Editors' Message	0.72	1%
Alumni Association Presidents' Message	0.39	1%
Letters to the Editor	0.44	1%
Campaign/Development	5.64	10%
Student Stories	2.50	3%
Alumni Stories	17.31	29%
Faculty/Research Stories	9.72	16%
Class Notes/ In memorium	6.42	11%
Other	8.06	14%

Average SSHRC Percentage	**4.91**	**51%**