

DISSERTATION

ANALYSIS OF METAPHORS USED IN WOMEN
COLLEGE PRESIDENTS' INAUGURAL ADDRESSES AT
COED INSTITUTIONS

Submitted by

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WE HEREBY RECOMMEND THAT THE DISSERTATION PREPARED UNDER OUR SUPERVISION BY TRENA T. ANASTASIA ENTITLED ANALYSIS OF METAPHORS USED IN WOMEN COLLEGE PRESIDENTS' INAUGURAL ADDRESSES AT COED INSTITUTIONS BE ACCEPTED AS FULFILLING IN PART REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY.

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ABSTRACT OF DISSERTATION
ANALYSIS OF METAPHORS USED IN WOMEN COLLEGE
PRESIDENTS' INAUGURAL ADDRESSES AT COED INSTITUTIONS

The study of metaphors used in women college presidents' inaugural addresses at coed institutions is a qualitative content analysis utilizing a critical inductive emergent process. Due to variations among literary fields of study, an interdisciplinary approach to metaphor analysis that bridges expectations of different fields related to metaphor use has been developed.

Twenty inaugural addresses of women college and university presidents at coed institutions, delivered in the last 17 years were analyzed. Conceptual metaphors that map outside the contextual domain were identified and entered into a spreadsheet. Theme identification emerged through use of a conceptual map relative to qualitatively determined speaker intent based on contextual frameworks. Findings included the identification of 46 contextual themes that when plotted on a Venn diagram led to the emergence of 10 broad metaphorical themes. The 10 broad metaphorical themes are characterized by three principal themes--Limits, Resources, and Perseverance, four central themes--Vision, Strength, Growth, and Creativity and three supporting themes--Power, Competition, and Nature.

Contextual metaphor theme clusters emerged within each principal thematic area providing additional insight into use and opportunity for targeted selection of metaphors in developing formal oral communications such as those used by women presidents in their inaugural addresses. For example, a cluster of spirituality, physical health, and mental health plotted near a contextual theme of humanity in the broad metaphor theme of Limits aids in understanding the interconnectedness of these seemingly diverse contextual themes.

Due to the limited research on the metaphors used by women and on women leaders in higher education, the findings add to the body of knowledge related to these areas of women's communication. Implications for improved understanding of the importance of metaphoric messaging are great. Knowing that the metaphor themes identified differ from those previously identified in primarily men's works leads to potential for improving cross gender communication. These findings may empower women in a variety of leadership roles to recognize the power of planned metaphor messaging. If war metaphors have traditionally been utilized and those metaphors are replaced with metaphors of peace and reconciliation there is potential to reduce the power of war in messaging and in society. It is important to recognize that metaphors give receivers mental images that are carried with them longer than the initial message.

In literature on men's metaphors themes of competition, dominance, and creation were found to carry underlying messaging of power and control. In the women's metaphors reviewed themes of resources and perseverance were supported by a theme of nature. As nature closely relates to creation it is of note that women's metaphoric approach seems to empower nature and work with it, where those defined as men's focused more on control. Women's metaphors are therefore more collaborative and collegial. More importantly the voices that were once silenced through metaphoric messaging of oppression have potential to be heard through increased awareness of this not so subtle, communication nuance.

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CHAPTER 1: INTRODUCTION

The primary goal of this research was to learn from and about the metaphors found in oral public communications of women. More specifically, the purpose and procedures are shared in an effort to clarify questions about this content analysis process. To further clarify the methodological intent it was necessary to narrow the topic, thus the purpose to analyze the metaphors found in the inaugural addresses of coed institution presidents, who are women, will be shared.

Metaphors, women, public speaking, and higher education are all solid topics of study, each with a plethora of avenues to pursue. Combining these areas of study and merging the various methods of metaphor analysis proposed by each in an interdisciplinary manner encourages application in a variety of disciplines (Bullough, 2006; Burch, 2007). In the following sharing of the researcher's perspective, significance of the study, assumptions, problem statement, definition of terms and potential limitations of the method, the direction and intent will be further clarified.

Researcher's Perspective

By sharing my perspective in performing this research I hope to clarify misconceptions about my own intentions and come clean with biases I bring forward in interpretation. Having worked in business settings and for both public and private colleges I believe I have a unique perspective on the roles women play in leadership, and on the norms

I as part of a cultural group/society accept/expect in communication efforts. In seeking a Ph.D., I began to notice that much of my research was focused in areas of communication and higher education leadership. With higher education leadership aspirations, it became apparent that by blending these areas of interest I could identify information that has the potential to provide helpful insight into cross gender communication. In addition, increased understanding in this area could assist women in stepping outside the realm of tradition to be true to themselves as communicators and as leaders. I believe this opportunity worthy of the energy necessary to identify metaphors that may prove to be unique to women's communication. More specifically, I wanted to better understand the metaphors found in women college presidents' speeches, due to my interest in speech and in higher education leadership.

Significance of Study

The literature suggests that while metaphors have been studied for centuries, those with voices in the society were the objects of analysis. Due to a predominately patriarchal culture in most English speaking nations during the time frame that most documented analysis has occurred, the dominate literature focuses on what Koller (2004) terms "masculinized metaphors." In addition to the lack of research on the role gender plays in metaphor development and use, there is little research looking at the use of metaphors in oral public communication (Benoit, 2001). In rhetorical content analysis the metaphor is often termed a generative metaphor (Barrett & Cooperrider, 2001) and used as the analysis tool whereby the researcher would develop a metaphor to aid in describing the speech process or intent. This metaphor could then be used to compare different orators and speeches (Ivie, 1999).

Due to a variety of factors, women are noticeably absent from the canon of public discourse. While this absence is being addressed in some academic arenas the lack of initial recording and subsequent access to speeches has made inclusion difficult. Therefore, to perform a comparative content analysis of female orators' speeches, it was necessary to identify a contemporary population. To decrease the need to account for audience influence, a population that would have similar intent and a similar audience profile were desired. A personal interest in higher education leadership led to the focused analysis of woman presidents' inaugural addresses at coed institutions.

Assumptions

Before moving forward with the problem statement the following list of assumptions will aid in establishing a foundation for this work and the interpretation of findings. While these assumptions are my own, they are grounded in research and experience and will be so noted in the text as they are used.

Assumption 1: Most daily interactions are dominated by non-verbal communication (Mehrabian, 1981). However, there is less non-verbal interaction in a formal public speaking format (Littlejohn, 1996) due to proximity to and breadth of the audience.

Assumption 2: The existing stereotype of women leaders reinforces the notion these leaders exhibit more servant leadership qualities than those who follow more traditional or patriarchal models of leadership (Fisher, 2005).

Assumption 3: Patriarchy would have leaders believe ideologically that the traits of leadership came first and men naturally fit into them (S. Griffin, 1982). The concept of servant leadership changes this assumption (Greenleaf, 1998).

Assumption 4: Power and control were at the center of most leadership models until the 20th century (DePree, 1989; Follett, 1970; Foucault, 1972; Gardner, 1990).

Assumption 5: Leadership abilities of an individual are assumed and expected, if that individual has made it “up the ranks” to where overseeing others and providing vision for an institution are responsibilities (Greenleaf, 1998). Thus women university presidents for the purposes of this study are considered institutional leaders.

Assumption 6: Metaphors are used to improve communication through drawing a visual image that aids in connecting to existing nouns, instances, issues, or activities (Moran, 1989).

Problem Statement and Focus of Inquiry

A lack of analysis of the metaphors used by women leaves a gap in the body of knowledge as it relates to women's communication. Most research in the area of gender and metaphor use has been on the metaphors used by men (Gribas, 1999; Ivie, 1987; Jurczak, 1997; Lakoff, 1990; Moran, 1989; Shoemaker, 1999; Worsching, 2000). In reviewing the literature, the question was asked, “of the works related to metaphor use, how many related to women leaders and more specifically to women college presidents?” The answer was that none could be identified. The closest was Koller (2004) who looked at metaphors and gender in business media.

In identifying speeches to study an effort was made to identify a group of speeches that were delivered to a similar audience to limit metaphor adaptation to the audience. Additionally, a similar group of speakers, to limit position and education influence differences on metaphor use and a similar delivery purpose, to limit the influence of speaker's intent might have on metaphor selection, was desired. Due to an interest in better

understanding women and their communication strategies in positions of leadership in higher education an address was looked for that most presidents might deliver. The inaugural address was chosen because it met each of these guidelines and due to institutional historic documentation was often accessible via public domain.

Therefore, how do women leaders use metaphors? More specifically: “What metaphors do women college presidents at coed institutions use in their inaugural addresses?” By using a qualitative systematic content analysis to identifying the metaphors used by women in public address I sought to identify emergent themes of metaphor use. Identification of this use adds to the body of knowledge around women’s communication and leadership styles.

Definition of Terms

In determining who and what was important in this analysis it was necessary to clearly define terms used. The terms listed below, in alphabetical order, aid in clarifying research direction and intent, while serving to reduce confusion surrounding multiple use terms.

1. Address: The speech delivered and included in analysis.
2. Chancellor: The highest office held at an institution, may be interchangeable with president. Sometimes this office is over the president. In those instances where the chancellor is the top office, the chancellor’s speeches are evaluated.
3. Communicator: The individual whose voice is being represented by speech, even if the writer of the presentation is different than the individual who delivered it.
4. Communication: The speech being analyzed. In this case, the inaugural address.

5. Conceptual Metaphor: Broader than a traditional metaphor this term encompasses all terms that reference a contextual domain outside the existing body or text in an effort to draw a visual for the audience (Crisp, Heywood, & Steen, 2002).
Conceptual metaphors incorporate both similes and analogies (Lakoff & Johnson, 1981). In this work all references to metaphor or conceptual metaphor beyond the literature review are conceptual in nature.
6. Date of communication: The month and year the communication was shared.
7. Inaugural address: The speech delivered by a president during installation, a formal ceremony confirming installation. In each instance, the speech was delivered to a coed audience of students, faculty and institutional constituents, acknowledging acceptance of the office.
8. Institution: Term used interchangeably with college and university for the purpose of the study, does not include two-year institutions.
9. Leader: Used interchangeably in this work for the terms President or Chancellor. In the analysis, all three terms refer to the individual holding the highest post in an institution at the time of the address.
10. Metaphor: A comparative analysis that utilizes a rhetorical image to aid in further understanding by the audience. It does not make direct comparisons, such as a simile and does not follow through the comparison along a timeframe such as an analogy might (Lakoff, 1993). Although this term is not typically interchangeable with that of a conceptual metaphor, to limit confusion the terms are used interchangeably in this work.

11. President: The highest office held at an institution. In some cases this title falls under the office of chancellor and in those cases the chancellor's speeches are evaluated not the president's.
12. Recent speeches: If an individual served as president or chancellor at more than one institution, the inaugural address delivered to a co-ed audience at the most recent institution served was reviewed.
13. Speech: The transcript of a speech delivered or the formal copy provided to the press and/or public relations coordinators. In this work the speech text is analyzed as a noun, rather than a verb or the act of delivering content orally.
14. Text Excerpt: A portion of a full speech text, pulled out for contextual analysis.
15. Traditional metaphors: Those most written about in 20th century literature. Often determined to be patriarchal or founded in what 20th century historians would label as primarily masculine roles, (e.g., Combat--sports/war, Mechanics--building/tools and Sex--physical/strength) (Lakoff & Johnson, 2003; Shoemaker, 1999). Traditional metaphors are also referred to in literature as "masculinized" metaphors (Koller, 2004).
16. Women: Those who exhibit the physical characteristics of the female gender and identify themselves as a member of that gender.

Potential Limitations

To aid in the usefulness of data gathered, it is important to come clean about personal biases that could impact the outcomes of the study. As a qualitative researcher I acknowledge that I am the instrument and as such, my own knowledge and use of metaphors

influences my ability to identify metaphors within each address. Efforts are made to counter this effect by using a combination of techniques developed by Koller (2004) and Steen (2002) as outlined in chapter 3: Method.

Access to speeches provides an additional limitation. To identify present day metaphors an effort was made to review the most recent speeches delivered. Given the timely pursuit of data, those speeches available via public communication venues were selected over those that require direct contact with the individual or institution which lead to a focused, purposive sampling.

In qualitative content analysis, themes are allowed to emerge from the text, in this case, the metaphors. Given the speeches being studied and the target audience, some themes arise that relate to the specific institution. These are considered relative to their contextual origin. If these relate to the institution's mascot, "bears" for instance, coding began with "bears" and based on contextual referencing moved to an axial code (Contextual Domain) of "mascots" and a select code (Intent) of "pride or spirit."

CHAPTER 2: LITERATURE REVIEW

The purpose of pursuing this knowledge is further clarified in the literature. Therefore a review of women leader's issues in academia and an increased understanding of the role communication and, thus, metaphor play in perceptions of such leaders aid in laying the groundwork for analyzing women presidents' speeches. Research related to leadership and women in leadership provides a foundation for interpretation of findings and insight into why metaphors may have potential to be gendered. A glimpse into how metaphors are used in communication, the masculinization of metaphors in present day communication, and historic metaphor analysis processes solidify the intent and research direction.

Women Leaders in Public Discourse

From Elizabeth Cady Stanton, Mary Wollstonecraft, Margaret Fuller, and Angelina Grimke to bell hooks, issues in formal public communication by women, to coed audiences, have demonstrated challenges (Huxman, 1996). Stanton, who wrote for Susan B. Anthony at the beginning of the present day women's movement, was careful to use existing metaphorical references to Biblical contexts as have many 19 and 20th century female orators (Catt, 1916; hooks, 2000; Shaw, 1915; Stanton, 1892; Stanton & Mott, 1889). This couching of content was necessary so that primarily male audiences would be hard pressed to argue against the message, and the chance of being heard in an era where women were still not accepted as public orators was heightened. Even today the seemingly unwelcome message of female equality is sandwiched among accepted norms. An example is found in First Lady

Laura Bush. As she advocates for women's rights, she is careful to team those rights with the rights of children, even implying that children are the reason women need equality (Dubriwny, 2005). Stanton's letter to Anthony in the mid 1800s, asking her to come for a visit so she could write her speeches for her, provides an example of how women's metaphors may differ from men's. In the letter, Stanton references caring for her children and the metaphorical "pudding" that kept her tied to the stove (Stanton, 1948). This is an example of how metaphors often find their birth in personal experiences (Dent-Read & Szokolszky, 1993; Kaminsky, 2000). hooks' focus on feminism and communication in higher education settings provides insights into how women seeking leadership roles have traditionally had to modify their words to reach a male audience (hooks, 2000; Sheeler, 2000; van Oostrum, 1994).

Women college presidents have unique backgrounds that empower their successes (Kipetz, 1990). The background should therefore lead to unique metaphor usage (Dent-Read & Szokolszky, 1993). In an historical account of feminist communication Burrell, Buzzanell & McMillan state "feminists are challenging researchers to reconsider communication variables and constructs in ways that focus on women's concerns and issues" (1992, p.15). Metaphors have been used to describe women in a manner that has empowered patriarchal dominance (Shoemaker, 1999) before and since the 18th century. This reminds us that the voices of women in past centuries were less public and often went unrecorded (C. Griffin, Foss, & Foss, 1999). In addition to going unrecorded they have often gone unheard. In managing workplace discourse women often adapt their voice to the existing patriarchal environment which has served to silence their own inner voices (Holmes, Burns, Marra,

Stubbe, & Vine, 2003). This leads to further gendering of a leadership culture that reinforces patriarchal norms (Sheeler, 2000).

Women and Leadership

The association of power with leadership and power with masculinity has historically made the assumption that “men are more natural leaders” an easy one to accept (Sheeler, 2000). Women seeking leadership have felt the need to adapt their style of leadership to fit a more patriarchal model (S. Griffin, 1982). This need to adapt to the dominant model has caused women leaders to give up their own ideals and identities in search of the power they are told is necessary to lead (Coughlin, Wingard, & Hollihan, 2005). This philosophy of adaptation has led to women's leadership skills and traits being defined by men's roles, which automatically give power to the masculine models (S. Griffin, 1982). In recent decades leadership theorists have made a move to redefine power (Mitchell, 2005) in a manner that has opened the door to leadership for women (Burrell, Buzzanell, & McMillan, 1992; Campbell, 2007; Cancilla, 1998). This redefining of leadership habits, servanthood, strategic planning, ethics, inspiration, and human relations (Cohen, 2004; Collins, 2001; Covey, 1989; DePree, 1989; Teclu, 1995) as central to the power needed by a “strong” leader, no longer by nature of definition or stereotype, relegate the role of leader to men only. Each of these authors shares a set of traits that are posed as foundational to strong, successful leadership, and many of those traits are demonstrated daily by women in leadership roles (Fisher, 2005). Some authors go so far as to imply that women may have an advantage over men in regard to leadership due to traits such as encouragement, support, and empowerment that are stereotypically seen as more feminine traits (Eagly & Carli, 2003). Concepts such as servant

leadership (Greenleaf, 1998) and emotional intelligence (Goleman, 1995; Sevdalis, Petrides, & Harvey, 2007) may be natural traits of women or a product of cultural upbringing of women. Some argue that the emphasis placed on the potential for women to be natural leaders is exaggerated and we must be careful to draw conclusions where none exist (Vecchio, 2003), which provides a foundational reason to look at women's communication in more detail.

What is known is that individuals in non-management positions from both genders view the appropriateness of supervisory styles differently (Haccoun, Haccoun, & Sallay, 1978) depending on the gender of the supervisor and the gender of the evaluator. In fact, women almost always judge women leaders more harshly than their male counterparts (Wilson, 2004). If however, these traits are natural to women there may be reason to believe that women would make more effective and sustainable leaders (Fisher, 2005; Helgesen, 2005). And if they are not, research shows that buying into these gender stereotypes hinders progress toward gender neutrality and should not be used in discussions of gender and leadership (Prime et al., 2005). According to a Catalyst study (Prime et al., 2005), acknowledging stereotypes serves to reinforce them and reinforcing some serves to naturally reinforce others. The use of stereotyping to advance a gender has potential for misuse and may lead to image profiling (Gladwell, 2006). While image profiling is viewed as negative, image construction is important for all leaders. For women seeking to shatter the metaphorical glass ceiling, image is critical (Fey, 1999; Weyer, 2006; Williams, 2000). This need for an image that is acceptable in a patriarchal culture may force adoption of metaphors that mirror the dominant culture.

While women have lead through the centuries and even millennia, they often led in ways that were less overt (Sheeler, 2000; Stanton & Mott, 1889). We know that women have always had voices, however historical accounts give cause to believe that they have not only been discouraged, but often forbidden to make those voices public (Grimke, 1838). Without public voices much of the documentation of their leadership has not been preserved, therefore it is important to pull together what is known (C. Griffin, Foss, & Foss, 1999). To better understand women leaders it will help to look at an historic perspective and acknowledge existing power relationships. Women have overcome many barriers to rise as leaders in higher education, and knowledge of their broader journeys aids in solidifying the need for study and in the application of findings.

Historic Perspective

Historically, women's leadership roles have been studied based on the patriarchal concepts of leaders that have left the female perspective out of the process (Cook, 2007). Because patriarchy has been the accepted form of leadership in Western culture (Kipetz, 1990), there are often assumptions about women in leadership roles that are made looking through this pre-established patriarchal lens. A vast majority of individuals with whom I have personally discussed these engendered leadership issues with, in preparation for this research, seem to be unaware of this dichotomy. In fact, like most ideology, it is often assumed that the leadership roles came first and that men just naturally fit into them, rather than the other way around (S. Griffin, 1982). Rhetorical theorists (Foucault, 1972; Gramsci, 1988; C. Griffin, Foss, & Foss, 1999; Starhawk, 1997) suggest that it is this invisibility of reality, clouded by expectations and norms, that strengthens the existing power structure. When the status quo goes unquestioned, the result is a belief that the status quo is somehow good, right

and correct, here lies the power of the hegemonic state present day leaders must operate within. But as Antonio Gramsci (1971) pointed out, the absence of questioning does not make it so. In fact the absence of questioning merely makes the need to question much greater (Boxer, 1998; hooks, 2000). I believe that nothing is valuable that cannot withstand the questioning that only time can bring. To imply that this questioning is somehow wrong or deviant, also implies both potential and insecurity that are grounded in a system that has not been questioned (Foucault, 1972). Thus to consider the influences on women's leadership by looking at metaphors used by women leaders gives way to opportunities to question accepted patriarchal norms of leadership and may be seen by some as deviant (Vecchio, 2003). Given Gramsci's warnings about hegemony, this very perception reinforces the need to do so.

In addition to this initial awareness of the historically patriarchal manner in which higher education functions, (Kipetz, 1990; Nidiffer, 2003; Ropers-Huilman, 2003) an understanding of power and power relationships is necessary for successful leadership (Sheeler, 2000). An awareness of power metaphors and common metaphors both men and women have shared in existing literature will solidify the study's purpose.

Power Relationships

The concept that leadership is based on power relationships is patriarchal (Marshall, 1984). This idea is difficult to grasp because the most common examples of leadership models are grounded in power and control (Goleman, Boyantzis, & McKee, 2002; Mitchell, 2005). According to Muth (1984) inequality is essential to social order, which implies the need to make people and positions unequal. Kipetz (1990) explains that power is at the core of nearly all models and is reflected in the vast majority of literature on the subject, which

does not historically take the female perspective into account (Sheeler, 2000). For example, power metaphors borrowed from the animal kingdom that demonstrate a hierarchical model include: big dog, papa bear, or worker bees or ants. Notice how gender connotations differ in referencing the “top dog” versus the “queen bee.” If differences are found between those metaphors used by women and those documented as used by men, insight into power relationships may help explain why these difference are visible in the context of leadership. While women have remained clustered in low to mid level management roles, those who have advanced to upper level leadership roles, may have done so by working within and adapting to this patriarchal system (Williams, 2000). Even if it was necessary to circumnavigate existing metaphoric imagery, their experiences have been uniquely their own. Since metaphors used are either clichés that have been adopted over time or are relative to the individual speaker’s personal experience (Lakoff & Johnson, 2003), metaphors have the potential to “shine a light” on the messages that differ as women begin to share a larger portion of top tier leadership positions.

In higher education the implications for understanding how metaphors of women leaders differ or are similar to those of men are numerous. For instance, this knowledge may help women navigate a path to tenure that is more true to self, which could improve the number of those achieving tenure (Center, 2007). Findings may help in identifying communication techniques for addressing the tensions of gender in education (Asher, 2007). Better understanding of how women use metaphors may open up needed conversations around women and policy analysis in higher education (Bensimon & Marshall, 2000).

Women and men university presidents differ in their perceptions of what makes an effective leader (Brown, 1997). Most agree that women face different challenges than their

male counterparts (DiCroce, 1995) and admit (call for) a time to change the rules of leadership in the academy (Ropers-Huilman, 2003; Ropers-Huilman & Taliaferro, 2003). Changes are called for from the root focus on developmental theory (Gilligan, 1982) to affirmative action in the academy (Glazer, 1996) and the incorporation of a rhetoric of androgyny (Hewett, 1989) that can aid in empowering a more inclusive feminist pedagogy (Hwang, 2000).

Some researchers are beginning to recognize the support systems availed to men in academe, from full time spouses at home to secretaries at work, were never availed to women and are becoming less available for men as well (van Oostrum, 1994). The challenges faced by women presidents of universities have been multifaceted and are rarely as easy to pinpoint, as those seeking gender diversity have come to realize (Jablonski, 1996; Kipetz, 1990; Nidiffer, 2003). Some argue that women's work in research, teaching, and service has traditionally been valued as "less than" by the academy (Park, 1996), which empowers the glass ceiling and encourages the status quo. Others simply argue that research does not necessarily make for a better leader and should not be considered when seeking to identify potential leaders in the academy (Levin, 2006).

Boxer (1998) and Ropers-Huilman (2003) both suggest that this gendering of higher education can be turned around when women are allowed to ask questions and be part of the decision process. If however, women are only allowed to participate at the leadership level after adaptation to existing leadership models, the women themselves become part of the problem (Worden, 2003), reinforcing existing stereotypes such as "women take care" and "men take charge", which is an oversimplified inaccuracy (Prime et al., 2005).

Gender, Leadership and Communication

Researchers who have studied the communication styles of genders acknowledge intrinsic differences in body proximity, pitch, and responsiveness (Tannen, 1996). Those who seek to bridge these differences look at techniques that require openness and vulnerability not usually accepted or promoted in traditional leadership venues (Flick, 1998; Sheeler, 2000). Flick (1998) encourages individuals to move from debate to dialogue by using invitational techniques similar to those proposed by Foss and Griffin (1995) as “invitational rhetoric.” This style of communication while foreign to most traditional leadership theories is surfacing in comparisons of transformational and transactional leadership (Aldoory & Toth, 2004), servant leadership (Greenleaf, Spears, & Covey, 2002), emotional intelligence theory (Goleman, Boyantzis, & McKee, 2002) and others. When women seek to manage discourse in the workplace, adaptations to existing norms are often key (Holmes, Burns, Marra, Stubbe, & Vine, 2003). At times this means adaptation to masculine models and at others women take on traditional stereotypic roles (Prime et al., 2005). Neither are true to self and neither serve to advance women's communication at the core of each individual's humanity (Jablonski, 1996). Because metaphors are rooted in personal experience (Dent-Read & Szokolszky, 1993), this form of rhetoric has potential to identify communication styles that are unique to women's experience (Koller, 2004).

Communicating Through Metaphor

Metaphors provide us with a deeper understanding of the message's intent and, therefore, the speaker's intent. Metaphors used in communication provide insight into the intentions that underlie them. These creative and often poetic forms of speech have the

potential to assist the listener in understanding beyond the initial words (Kaminsky, 2000). This understanding goes beyond the listener. Knowledge of metaphor usage shines a light into bi-directional communication efforts as well. By acknowledging the unique metaphorical themes of a speaker, the reciprocating speaker can enhance communicative connectivity (Srivastva & Barrett, 1988). Literature related to the importance of word pictures, or metaphors, the difference between intentions and perceptions, the potential for audience influence on messages, and the relative differences between formal and informal communication aids in providing a rationale for this work. Finally, how metaphors are used in communicating messages, the masculinization of metaphors, and an overview of metaphor analysis will provide a foundation prior to more fully addressing this topic.

Words and the Audience

In informal communication, words are a small portion of the message sent. In 1967 Albert Mehrabian discovered that in everyday conversations 7 percent of any message comes from the words, 38 percent from voice, and 55 percent from body language (Mehrabian, 1981). Communication however is all about perspective and perception. The perceiver plays a role in the communication process that is often influential on the communicator. The perceiver/receiver of the message through body language and non verbal sounds or cues influences the speaker to modify the presentation in the midst of delivery (Jones & LeBaron, 2002). This process is called reading the audience or audience responsiveness. An audience can be as small as one listener or reader.

Ability to adapt to an audience varies based on the presentation format. A conversational style of presentation is going to result in more audience adaptation, where a more formal style (when a presentation is written, word for word, in advance) has less

potential for audience adaptation (Lucas, 1998). This means the writer/deliverer of a formal presentation usually researchs the audience and has the potential to present in a manner that is more authentic to self, or to her belief around how others perceive or should perceive her personal self, based on the role and purpose (speaker's perceived intent) of the communication (Littlejohn, 1996). Intent is inherent in communication and yet the perceiver's interpretation of intent is what is actually communicated (Patterson, Grenny, McMillan, & Switzler, 2002). This may or may not be in line with the sender's purpose. By better understanding the difference between intentions and perceptions, the power of metaphor word pictures will be more clear (Moran, 1989).

Intentions and Perceptions

Those who choose to communicate are doing so with intent to alter current understanding (Foucault, 1991) or to prevent the alteration of current understanding through the reinforcement of existing norms (Gramsci, 1988; C. Griffin, Foss, & Foss, 1999). Sally Miller Gearhart would see this as persuasion and believes it to be an act of violence (C. Griffin, Foss, & Foss, 1999). To avoid this violent act, I believe the listener must be open to processing this new perspective or the words will fall on "deaf" ears. Due to the pictorial representation, the metaphor of "deaf ears" carries with it a deeper meaning for the reader than "did not hear" or "could not hear". Even though the meaning or the intent of the speaker is the same, the emotional connection to deafness intensifies the delivery.

Therefore, the perception of importance to the hearer/audience is intensified (Kaminsky, 2000). Words that "pack a punch" due to the emotion tied to them often paint a metaphorical picture in our minds. If someone were to tell a pregnant woman she was getting big, versus saying she looks like a "house" or a "whale," the images house and whale

bring to mind add to the perception. The intention if this situation would need to be clarified with the sender to truly understand the meaning, the metaphor definitely enhances the intensity of the message no matter the intent (Henry, 2005). The reality of perception is the reality of the receiver, and according to marketing professors, Tull and Hawkins (1984) the most important part of communication. This is true whether communication is shared formally or informally.

Formal and Informal Communication

Although most daily interactions are dominated by non-verbal communication (Mehrabian, 1981), there are exceptions. Most often exceptions of those are demonstrated in formal communication. Formal communication is done through written works and speeches, where the communication is one sided and the listener has little to no ability to respond or interact with the sender. While film or theatre are the most common examples, communication critics agree that formal speeches and technical reports are also one sided (Littlejohn, 1996; Lucas, 1998; McQuarrie & Phillips, 2005). Each represents the perspective or interpretation of the deliverer. The formality of the delivery method influences the impact of the words. In highly formal settings, words become the primary mode of communication carrying more “weight” than the words in a private conversation (Flick, 1998; Jones & LeBaron, 2002; Tannen, 1996). This may be due to the commitment to the words due to the public venue, it may be due to the lack of the audiences ability to respond, or because the message is typically delivered uninterrupted. While all of these play a role, the lack of the deliverer’s ability to read the audience and respond and adapt through word choice, body language, voice inflection, tone, and speed mean the audience has less influence on the end product (Jones & LeBaron, 2002; Lucas, 1998). By taking time to

review formal spoken works one seeks to better understand the true intent of the speaker (Richards, 1965; Wichelns, 1925). In performing such reviews, the reader/listener's ability to interpret emotional overtones in these formal works becomes difficult without thorough research of the individual presenter's background and knowledge of the social and political impact of the presentation (McKerrow, 1989). However, by looking at the metaphors within these presentations, a pattern of emotional intent may be pieced together giving some insight into the overtone of the presenter (Anderson & Sheeler, 2005).

Metaphors

Metaphors are a powerful tool for the delivery of emotion (Lakoff, 1993). The use of metaphors in daily language is so common that I often do not recognize them myself. A lack of ability to discern a metaphor from the content gives even more power to the emotional overtones the metaphor lays before us (Gramsci, 1988). The power to impact is in the ability to connect to the audience on an emotional level (Lucas, 1998). Whether that audience is one person at the dinner table or a group of students and other stakeholders at a university inaugural address, the ability to connect emotionally determines the perceived value of the presentation. As demonstrated with my earlier use of the terms "deaf" and "weight", small metaphorical references often have strong emotive impact (Moran, 1989).

Because metaphors draw on personal emotive experiences to share similar emotions with the audience, a review of the metaphors women leaders use in their formal presentations will provide insights into the personal experiences of these women (Proctor, Proctor, & Pappasolomou, 2005). Information about metaphor use has potential to initiate a starting point for better understanding this population based on historic referencing (Massey, 2006).

As suggested by Dent-Read and Szokolszky (1993) metaphors grow out of experiences (Lakoff & Johnson, 2003; Safire, 2005). The intent of a metaphor is to draw a picture in the mind's eye of the audience in an effort to clarify a message (Lakoff, 1993; Lakoff & Johnson, 1981; Proctor, Proctor, & Papasolomou, 2005; Slack, 1989). This concept is clarified through the visual created by the often used term "drawing a metaphor." In public communication, the orator strives to connect the message to the audience (Benoit, 2001). A "picture is worth a thousand words" and can aid in the process. If the audience and the orator have similar experiences, this becomes an easier task. Some researchers refer to the metaphor as a process (Morgan, 1996). The concept of metaphor as process further clarifies the reference to drawing and the ability to move the audience beyond the literal, to increase engagement and subsequent impact (Kaminsky, 2000). As communicators, we each have used metaphors, often without realizing it. As an audience of one or 1,000 we process metaphors everyday. While metaphors can aid in communication, metaphors can also hinder it. When used and consumed without honest reflection, each holds powerful persuasion easily rooted in the existing hegemonic structure (Gramsci, 1988). Metaphor use in marketing and advertising has been studied extensively in an effort to harness this power (Benoit, 2001; Fey, 1999; Gladwell, 2006; Henry, 2005; Hyrsky, 1999). According to Koller (2004, p.2) "metaphor is ancillary in constructing a particular view of reality." Richards (1965) considers metaphor to be central to this construction and Moran (1989) labels it quintessential. Whether ancillary, central, or quintessential all agree, the silent messages of metaphor are helpful in persuasion (McQuarrie & Phillips, 2005).

Masculinity of Modern Metaphors

Literature related to metaphors has historically focused on those used by men (Koller, 2004; Lakoff & Johnson, 1981; Moran, 1989; Vohs, 1970). Metaphors easily identified in media often fall into broad underlying themes that mirror what the dominant culture would interpret as masculine. Primary metaphoric themes identified by Lakoff (1990) can be synthesized into three primary themes of competition, dominance, and creation. The underlying concepts of 'power and control', which show up in traditional management theory (Goleman, 2002) and are often seen to be more masculine (Flick, 1998), are present in all theme areas. Further review of literature demonstrates how many common metaphorically mapped domains can easily be grouped into these three themes. Koller identified five specific lexical fields of war, sports, games, romance, and dancing metaphors used in business publications she analyzed in 2004. Using Lakoff's themes and examples from Koller based on the perceived intention of metaphor use, a researcher can postulate how Koller's findings along with other researchers might merge with Lakoff's and thus demonstrate how contextual domains, or lexical fields, often map to underlying themes: 1. competition (sports, romance, war), 2. dominance (sex, disease, earth, wind, fire) and 3. creation (tools, building, fathering). Additional literature punctuates the relevance and application of this merger (Erickson & Thomson, 2004; Harvey, 1999; Ivie, 1999; Murphy, 2001; Shoemaker, 1999). Although it could be argued that these metaphors bridge genders, Koller also makes a solid argument for what she terms the "masculinization of metaphors", to which Murphy (2001) agrees. Gender bias arises even in the use of the team concept in leadership (Gribas, 1999). The team concept as it relates to guiding collective action is often considered an accepted norm rather than a metaphorical concept and this may lend itself as a

masculine advantage (Gribas, 1993). These metaphorical themes also appear in those used related to entrepreneurship and business in general (Hyrsky, 1999).

Metaphor Analysis

Classical cognitive metaphor theory recognizes that the metaphor lies at the surface of the communication (Koller, 2004; Lakoff & Johnson, 2003). Terms used metaphorically refer outside the current textual domain and map to another. Metaphors are grounded in the physical and their mapping is unidirectional, systematic, and rooted in socio-cultural experience (Henry, 2005; Kaminsky, 2000; Lakoff, 1993). The study of metaphors, or metaphor use, is not new. Discourse theory has used metaphor analysis as a method of criticism for decades (Anderson & Sheeler, 2005; Ivie, 1987; Wichelns, 1925). The concern with metaphorical criticism, according to Moran, is the focus on disillusion and what he refers to as a trend to frequently find disturbingly more in what was said than was actually intended (1989). If this use of metaphor analysis is intended to assess miscommunication, that may be helpful, but if the researcher's desire is to use metaphors to improve communication, the process itself can be paralyzing. Moran (1989) explains that because a metaphor makes use of image to convey a message, it may be more memorable. He also shares that it is a quintessential part of our daily communication, adding that metaphor is often an unplanned addition to a communication, rather than a pre-arranged message. In written speeches this latter may hold true for initial inclusion. However, if a speaker chooses to share metaphors after practice and review, the message shared would appear to retain more personal ownership. Linguistic metaphors are those shared verbally (Heywood, Semino, & Short, 2002) providing the orator with a tool for connection that can aid the listener in getting personally involved with the content. All metaphors hold opportunity to serve in a

generative capacity (Barrett & Cooperrider, 2001). Often a metaphor can be applied to a situation and the sheer application opens up opportunities for individuals to verbalize issues and concerns or tactics that may otherwise have been difficult to explain (Srivastva & Barrett, 1988). These generative metaphors are useful as analysis tools (Vohs, 1970), but should not be confused with the analysis of the metaphor itself (Benoit, 2001).

A primary mode of metaphorical analysis is that of identifying the metaphor and its contextual domain followed by a critical analysis looking for alternate implications or messages that were intended to be comprehended by only a portion of the audience. A critical lens may even look for metaphoric patterns by considering how the metaphors bridge domains and what domains are bridged (Crisp, Heywood, & Steen, 2002; Ivie, 1987, 1999; Lakoff, 1993; Richards, 1965; Steen, 2002). By reviewing these “hidden” meanings, underlying intentions of the speaker can be revealed. This is a more critical form of metaphor analysis (Charteris-Black, 2004) than a more traditional emergent review that relies strictly on researcher expertise to determine metaphoric clustering.

This review of literature surrounding women leaders in public discourse, the relationship of gender, leadership and communication and how metaphors influence communication has established a foundation for the analysis of metaphors in women university presidents' inaugural addresses. By better understanding how metaphors have been analyzed and used in past orations, a method for qualitative content analysis has been established. The following chapter shares the interdisciplinary step by step process developed for this analysis.

CHAPTER 3: METHODOLOGY

A deep understanding of research, of and with metaphors, aided in solidifying the methodological design of this study. An overview of the conceptual framework, method, and a detailed description of the data collection and analysis, including a flow chart of the process in figure 1, follow.

Conceptual Framework

Prior to an explanation of the research method it is necessary to share the background behind metaphor research and the reasons for selecting an inductive qualitative content analysis for this project (Altheide, 2008). The conceptual framework is grounded in an approach to metaphor identification and study that blends conceptual metaphorical theory across disciplines, applying it specifically to a public discourse setting.

Domain Mapping to Identify Metaphors

The first question, “What is a metaphor?” must be answered prior to performing any metaphorical analysis. To determine if a word, phrase, or concept is literal, one need only look at what textual domain the text excerpt refers to. If the referent is in the present, or in Steen’s terms “the projected world text” (2002, p. 18) then it is likely not literal. George Lakoff (1981; 1993) provided a broad definition of metaphor that is considered the premier working definition. In Lakoffian terms a metaphor is a piece of text, or speech in this case, that is seen to map between two or more domains. To clarify, the term metaphor is often defined by what it is not, for example, it is not literally referring to something in the existing

text, it is not pointing to a literal connection between two or more words, phrases or concepts, and it is not intended to be literal (Lakoff 1981; Steen 2002). For example if someone were to refer to their young child as an “angel”, while the child may be sweet and kind, there is no implication that the child actually has wings and floats about in a spiritual space. This reference is therefore not intended to be literal, and since the discussion was not about angels, but about children, it is not mapping within the existing text. The domain being mapped to is that of an angel or spiritual being, where specific traits may be shared in some way with the child. For the purpose of this study, metaphor is a word, phrase, or concept that is not literally referring to the existing text and is intentionally mapping among domains.

Conceptual Metaphors

Additionally, the conceptual metaphor was utilized to ensure inclusion of all multi-domain mapping texts. The conceptual metaphor according to Lakoff and Johnson (1981) is a broad term that allows the researcher to focus on the emergence of metaphorical themes rather than worrying about whether a specific term is used as a metaphor or some other literary device that has similar implications to the communicator and to the audience. Steen (2002) interprets conceptual metaphor analysis in a manner that allows for the inclusion of similes, analogies, and the like as long as the concept maps across domains. If for example, finding my bus pass in my purse is “like looking for a needle in a haystack,” I would have used a simile to explain my plight. However, because the needle and the haystack map to domains outside my purse and my bus pass this would be considered a conceptual metaphor. This should not be confused with metonymy which is not literal referral, but it refers within the existing domain not outside. If for instance a president sets up an institutional scenario and continues to reference the scenario as an example throughout the speech this would not

be considered a metaphor or a conceptual metaphor, even if the scenario is not part of the immediate context.

The interdisciplinary method developed and utilized is best labeled as an inductive qualitative content analysis. The details of this method are outlined in the next section.

Method

Due to variations among fields of study, this interdisciplinary approach to metaphor analysis sought to bridge expectations of the different areas related to metaphor use. The method utilized in this work provides a starting point for additional research in speech analysis by combining the work of Benoit (2001), Crisp (2002), Koller (2004), Lakoff (1993), and Steen (2002). Koller explains the concept of theory blending, while Steen suggests incorporating a more systematic method of identification through domain mapping. Ideas from Crisp are incorporated, as he encourages managing the data in a manner that allows for some quantification by developing a formal classification system. Benoit is a pioneer in using the analysis of metaphors in speech analysis rather than using metaphor as the analysis tool, and Lakoff developed the foundational theories behind currently accepted norms in metaphor identification and use.

Qualitative content analysis requires initial identification of the metaphors present in the speeches being analyzed by looking for texts mapping outside the contextual domain (Strauss & Corbin, 1990; Weber, 1990). This was done by reading each presidential address and highlighting/coding all words or phrases with metaphoric intent. The speech context establishing metaphoric intent was then captured and placed into a spreadsheet and the specific metaphoric term was placed into a separate column for processing. After identifying these conceptual metaphors or metaphoric terms, each term was listed in its simple form for

ease of sorting and comparing followed by a systematic counting of all metaphors and metaphoric terms. Each term was then assigned an axial code labeled “contextual domain” and then an additional code indicating the speakers intended use of the term, labeled “intent”. Codes were sorted to look for patterns in a manner conducive to the qualitative process of allowing themes to emerge within the data (Bogdan & Biklen, 2003; Miles & Huberman, 1994). During this process an effort was made to merge similar intents and similar domains to aid in narrowing the pool of data to a group of themes. After these steps were followed the data were analyzed to determine if there were similar metaphoric themes in the speeches delivered by women university presidents to coed audiences. Once these themes were identified and sorted, patterns began to emerge indicating even broader themes which were then used to develop a diagram to aid in visually representing thematic relationships.

Metaphor Identification

Determining what words, phrases, or concepts constituted a metaphor was of primary importance for comparisons to be made with accuracy. Based on Steen's (2002) explanation, anything that refers outside the existing contextual domain was automatically coded as a conceptual metaphor therefore no effort was made to determine the literary use of the metaphorical reference. As each metaphor was identified, a contextual domain was also identified and listed in a separate column. When a contextual domain was not immediately obvious to the researcher this space was left blank and revisited later. Upon revisiting, some terms were removed from the data set when it was determined that the term did refer within the existing context.

Once the process of theme emergence was complete, a systematic process of sorting and counting was used to correlate terms, domains, and intents to themes providing insight

into the potential weight each theme has relative to the total number of words used (Crisp, Heywood, & Steen, 2002). When considering metaphorical themes, the percentage of usage was reviewed in the analysis in so much as it aided in establishing insight into the speaker's intent.

Domain Mapping

The process of allowing themes to emerge is common in qualitative analysis (Coffey & Atkinson, 1996). The initial coding of metaphors, identifying the simple word(s) that represent the metaphoric term, placing each into an axial code category that represents the contextual domain of reference, identifying a select code that further defines the speaker's intent for choosing the metaphoric term, and placing each into a thematic category are foundational (Bogdan & Biklen, 2003). By utilizing this foundational practice, combined with domain mapping, the emergence and justification for themes identified are stronger due to the natural cross checking of referent domains with metaphoric intent built into this method.

The process of mapping further clarifies the outside domains. It moves beyond simply identifying the metaphors through the existence of external domain referral and begins to label the domains themselves. By labeling the domains as axial codes on a spreadsheet (see Appendix A), a pattern of historical reference points begins to emerge and these select codes are labeled contextual domains. The identified reference points emerge into broader themes, which allow for comparisons to be considered. A review of the contextual domains (axial codes) was conducted at this point looking for additional domains that may have been missed earlier. At times, this occurred naturally as axial and select coding occurred. The spreadsheets used to record the data were contemplated to allow for theme

emergence. Axial coding revealed referenced domains, the domains were reviewed and grouped by similarities or related concepts and those groups were contextual domains. An effort was made to avoid influence from metaphoric themes identified in previous research until the analysis was complete. After domains were mapped, a process of sorting and subsequent counting aided in theme emergence.

Counting and Sorting

Although this was primarily a qualitative analysis, counting and sorting played a crucial role. Initially a count of simple words, utilizing a word processing program was performed on each speech, this was followed by a count of the metaphoric terms identified in the speech and then by all the words captured as essential for establishing contextual domain referral. These counts provided opportunity to determine the percentages of words used metaphorically relative to the overall speech texts.

After each speech was analyzed and contextual domains were determined, each term was revisited to assess the speaker's intended use of that term. This category was labeled "intent" on the spreadsheet and each term was assigned a 1-3 word intent descriptor. All the data from each individual speech were then merged into one document where the individual speech data could be sorted and compared to the finding in other speeches. After this merger was complete, counts of all metaphoric terms and all words used in determining metaphoric intent were made and compared to the total word counts of all 20 speeches added together. (NOTE: Prior to tallying the words used to establish context and intent, duplicate lines, due to multiple terms inside a single phrase, were deleted from the count to avoid misrepresenting the percentage of words used to establish metaphoric context relative to the total words used.)

To aid in comparative analysis, the entire spreadsheet was then sorted by the simple word list to see how many domains were referred to by each simple word and the variety and quantity of intents carried by that word/term. This sort was followed by a sorting of the contextual domain to determine the variety and quantity of simple words referring to the same domain and the variety and quantity of intents those terms carried. After these sorts were complete the entire document was sorted by the intent to determine the variety and quantity of terms that mapped to the same intent as well as the variety and quantity of contextual domains referenced by similar intents.

This series of sorts and counts followed by analysis of findings was critical in the theme emergence process (Altheide, et.al., 2008). After this analysis was complete the document was again sorted by contextual domain and themes were assigned to each term based on the contextual domain and the term's intent. When it became difficult to assign a theme, the terms were resorted by intent and the process was repeated. Finally the terms were sorted by the simple word and once again each term was revisited. This process was repeated until each term had a metaphoric theme assigned.

Once themes were assigned to each term, the entire document was sorted by the metaphoric theme column to determine variety and quantity. During this process, like terms were simplified to reduce the number of categories, and themes that appeared just a few times were revisited to determine if one of the more widely used themes adequately represented the term's contextual domain of reference. This process was repeated until themes could no longer be narrowed without losing connection to the contextual domain.

Similar to the manner in which Koller (2004) plotted lexical fields, each theme was then plotted as it related to other themes. This process required revisiting the terms intent

relative to the theme and establishing relationships of one theme to another by varying the proximity of one term to another on the plot. Eventually this process of massaging the data to determine relative relationships on the plot enabled the emergence of principal thematic groups and a Venn diagram was developed to visually represent the interconnected broad theme relationships. First principal thematic groups were identified, followed by supporting thematic relationships and then central thematic tendencies where overlap occurred between principal groups. All of these principal, supporting, and central themes were labeled broad metaphor themes and each term was revisited to determine which of these broad themes were primary, secondary or tertiary relative to the metaphoric term's contextual domain, intent, and metaphoric theme. Intent played a large role in determining if there were one, two, or three broad themes that applied to the term and in what order each applied.

After each term had a broad metaphor theme(s) assigned the entire document was sorted by the primary theme to determine variety and quantity of referent terms, contextual domains, intents, and metaphoric themes. These quantities were then used to further solidify the Venn diagram as a visual representation of findings, by drawing circles around principal groupings in a manner that allowed for overlap for central tendencies and connecting points for supporting relationship themes. See figure 2 for the Venn diagram that evolved as an emergent concept map. This process of theme emergence was initiated with a systematic and detailed data collection and analysis process that was essential to ensuring valid representation of findings.

Data Collection and Analysis

To ensure the findings are valid and the process can be replicated by others, it is necessary to outline the details of data collection and analysis beyond the basic method.

Figure 1 provides a flow chart of the step by step procedure explained in this section. The process of data collection was initiated with the identification of women presidents of coed colleges and universities who had been inaugurated in the 25 years from 1982-2007. When presidents were identified, efforts were made to locate public domain copies of their inaugural addresses in full text.

When 25 speech texts were found in public domain, analysis began. Prior to identification, a decision was made to include the speeches of any one woman only once, if more than one inauguration had occurred, to avoid a bias based on one individual's personal experiences and subsequent metaphor use. Although 20 speeches were analyzed, 25 speech texts were needed, to minimize potential bias through identification of additional speeches after the coding process had begun. If redundancy of metaphors had not been found prior to completing all 20 texts the researcher would have coded one additional speech to ensure saturation.

The 25 speeches identified were placed in order from most recent to oldest and each document saved as a separate electronic text file. Files were named as numbered speech texts to limit name or institution affiliation influences on the coder. A sample speech text not included in the study was coded to measure the time needed to read and code the 20 most recent speeches. Not accounting for variations in structure and complexity, by tracking the time needed relative to word counts, totaling the word count for the first 20 speeches and dividing by the time required the amount of time needed to complete the initial open-coding phase of the project was estimated. After adding in realistic time required for breaks an extended timeframe was blocked to code the speech texts. Efforts were made during the

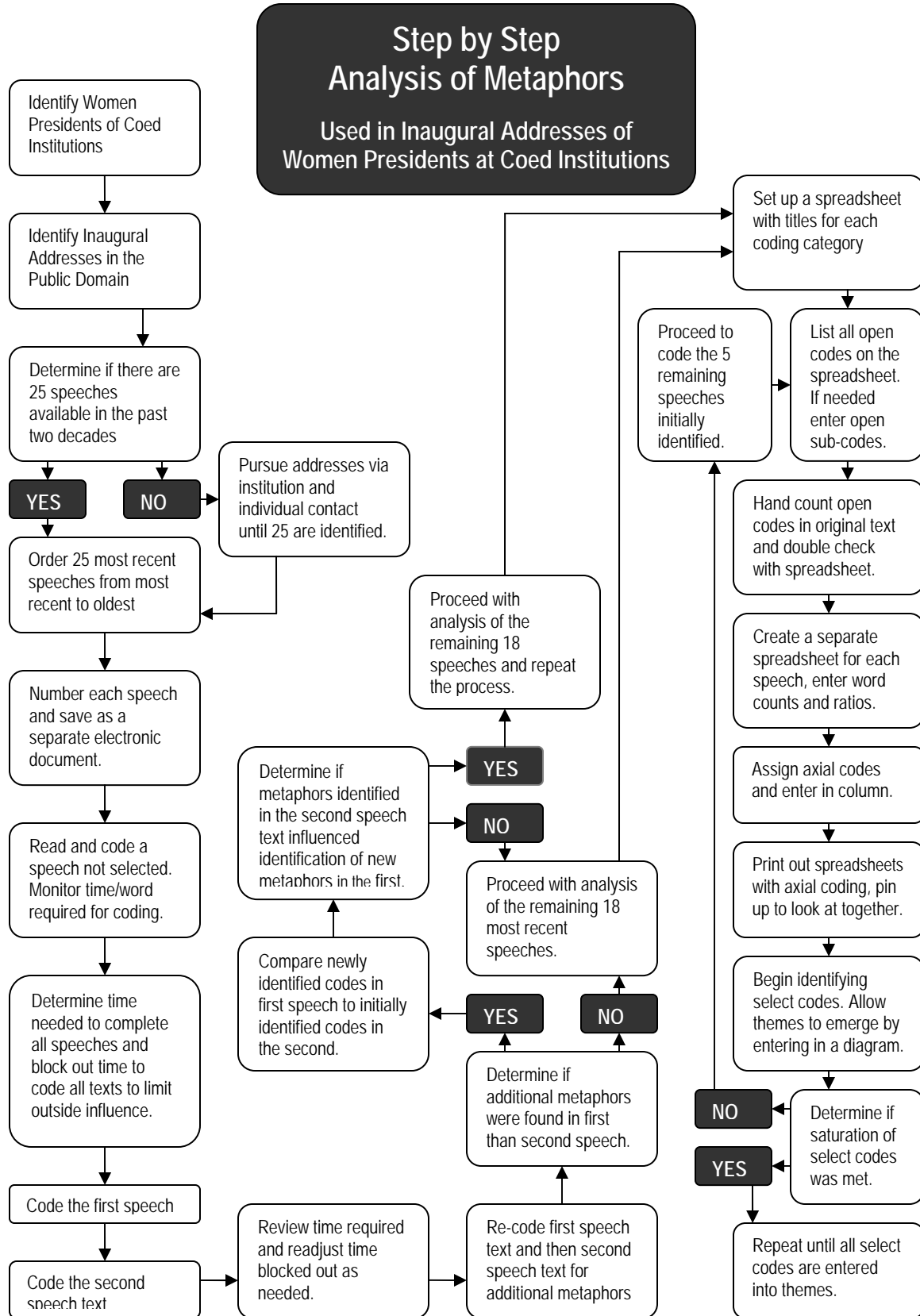


Figure 1: Step by step analysis of metaphors

initial coding phase to limit outside communication and coding was completed in as condensed a timeframe as possible, to reduce outside influences and increase reliability.

The researcher began by reading and simultaneously coding the first speech text, highlighting conceptual metaphors or all words and/or phrases that appeared to refer outside the existing content domain. These text excerpts served as open codes and were used to identify referent contextual domains. If no referent domain was identified, the term was deleted from the data. Referent domains were then used as axial codes and labeled “contextual domains” on the spreadsheet where data were stored for analysis.

After completing the first speech text, the same process was followed in coding the second. Once the second speech text was coded a formative assessment, to check for reliability of metaphor identification, was administered. The formative check for intra-rater reliability included re-reading the first text to determine if additional or variants of, metaphors were found. If additional metaphors had been found in the first text, then the second text would have been re-read for additional metaphors. Since the quantities of new metaphors found within each speech text did not differ between speeches, by more than 5% based on total word count relative to total metaphoric terms identified, additional metaphors were not found in the second speech text than the first, intra-rater reliability was assumed and the analysis continued by reading and highlighting a total of 20 speech texts. More specifically, the percentage of metaphors in each speech text was determined by dividing the document word count by the total metaphors identified in the same speech text. If additional metaphors had been found in the second reading of the first text than the second, a review of the newly identified metaphors would have been pursued to identify themes that may have been triggered by the initial reading of the second text. If any newly identified metaphors

shared common domains with the initial findings in the second reading, then the process of revisiting each speech would have been continued to ensure equal influence from newly identified metaphors on the researcher was enabled for each speech text evaluated. This did not occur, so initial domain identification was considered sound. The analysis process then continued by coding 20 texts.

The spreadsheet was initially designed with 9 columns with additional columns added as needed while processing data. The column headers read from left to right: # (number), speech, paragraph (¶), metaphoric term (open code), simple word (open-sub-code), contextual domain (axial code), intent (select code), contextual theme, and broad metaphor theme. When all texts were read and open codes/metaphoric terms had been assigned, the open codes were listed in a spreadsheet, tracking the paragraph in the speech text, in order of appearance in vertical columns. In the first column a number indicated the total open codes for the specific text, in the second column a letter code assigned to the speech was entered to ensure ability to track back to the original speech text if the domain or intent could not be determined based on the text excerpt initially captured.

Each of the open codes was counted within the speech and compared to the total entered in the spreadsheet column to double check accuracy of data transfer. All original data were saved for referencing and for data recreation in case of sorting errors or data loss. The word count from each speech was entered at the top of the spreadsheet along with the percentage of metaphors to total words. A separate spreadsheet was created for each speech and housed within one document.

The open codes correspond to initial metaphoric terms identified and axial codes correspond to outside contextual domains mapped to by the term. Because domain

identification often occurred simultaneously with metaphor identification, many axial codes were already identified and entered into a column labeled contextual domain on the spreadsheet. After all domains/axial codes were identified, the process of sorting and counting explained earlier was followed to encourage theme emergence and identification.

Time was allowed for the data to resonate at any point that the researcher felt the emergent process was being influenced by the previous data reviewed. This process sometimes required the researcher to separate from the data for a week to 10 days throughout the analysis process. After the analysis of all speeches was complete the data were allowed to sit for several weeks prior to beginning an interpretation of findings. After this period, one speech was selected at random and beginning from the initial open codes the process of assigning axial codes, select codes, and themes was repeated and findings were compared to the original interpretation to check for summative reliability in the coding. If initial contextual domain coding had varied more than slightly and more importantly the metaphoric themes had been different in the revisited text, a review of all data would have been repeated. Since no additional themes were identified and the overall results were the same it was time to perform a summative check. This was done by returning one last time to the data to briefly review all the findings looking for errors and themes not previously identified, this again was done utilizing the sorting and counting process outlined earlier. This allowed the researcher the opportunity to change the tense used in assigning themes to consistent use of terms to aid in the sorting process as well. As the findings were similar and no concerns were identified the analysis was considered complete. If the select codes and themes differed significantly, revisiting each speech to verify select coding and subsequent themes would

have added to the reliability prior to writing the findings (Bogdan & Biklen, 2003; Coffey & Atkinson, 1996).

The following analysis of findings will review the themes identified and the number of domain referents related to each theme. There will also be consideration for the quantity of metaphors used relative to total word count within each speech to look for patterns in theme usage and quantity used. The themes identified will be shared along with their quantity of use to answer the question posed in chapter 1, what metaphors do women college presidents of coed institutions use in their inaugural addresses.

CHAPTER 4: FINDINGS

An analysis of coed university women presidents' inaugural addresses was conducted in response to the key question, "How do women leaders use metaphors?" To secure speech texts delivered to similar audiences with similar intents the inaugural addresses of 20 presidents were reviewed. The findings will provide an overview of occurrence and frequency of metaphor usage followed by examples of actual texts reviewed and the thematic categories of metaphor use identified.

Overview of Process

A sample text excerpt from speech "A" ¶ 11, will be used to illustrate the process as it unfolded. The sample text is:

"Education in America is under siege from many directions and those of us who are committed to ensuring that the American tradition of quality education continues must take stock and we must prepare to change as necessary."

In this excerpt of text, two metaphoric terms were identified as illustrated with underlining. Following the identification of metaphoric terms, the context necessary to understand the terms intent as well as the contextual domain the term mapped to was copied and placed in an spreadsheet for further analysis. Of the two terms listed above the texts pulled for analysis were:

"education...is under siege"

"those committed to education....must take stock"

As the context was pasted each term was labeled with the letter code of the speech, the paragraph the metaphoric term was found in, and the numeric sequence of the specific term relative to other terms identified within the specific speech. In this example the speech was “A”, the paragraph was “11” and the terms were “#14” and “#15”. If there were multiple terms in one contextual frame, the frame was copied and the terms were labeled as (2) or (3) as shown in this excerpt of data from speech “B”.

#	Speech	¶	Open Code	Metaphoric Term
27	B	7	(we are) sailors on our flotilla of boats	Sailors
28	B	7	(we are) sailors on our flotilla of boats(2)	Flotilla
29	B	7	(we are) sailors on our flotilla of boats(3)	Boats

As seen in the example from speech “B” the metaphoric terms were then pulled and placed in a separate column labeled “metaphoric term”. The actual term or terms used were listed in this column followed by a column that listed the simple form of the word to aid in sorting like terms. In the earlier example from speech “A” the terms “siege” and “stock” were already in their simplest form. In speech “B” the word “sailors” would convert to “sailor” and the word “boats” to “boat”. The example below from three different speeches demonstrates three metaphoric terms that led to the simple word “tackle”.

Speech	¶	Contextual Frame	Metaphoric Term	Simple Word
L	11	tackle problems together	Tackle	tackle
S	15	Tackling the causes of diseases	Tackling	tackle
P	18	who tackled this enormous task	Tackled	tackle

The contextual domain of reference was then identified along with the metaphoric term’s intent, followed by the identification of a contextual theme and then finally a broad metaphor theme. Further examples will demonstrate this process as frequencies are shared in the following section.

Data Occurrence and Frequencies

Occurrence and frequency of metaphoric terms identified have been measured based on total word count relative to words utilized as direct metaphoric terms and also those used to establish the context for the metaphor. In addition themes were identified and the frequencies of individual metaphoric terms and contexts were counted.

Table 1

Speech Word Counts and Metaphoric Term and Term Usage: Frequencies

Total words in all speeches	54,257.00
Speeches analyzed	20.00
Average words per speech	2,712.85
Average metaphoric terms per speech	58.05
Words used to establish metaphor context: %	11.19
Metaphoric terms used more than one time	171.00
Metaphoric terms used in more than one speech	135.00
Unique metaphoric terms used in 4 (20 percent) or more speeches	40.00

Metaphor Counts

Of the 25 presidential inaugural addresses identified, the 20 most recent were reviewed (Table 1). The most recent speech text reviewed was delivered in 2007 and the earliest speech text reviewed was delivered in 1991, a period of 17 years. Upon initial review of the first 20 speeches 1,161 metaphoric terms (Table 3) were identified and 316 contextual domains (Table 4) were mapped to outside the primary speech text's contextual domain. Utilizing a count of the words identified as contextual support for each metaphoric term, approximately 6,071 of the 54,257 words in all speech texts combined were used to establish context for domains mapped outside the primary text. (Approximation is a minimum number based on a subjective review of supporting text that does not include all words used to establish context, only those deemed essential for metaphoric term analysis.)

Table 2

Central Metaphor and Simple Word Counts: Frequencies

Words used to establish metaphoric context	6071
Metaphoric terms analyzed	1161
Unique metaphoric term simple words	510
Highest frequency term simple word used: Build	57
Speeches using highest frequency term: Build	19

Table 3

Contextual Domains Mapped to and Metaphoric Term Intent: Frequencies

Unique contextual domains mapped to	316
Highest frequency contextual domain mapped to: Construction	48
Unique axial codes defining primary Intent of term in context	305
Highest frequency code clarifying term Intent: Construct	54
Speeches using highest frequency domain and intent: Construct	17
Unique simple terms with domain and intent related to: Construct	4

Table 4

Contextual Theme and Top Five Referenced Contextual Themes: Frequencies

Unique contextual themes grouping contexts by related Intent	46	
Highest frequency contextual theme: Boundaries	86	
Speeches using highest frequency contextual theme: Boundaries	18	
Unique simple terms leading to contextual theme: Boundaries	35	
Contextual theme: Boundaries terms referred and speeches used	86	18
Contextual theme: Vision terms referred and speeches used	147	17
Contextual theme: Creativity terms referred and speeches used	49	17
Contextual theme: Spirituality terms referred and speeches used	37	17
Contextual theme: Construct terms referred and speeches used	52	16

Table 5

Metaphor Themes: Frequencies

Principal metaphor themes: Limits, Perseverance, Resources	3
Frequency of terms with primary theme: Limits	329
Frequency of terms with primary theme: Perseverance	257
Frequency of terms with primary theme: Resources	242
Supporting metaphor themes: Power, Competition, Nature (See Table 13 for a complete breakdown)	3
Central tendencies of metaphor themes: Creativity, Growth, Strength, Vision	4

Tables 1-5 indicate additional frequencies identified. For example of the 1,161 metaphorically used terms identified mapping to 316 different contextual domains, 510 were unique terms (see Table 2), and 171 terms were used more than one time (Table 1).

Table 6

40 Metaphoric Term Frequencies Appearing in Four or More Speeches

TERM	TIMES USED	SPEECHES USED IN
build	57	19
drive	16	11
core	20	10
root	12	10
dream	19	9
vision	15	9
path	10	9
grow	13	8
global	12	8
spirit	10	8
heart	9	8
ground	9	7
reflect	9	7
light	13	6
boundary	12	5
engage	8	5
eye	8	5
fire	8	5
key	7	5
rise	7	5
illuminate	6	5
mark	6	5
journey	5	5
flourish	10	4
gift	8	4
shape	8	4
nurture	6	4
bright	5	4
foundation	5	4
barrier	4	4
draw	4	4
face	4	4
fuel	4	4
heaven	4	4
landscape	4	4
love	4	4
road	4	4
robust	4	4
shine	4	4
tackle	4	4

Of those terms used more than one time 135 appeared in more than one speech with the highest frequency term “build” appearing 57 times in 19 of the 20 speeches reviewed. In all, 40 terms were used in four or more speeches as shown in Table 6. Four speeches was a natural breaking point in the data and indicated use by 20 percent of the speakers.

The 40 terms constituted 12.75% of all simple words identified as metaphoric in purpose. An analysis of simple words narrowed the metaphor terms being reviewed to 510 simple words that mapped to the previously stated 316 contextual domains. A complete list of metaphorically used simple word terms can be found in alphabetical order in Table 7.

Table 7

510 Simple Words of Unique Metaphoric Terms Identified: Alphabetically

A	blueprint	chart	cull	earmarked
adventure	boat	check	cultivate	ecosystem
affair	bolster	chill	cure	edge
afflict	border	china	currency	element
aim	born	cicada	curtain	elevate
air	bottomless	circle	cut	embrace
animate	boundary	clarify	cutting-edge	eminence
appetite	box	clear	D	eminent
armed	branch	climate	dark	enclave
around	breach	close	dawn	enemy
artist	bread	cluster	deal	engage
atmosphere	bridge	coach	death	engine
atrophy	bright	coin	decay	espouse
attack	brilliance	collapse	deep	evil
avenue	brilliant	color	defeat	exotic
B	build	combatant	defense	explode
backbone	bullhead	command	deliver	eye
balance	bump	compass	demonize	F
banana slug	burn	compete	destination	fabric
bank	bushel	confession	dew	face
barbed-wire	C	conflict	diamond	faith
barometer	cadre	connect	digest	family
barrier	caliber	conquer	door	fault lines
bedrock	captain	containment	dot	feast
bell-bottom	capture	cool	draw	fed
bland	car	core	dream	fetter
blank	cargo	cornerstone	drift	field
blend	carry	couple	drive	fierce
bless	carve	course	drone	fight
blight	cascade	craft	drum	fire
blind	cemetery	crash	dry	fireweed
blink	chain	cross	dual	flag
blossom	champion	crucible	E	flagship
blow	change		eagle	flame

flash
flat
fledgling
fleet
flesh
flight
flood
flotilla
flourish
flow
flux
focus
follow
food
foot
footstep
force
forefather
forge
form
formula
foster
fought
foundation
founder
fountainhead
framework
freight
frontier
front-line
fruit
fuel
fuse
future
G
game
gap
gem
generate
gift
glass
global
GPS
grasp
grit
ground
grow
guard
guardian

guide
H
hallmark
hand
hang
harbinger
harbor
harness
headway
heart
heaven
heir
hill
hollow
home
Hone
horizontal
hospitable
house
hunger
I
ignite
illuminate
imbue
immune
incubator
indelible
infuse
ingredient
inherit
inning
integrate
intersect
invest
ivory
Ivory tower
J
jade
journey
jump
K
key
knocks
L
labor
labyrinth
ladder
landmark
landscape
launch

lead
leap
leverage
liberate
life
lift
light
link
locomotive
lodestar
look
love
M
magic
magnet
magnify
majestic
manufacture
march
mark
marriage
marshal
martyr
maverick
Mecca
medieval
ménage a quatre
meteor
metric
might
migrate
mint
miser
mix
mobilize
model
monument
mosaic
mount
mud
N
nature
nautical
nightmare
noble
nurture
O
offense

open
open circle
open minds
organic
organism
ornament
ostrich
ounce
P
pace
package
pail
pants
parachutes
partner
pass
patch
path
perch
picture
pillar
pioneer
pipeline
pizza
planet
plateau
play
pocket
pocketbook
poise
polish
porous
pot
power
precipitous
priest
prodigy
product
production-line
propel
public square
push
puzzle
Q
quarter
quicksand
R
race

rank
rash
rationed
raw
reach
realm
reap
recipe
recruit
red
reflect
rekindle
renaissance
rich
right-of-way
ring
ripe
riptide
rise
rival
river bank
road
robust
rock
rocket ship
role
root
rose
route
rumination
Run
S
sacred
sage
sail
sailor
salute
save
sea
seam
season
sector
see
seed
seem
seize
sense
serpent
sew

shake	soul	steer	temper	upheaval
shape	sound	step	template	V
sharp	space	step by step	testament	veil
shed	spark	sterile	thirst	vision
shepherd	spawn	steward	thread	vivant
shift	speak	stock	tie	voyage
shine	spectacles	strategic	tier	W
ship	specter	stratification	tiger	wade
shore	spectrum	stream	timber	walk
shoulder	speed	street	time	wall
showcase	spell	strength	tinker	watch
shrink	spirit	strike	tongue	water
sideline	spotlight	stripe	touch	wave
siege	spring	strong	tower	weave
sight	sprout	subdue	track	whisper
sign	spurs	submerge	train	win
silo	Sputnik	suffocate	transcend	wing
sin	square	surface	treasure	wire
sing	stadium	survive	turbulent	world
sister	stage	sweep	turn	Y
skin	stake	synthetic	tyranny	yield
sleeve	stand	T	U	
soar	star	table	ubiquitous	
soil	stare	tackle	under gird	
soldier	station	tap	uniform	

After identifying the metaphoric terms within each speech, the terms were mapped to the contextual domain referred to by the term itself. Given the contextual intent, the same term has the potential to refer to multiple domains, however individual use of each term was only mapped to its primary referent domain based on the context established by the speaker. This method is demonstrated in the following data excerpt of the simple word 'light'. The context the term is used in determines if the contextual domain is fire, light, vision, sight, or spirit. The concept(s) the term modifies and/or those modified by the term, reference a domain and also imply an intended meaning. Thus, one word such as 'light' can reference multiple domains, in this example five domains, and have multiple intents.

Speech	#	Metaphor and Surrounding Context	Metaphoric Term	Simple Word	Contextual Domain	Intent
A	1	education is...lighting of a fire	lighting	light	fire	ignite
A	42	light the path to the future	light	light	light	expose
A	68	alight with promise	alight	light	light	filled
A	4	serve as...guiding light	light	light	vision	guide
C	30	hail to...light bringers	light	light	sight	sight
D	34	light is still somewhat under a bushel	light	light	light	sight
D	35	make our light shine brightly	light	light	light	illuminate
D	13	(reaching) up toward the light	light	light	vision	opportunity
E	3	knowledge is love and light and vision(2)	light	light	sight	insight
F	30	light the fires of learning	light	light	fire	ignite
F	51	the great North Star with its steady light	light	light	sight	illuminate
T	9	pretend that light will prevail	light	light	sight	sight
T	7	forces of light and darkness contend	light	light	spirit	good

Contextual Domain Findings

As metaphoric terms were identified the phraseology used to set up the metaphor was captured for use in determining the contextual domain the metaphor mapped to, outside the established domain of the speech. The 1,161 terms identified mapped outside the primary speech domains to 316 contextual domains. The highest frequency domain mapped to was that of ‘construction,’ with 48 referent metaphors identified in 17 of the 20 speeches reviewed. Of the 48 ‘construction’ referent metaphors four unique simple words were identified: blueprint, bolster, build, and framework. Additional construction terms were identified that mapped to other contextual domains, such as the domains of ‘build’ and ‘board.’ The contents of these and the domains mapped to can be viewed in the complete data set in Appendix A.

In addition to ‘construction’, 12 other domains were mapped by terms found in eight or more speeches. Due to a natural breaking point in the data between 7 and 8 speeches, eight speeches were selected for complete data display. This natural break

occurred because three domains were used in 8 speeches and each domain was referenced an average 32 times, while 6 domains were mapped to in 7 speeches and the average times referenced dropped to less than 12. This list is referred to as the most frequently referenced domains and can be viewed in Table 8.

Table 8

Contextual Domains (13) Mapped to in Eight or More Speeches

Domain	Referent Term Simple Words	Total Terms Referred	Speeches Used In
Construction	blueprint, bolster, build, framework	48	17
Human Body	backbone, face, flesh, foot, footstep, hand, heart, jump, leap, stand, touch,	24	14
Vision	dream, eye, future, light, see, sight, clear, sign	25	13
Water	deep, drift, dry, flood, flow, fountainhead, pail, pipeline, shore, stream, submerge, tap, turbulent, wade, cascade	21	12
Light	bright, dark, flash, illuminate, light, reflect, shine, spectrum, spotlight	31	11
Plant	fireweed, grow, flourish, root, spring	23	11
Border	barrier, border, boundary, box, edge, frontier	30	10
Fruit	core, fruit, ripe	25	10
Fire	burn, explosion, fire, flame, forge, fuel, fuse, ignite, light, rekindle, spark	20	9
Humanity	heart, home, life, love, sense, soul, spirit, strength	17	9
Nautical	boat, captain, chart, compass, course, deep, drift, flagship, fleet, flotilla, formation, founder, mark, nautical, passage, sail, sailor, sea, ship, steer, surface, voyage, water	47	8
Sight	blind, blink, dream, eye, focus, light, shine, sight, specter, star, vision,	35	8
Life	animate, born, cemetery, collapse, death, hang, inherit, play, survive, vivant, suffocate	13	8

Each domain was referred to by a variety of metaphoric terms listed as simple words in Table 8 after the contextual domain. The domain referenced is solidified by the context established by the speaker. A comprehensive list of all referent domains can be

found in Table 9. The number of speeches mapped to are indicated when one speech had the domain multiple times (e.g., belonging/friends) or it was found in two or more speeches (e.g., armed forces, build). Phrases used to establish referent domains can be found in the complete data set in Appendix A.

Table 9

Complete List of 310 Contextual Domains Mapped to: Alphabetically

Contextual Domain	Times Mapped To	Speeches Mapped From			
abuse	1		bird	4	4
air tight	1		blend	1	
air/water craft	1		board	3	1
amount	1		body	4	3
ancestor	1		bomb	1	
animals	1		bone	3	
arithmetic	2	2	border	30	10
armed forces	10	3	boundary	2	2
arms	1		bridge	3	3
around world	1		bright	1	
art	9	4	build	14	7
artisan	1		bullet	1	
astronomy	12	6	bumps/bruises	1	
atmosphere	1		burn	3	2
attack	1		campus/city	1	
attire	3	2	capture	3	
auto/power	1		car	1	
automobile	6	5	cards	1	
barrier	1		caretaker	1	
base/ground	1		center	14	1
baseball	1		chain	6	3
battle	7	2	chasm	9	3
beetle	1		child/caregiver	1	
bell	2	2	child/caregiver	7	5
belonging/friends	4	1	childbearing	1	
biblical	1		Christ	1	
bind	1		claim	2	1
			clean	2	2
			climate	4	2

cloth	3	3
collective heart	1	
collision	1	
color/variety	1	
combine/blend	3	1
communication	1	
community	5	1
competitive	2	1
connect	2	1
construction	48	17
control, manage	1	
cooking	6	4
cover	1	
creation	13	2
creative view	1	
culture	1	
currency	1	
dam	1	
décor	1	
defense	1	
diamond	5	2
difference	1	
direction	7	5
disease	2	2
distant	2	1
distill/cook	1	
door/window	4	2
dream	7	2
drink	2	2
driving	7	4
dye	1	
earth	3	3
eating	1	
ecosystem	1	
eggs	1	
electricity	1	
eminence	2	2
enemy	1	
entrance	1	

essence	3	3
eyes	1	
fabric	10	7
factory	3	1
fair	1	
family	1	
farming	5	5
feast	1	
feet	2	2
fight	5	4
finance	14	5
financial manager	2	2
fire	21	9
fish	2	2
flag	3	1
flea/run	1	
flock	1	
flower	2	2
fly	1	
fog	1	
food	12	7
football	4	4
force	1	
foreign	1	
forerunner	1	
foundation	5	5
frontier essence	1	
fruit	25	10
fuel	1	
games	5	3
garden	11	7
geologic	6	5
geology	1	
germs	1	
give	1	
glasses	1	
goal	2	1
God	4	2
group	6	4

grow	1	
guard	1	
gun fight	2	2
hand	1	
harvest	1	
healing	1	
hearing	1	
heart	3	1
height	1	
hoard	7	1
home	3	2
horse	3	2
hospital	1	
hug/hold	2	2
human body	24	14
humanity	16	9
illness	1	
image	1	
immune	1	
imprison	2	2
inheritance	1	
ink	2	1
innovation	1	
invest	1	
journey	5	5
key	1	
king	2	1
knife	4	3
ladder	1	
landscape	1	
language	1	
law enforcement	1	
learning to walk	1	
lens	2	1
lever/simple machine	1	
life	13	8
light	31	11
light block	1	
lightning	1	

lock	6	5
log	1	
love	1	
man made	1	
map	6	3
mark	1	
mascot	13	4
match	4	3
measurement	2	2
medieval	1	
mental	2	1
microbiology	1	
migrant	4	1
migrate	1	
mind	1	
mobility	1	
mold/clay	7	3
motor	2	2
mound	1	
mountain top	1	
move	2	1
mulch	1	
muscle	2	1
music	2	1
nature	5	4
nautical	47	8
ocean	4	3
organization heart	1	
path	8	6
pharmaceutical	1	
pioneer	1	
plane/boat	1	
plant	23	11
plant growth	1	
playing	1	
poverty	1	
power	2	2
practical view	1	
present	8	4

prison	4	3
process	1	
pulls	1	
quicksand	1	
race	1	
railroad	2	2
razor/knife	3	1
ranch animals	1	
rank	5	2
relationship	2	1
religion	3	1
renaissance	2	2
reptiles	1	
riches	1	
river	1	
road	8	6
robot	1	
rocket	3	2
root	1	
rope	1	
rot	1	
ruling class	7	3
ruminates	3	3
running	7	4
sand paper	1	
scale	1	
scare	1	
section	1	
see	1	
self	2	1
senses	1	
shackled	1	
shirt	1	
sight	35	8
sign	1	
signature	1	
sky	1	
skydiving	1	
sleep	1	

small	2	2
small world	1	
soil	7	4
soul	2	2
space	1	
spaceship	1	
spelunking	2	2
spirit	2	1
spiritual	4	2
sponge	1	
spontaneous growth	2	1
sports	6	4
spot	1	
Stanton	1	
star/sun	2	2
stone	1	
strength	2	2
striving	1	
structural support	10	7
superhuman	1	
supernatural	6	5
supremacy	2	2
target	3	3
teach	1	
technology	1	
television	1	
theatre	5	3
time	5	2
told	1	
top	1	
trail	1	
train	9	1
transport	1	
travel	2	2
tree	10	5
trip	1	
troop	5	4
trust	1	
vehicle	4	2

view	2	2
vision	25	13
visual message	1	
voice	3	1
war	7	4
water	21	12
weather	1	
weight	3	1

weight training	1	
well	3	3
wind	3	2
wine	4	4
wise person	1	
witchcraft	1	
work	1	
world	13	6

Following the analysis of referent domains the intended meaning of the metaphoric term was noted as seen in the sample data set using the simple word “light”. This was done to aid in identifying themes that were true to the speaker’s meaning rather than the researcher’s interpretation (See Table 8).

Intent of Metaphoric Terms Findings

Findings related to the intent of a specific metaphoric term, or more accurately, its simple word, indicated broad categorical meaning for each individual term based on context. The intent of the speaker was essential in establishing themes and clarifying the purpose or intent of selected metaphors. One term had the potential to be used with a variety of intents. An example is the metaphoric term ‘mark’. While the simple word ‘build’ led to two basic intents of ‘construct’ or ‘develop’, and ‘dream’ led to the anticipated: sight, goals, insight and vision, the term ‘mark’ was a bit more complex. With just six instances of the word identified in 20 speeches, the intent of the term mapped to six contextual domains: image, nautical, target, scar, signature, and ink. Subsequently there were four unique intentions of the simple word “mark”: permanent, destination, goal, and target. Table 10 shares the “intentions” referenced by speakers in

Table 10

Intent of Metaphoric Term Exhibited in Nine or More Speeches

Term Intent	Referred Domain and Simple Words	Total Terms	Speeches Used In
Construct	<i>Domains:</i> board, build, construction <i>Simple Words:</i> build, ground, mount, timber	54	17
Soul	<i>Domains:</i> essence, human body, humanity, soul, spirit <i>Simple Words:</i> spirit, heart, love	21	13
Humanity	<i>Domains:</i> abuse, attire, cover, drink, feet, hand, hearing, hug, human body, humanity, life, mental, poverty <i>Simple Words:</i> tyranny, uniform, veil, thirst, walk, grasp, whisper, embrace, backbone, step, touch, sense, born, vivant, temper, street	20	13
Sight	<i>Domains:</i> dream, eyes, glasses, lens, light, lightning, practical view, sight, spirit, sports, view, vision <i>Simple Word:</i> bright, clear, dark, dot dream, eye, flash, focus, illuminate, light magnify, perch, reflect, see, shine, spectacles, spotlight, stare, strike, vision	56	12
Insight	<i>Domains:</i> creative view, light, sight, vision <i>Simple Words:</i> dream, eye, future, illuminate, sight	15	11
Cultivation	<i>Domains:</i> creation, flower, garden, grow, mulch, plan, plant growth, root, soil, tree <i>Simple Words:</i> burn, generate, ground, grow, landscape, root, rose, sprout	23	10
Center	<i>Domains:</i> community, fruit <i>Simple Words:</i> core, square	22	10
Force	<i>Domains:</i> automobile, direction, driving, train, vehicle <i>Simple Words:</i> drive, locomotive	17	10
Path	<i>Domains:</i> ancestor, base, human body, journey, path, process, railroad, road <i>Simple Words:</i> forefather, foot, road, journey, track, road, footstep	12	10
Vision	<i>Domains:</i> dream, light, sight, vision, world <i>Simple Words:</i> vision, reflect, blind, blink, eyes, focus, vision, dream world	24	9
Map	<i>Domains:</i> boundary, direction, earth, migrate, nautical, space, world, path <i>Simple Words:</i> globe, path, chart, space, path	18	9
Elements	<i>Domains:</i> diamond, fire, geologic, water, waterfall, wind <i>Simple Words:</i> brilliance, burn, upheaval, dry, submerge, tap, turbulent, wade, cascade, blow	14	9

nine or more speeches, the number of simple words that led to the intent as well as the unique contextual domains and the unique simple words identified. The table shows the nine most identified intents due to a natural break point in the data. While there were three intents that showed up in nine speeches with an average times used of just over 19 each, there were six intents that showed up in eight speeches with an average usage of 14 each.

Contextual Themes of Metaphoric Terms Findings

Once simple words had been mapped to referent contextual domains and the speaker's intent for word usage had been clarified, terms were assigned contextual themes. Contextual themes aided in narrowing findings to 46 working themes that served to summarize usage based on simple word, domain, and intent. Of these 46 contextual themes over half (24) were indicated in 50 percent (≥ 10) of the speeches reviewed.

Of those 46 terms indicating contextual themes, listed in table 14, five themes—boundaries, vision, creativity, spirituality, and construct—stood out due to both the large number of referent terms (≥ 37) and use in 16 to 18 of the 20 speeches. Four terms were indicated in 15 speeches—journey, image, physical health, and humanity. Of these themes that are not reported on in Table 11 due to the natural breaking point in the data it is still important to note that 'journey' with 66 references was a significant contextual theme and any term referenced in at least half of the speeches could be considered as important metaphoric themes used by women presidential leaders. Further review of Table 11 shows that 24 of the 46 themes identified were used by at least half of the women presidents.

Table 11

Contextual Themes (46) in Order of Most Speeches Used In

Contextual Theme	Total Terms	Speeches Used In
boundaries	86	18
vision	147	17
creativity	49	17
spirituality	37	17
construct	52	16
journey	66	15
image	41	15
physical health	28	15
humanity	21	15
plan	34	14
prepare	32	14
earth	28	14
nurture	26	14
war	45	13
support system	43	13
water	26	13
climate	20	13
grow	42	12
wealth	26	11
emotional health	22	11
strength	19	11
food	22	10
determination	20	10
element	17	10
opportunity	19	9
game	16	9
fire	15	8
creatures	11	8
transportation	13	6
measurement	9	6
fabric	8	6
survival	7	6
limit	15	5
skills	9	5
power	6	5
progress	6	5
goal	18	4
gift	8	4
supremacy	8	4
resources	5	4
sew	5	4
competition	9	3
chain	6	3
time	6	3
fuel	4	3
tough	2	2

Table 12 indicates the top five themes: boundaries, vision, creativity, spirituality and construct, along with a list and count of terms indicating intent, referent contextual domain and unique simple words identified for each. Although ‘boundaries’ topped the list due to its reference in the most speeches with 18 referrals, ‘vision’ was referenced by 147 terms and 45 unique simple words compared to 35 unique simple words leading to ‘boundaries’.

Table 12

Top Five Contextual Themes Used with Intent, Domain, and Simple Word Lists

Contextual Theme	Intent, Domain and Simple Words	Total Terms Referred	Speeches Used In
Boundaries	<p><i>28 Intent Terms:</i> accessible, areas, betting, border, boundary, break, building, chasm, connection, contain, controlled, cut, death, edge, exploration, globe, height, limited, map, opportunity, passage, permeate, prison, roads, separate, shape, space, unlock</p> <p><i>30 Referent Domains:</i> lock, key, chasm, belonging, spelunking, group, driving, guard, senses, bridge, border, world, migrate, earth, boundary, food, sky, small world, life, raiser, law enforcement, imprison, technology, barrier, water, river, claim, games, section, small</p> <p><i>35 Unique Simple Words:</i> bank, barbed-wire, barrier, border, boundary, breach, bridge, bump, capture, cemetery, circle, close, cross, edge, enclave, flat, frontier, gap, global, globe, horizontal, infuse, intersect, key, marshal, quarter, ration, rise, river bank, shore, stake, wall, watch, wire, world</p>	86	18
Vision Vision cont.	<p><i>23 Intent Terms:</i> basket, bright, collage, color, darkness, fire, gifted, goals, guiding star, heavens, ignite, insight, light, limited vision, luminaries, message, sight, spirit, target, trait, view, vision</p> <p><i>29 Referent Domains:</i> art, astronomy, bright, creative view, dream, eyes, fire, fish, fog, glasses, harvest, lens, light, light block, lightning, pioneer, practical view, see, sight, sign, spirit, sports, star, sun, super-human, time, top, view, vision</p> <p><i>45 Unique Simple Words:</i> blind, bright, brilliant, bushel, clear, cluster, curtain, dark, dawn, dew, dot, dream, eye, eyes, fireweed, flash, focus, future, hallmark, hill, ignite, illuminate, light, lodestar, look, magnify, mosaic, perch, prodigy, reflect, rise, see, shine, sight, sign, spark, spawn, spectacles, specter, spectrum, spotlight, star, stare, strike, vision</p>	147	17

Creativity	<p><i>5 Intent Terms:</i> construct, create, play, sound, steep</p> <p><i>6 Referent Domains:</i> art, artisan, build, construction, landscape, music</p> <p><i>7 Unique Simple Words:</i> artist, build, carve, drum, ground, precipitous, rock</p>	49	17
Spirituality	<p><i>18 Intent Terms:</i> abnormal, dream, evil, God, hope, leader, life, message, passion, power, precious, royalty, soul, spirit, structure, supreme being, symbol, wrong</p> <p><i>17 Referent Domains:</i> biblical, Christ, eminence, essence, God, heart, humanity, religion, sleep, soul, spirit, spiritual, sports, spot, supernatural, supremacy, witchcraft</p> <p><i>17 Unique Simple Words:</i> bless, cross, demonize, heaven, magic, magic circle, majestic, Mecca, nightmare, priest, sacred, save, sin, soul, spirit, testament, transcend</p>	37	17
Construct	<p><i>12 Intent Terms:</i> border, build, building, construct, develop, foundation, huge, plan, spire, stability, structure, support</p> <p><i>12 Referent Domains:</i> board, bone, bridge, build, building, construction, creation, entrance, foundation, home, structural support, structure</p> <p><i>21 Unique Simple Words:</i> bedrock, blueprint, bolster, build, cornerstone, door, foundation, framework, ground, ground-breaking, groundwork, house, ivory, ivory tower, monument, mount, pillar, timber, tower, under-gird, wall</p>	52	16

Contextual themes were reviewed for broader metaphor themes the 46 contextual themes worked toward. This process led to the final phase of analysis, identification of broad metaphor themes.

Broad Metaphor Theme Findings

The 46 contextual themes were condensed to 10 broad metaphor themes indicated in Table 13 using the process of theme emergence explained in the data analysis section of chapter 3. In seeking to place each of the 46 contextual themes in only one broad metaphor theme, overlap occurred related to themes identified. To that end, each

Table 13

Ten Broad Metaphor Themes, Primary Contextual Themes and Simple Word Count

Broad Metaphor Theme	Primary Contextual Themes Indicated	Simple Words Referred
Limits	boundaries, climate, competition, creativity, emotional health, growth, humanity, image, limit, measurement, opportunity, physical health, power, skills, spirituality, tough, vision	329
Perseverance	boundaries, competition, construct, creativity, determination, physical health, emotional health, games, goal, journey, nurture, opportunity, physical health, plan, prepare, progress, sew, supremacy, survival, time, war	257
Resources	chain, construct, creativity, creatures, earth, elements, fabric, fire, food, fuel, gift, growth, physical health, power, prepare, resources, skills, strength, support system, survival, transportation, vision, water, wealth	242
Power	boundaries, element, emotional health, image, physical health, skills, spirituality, transportation, vision	111
Creativity	construct, create, growth, sew, spirituality	79
Competition	competition, construct, game, war, games, goal, growth, image, journey, opportunity, plan, prepare, progress, supremacy, war	68
Nature	construct, creatures, determination, earth, games, growth, journey, nurture, prepare, resources, strength, war	48
Growth	opportunity, growth, war	7
Strength	strength	2
Vision	opportunity, support systems	2

contextual theme was tagged with a primary theme and where indicated a secondary and sometimes tertiary theme and the primary themes were then tallied (See Table 14). Of the 10 broad metaphor themes identified, three stood out as the most used broad

metaphor themes: 'limits' with 329 referent terms and 17 contextual themes indicating 'limits' as the primary metaphor theme of reference was most referred to. In addition to 'limits,' 'perseverance' had 257 simple word references and 22 primary contextual themes indicated and 'resources' had 242 simple word references and 24 primary contextual themes indicated. These three broad metaphor themes were significantly dominant in the speeches as each was out referenced both in simple words and in contextual themes by more than two to one over the next broad metaphor theme category of 'power' which had 111 simple word referrals and 9 contextual themes indicated as primary.

Table 14

46 Contextual Themes with Primary, Secondary and Tertiary Broad Themes Indicated

Contextual Theme	Broad Metaphor Themes
boundaries	limits
boundaries	limits/competition
boundaries	limits/competition/perseverance
boundaries	limits/competition/perseverance
boundaries	limits/competition/power
boundaries	limits/competition/power
boundaries	limits/power
boundaries	perseverance
boundaries	power/limits
boundaries	power/limits/competition
chain	resource/power/vision
chain	resources
chain	resources/power/nature
climate	limits/competition/power
competition	competition
competition	limits/create
competition	limits/growth
competition	perseverance
construct	competition
construct	create
construct	create/competition
construct	create/growth
construct	create/music
construct	perseverance
construct	create/perseverance
construct	nature/competition/perseverance
construct	perseverance, competition/nature
construct	perseverance/competition
construct	resources
creativity	create/perseverance
creativity	create/persevere
creativity	limits/growth
creativity	perseverance/competition
creativity	resources
creatures	nature/competition/perseverance
creatures	resources
creatures	resources/nature
determination	nature/competition/perseverance
determination	perseverance/competition
determination	perseverance/competition/growth
earth	nature/competition/perseverance
earth	nature/perseverance/competition
earth	resources/nature
earth	resources/nature/create
earth	resources/nature/perseverance

earth	resources/nature/power
elements	power/limits/competition
elements	resources/nature/power
emotional health	limits/growth
emotional health	limits/growth/power
emotional health	limits/growth/vision
emotional health	limits/power
emotional health	limits/power/competition
emotional health	perseverance/competition/growth
emotional health	power/limits/competition
fabric	resources/nature/power
fire	resources/nature/power
food	resources/nature/power
fuel	resources/nature/power
games	competition
games	competition/limits/perseverance
games	nature/perseverance/competition
games	perseverance/competition/limits
gift	resources/nature/power
gift	resources/nature/strength
goal	competition/limits/perseverance
goal	perseverance/competition/limits
goal	perseverance/competition/nature
growth	competition/limits/perseverance
growth	create/persevere
growth	growth/competition/perseverance
growth	limits/power/competition
growth	limits/power/competition
growth	nature/perseverance/competition
growth	nature/perseverance/competition
growth	resources/nature/strength
humanity	limits/power/competition
image	competition/limits/perseverance
image	limits/power/competition
image	power/limits/competition
journey	competition/limits/perseverance
journey	nature/perseverance/competition
journey	nature/perseverance/resources
journey	perseverance/competition/nature
limit	limits/power/competition
measurement	limits/power/competition

nurture	nature/perseverance/resources
nurture	perseverance/competition/nature
opportunity	competition/limits/perseverance
opportunity	growth/competition/limits
opportunity	limits/power/competition
opportunity	perseverance/competition/nature
opportunity	vision/limits
physical health	limits/power/competition
physical health	perseverance/competition
physical health	perseverance/competition/strength
physical health	power/limits/competition
physical health	power/limits/resources
physical health	resources/power
plan	competition/limits/perseverance
plan	perseverance/competition/limits
plan	perseverance/competition/strength
plan	perseverance/create
plan	perseverance/creation
plan	perseverance/growth
plan	perseverance/growth/competition
plan	perseverance/growth/nature
power	limits/power/competition
power	resources/power
prepare	competition/limits/perseverance
prepare	competition/limits/perseverance
prepare	nature/perseverance/resources
prepare	perseverance/growth/strength
prepare	perseverance/nature
prepare	perseverance/nature/competition
prepare	resources/power
progress	competition/limits/perseverance
progress	perseverance/nature/competition
resources	nature/perseverance/resources
resources	nature/resources
resources	resources/power
sew	create/perseverance
sew	perseverance/nature/competition
skills	limits/power/competition
skills	power/limits/resources
skills	resources/power
spirituality	create/perseverance
spirituality	limits/power/competition
spirituality	limits/power/growth
spirituality	limits/power/resources
spirituality	limits/power/vision

spirituality	limits/resources/power	vision	power/limits/resources
spirituality	power/limits/resources	vision	power/nature/resources
strength	nature/resources	vision	power/resources/limits
strength	nature/resources/perseverance	vision	power/resources/nature
strength	nature/resources/power	vision	power/vision
strength	resources/power	vision	power/vision/limits
strength	resources/power	vision	resources/power/nature
strength	strength/resources	war	competition
strength	strength/resources/vision	war	competition/limits/power
support systems	resources/power	war	competition/perseverance
support systems	resources/power/limits	war	competition/perseverance/limits
support systems	resources/power/nature	war	competition/strength/limits
support systems	vision/strength/resources	war	competition/perseverance/limits
supremacy	competition/limits/perseverance	war	growth/perseverance/competition
supremacy	perseverance/nature/competition	war	nature/resources/power
survival	perseverance/nature/competition	war	perseverance/growth
survival	resources/power/nature	war	perseverance/nature/resources
time	perseverance/nature/competition	war	perseverance/resources
time	perseverance/nature/growth	war	perseverance/strength
time	perseverance/nature/resources	war	perseverance/strength/competition
tough	limits/resources/power	war	perseverance/strength/growth
tough	limits/resources/power	water	resources/power/nature
transportation	power/limits/resources	wealth	resources/power/nature
transportation	resources/power/nature	wealth	resources/power/strength
vision	limits/resources/power	wealth	resources/power/vision
vision	limits/vision	wealth	resources/strength
vision	limits/vision/competition	wealth	resources/strength/create
vision	limits/vision/growth	wealth	resources/strength/nature
vision	limits/vision/power	wealth	resources/strength/power
		wealth	resources/strength/vision

Table 14 lists each of the 46 contextual terms (the first of each unique term shown in bold) with the primary, secondary and tertiary contextual themes identified indicated by ‘/’ (e.g., the last item listed is wealth with broad metaphor themes of: resources/strength/vision. In this instance resources=primary, strength=secondary and vision=tertiary). A review of findings demonstrates how based on the contextual domain and speaker’s intent the contextual theme may have varying indications of broad

metaphor theme and more importantly the selection of primary, secondary, and tertiary importance of the broad metaphor theme for the term is impacted directly by speakers intended use of the metaphoric term that eventually mapped to the broad metaphor theme.

The 10 broad metaphor themes were then reviewed to look for overlap that might be represented visually. This was done using the plotting process described in chapter 3. Allowing for patterns of association to develop by plotting the 46 contextual themes as they related to each other aided in further understanding the metaphors and metaphor themes used by university women presidents in their inaugural addresses.

Using this process, broad metaphor theme findings led to the development of a pictorial representation of these themes related to the contextual themes. While three broad themes were deemed principal based on highest frequency of use—limits, perseverance, and resources, three additional themes were found to be supporting based on the number of terms indicating this placement. The three supporting terms are—power, competition, and nature. Creativity seemed to be a central theme that had ties to all other broad themes while growth, strength, and vision overlapped dichotomous terms. These findings led to the development of a Venn diagram that visually represents the contextual metaphor themes and relationships to broad metaphor themes.

The Venn diagram development began with the 46 contextual themes identified and the three principal themes. Once most of the 46 contextual themes had been plotted relative to the relationships to each other, the contextual themes seemed to naturally group into the three areas and these were later labeled the principal themes. The three principal themes—resources, limits, and perseverance, overlapped each other creating what would later be labeled central themes—creativity, growth, strength, and vision. Finally external

relationships of principal themes to central themes were identified and labeled supporting themes—competition, nature, and power. In all, 10 themes with interconnected relationships emerged from the total 1,161 metaphoric terms identified. In chapter 5 a discussion of the Venn diagram (Figure 2) and potential implications will be shared along with thoughts on potential variations on data analysis and ideas for future research potential.

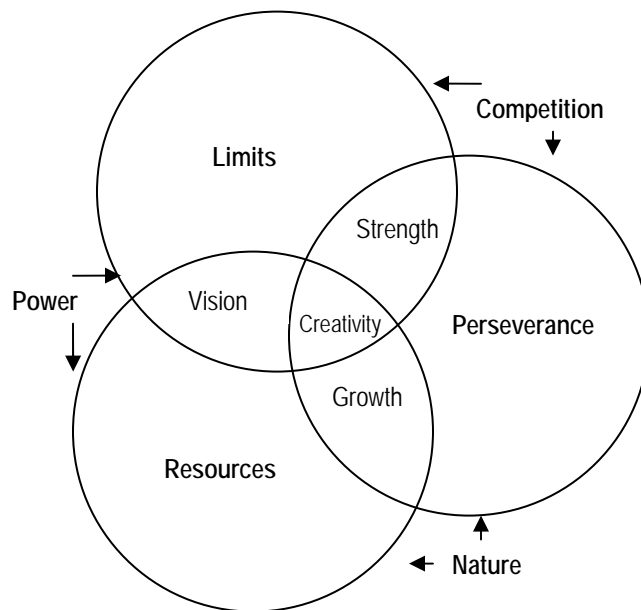


Figure 2: Venn diagram representing interrelationships of 10 broad metaphor themes.

CHAPTER 5: APPLICATION

Variations of perspective when reflecting on the data set lead to the realization that research on metaphors, and subsequently the lessons to be learned from these pictorial messages are endless. After studying research done on metaphors and then reviewing over 1,000 metaphors found in 20 speeches, it is apparent that the surface has just been scratched. Given my desire to seek deeper understanding in an effort to improve communication, the questions now remain, what undeveloped posits have potential to do just that, improve communication? An evaluation of a few potential applications of the knowledge gained from this work will be discussed after considering lessons learned, ideas for improved communication and future research directions based on this researcher's interpretation. For ease of reference the 46 contextual themes will appear in italics in this chapter and the 10 broad metaphor themes will be underlined.

While many applications hold potential, given my desire to better understand communicative leadership implications in a university setting I will begin with those that surfaced as helpful in this process. A reminder is that the metaphor themes identified as primary in previous research and writings were predominantly based on works of men. Those themes that were assumed to carry a more masculinized form of messaging were identified in chapter 2 as: 1. Competition (sports, romance, war), 2. Dominance (sex, disease, earth, wind, fire) and 3. Creation (tools, building, fathering). While many of these similar terms came up in the women university presidents' inaugural addresses reviewed, the

incorporation of speaker's intent demonstrated that it is not necessarily the words that determine the metaphoric theme, but the messaging carried within. If a similar analysis were to be done on men's works of a similar era (1990-2007), given to a similar audience (coed, multi constituent, sectarian, university) under similar circumstances (inaugural address or installation speech of a newly appointed president), the metaphor themes may in fact be very similar to those of the women's works reviewed. Not knowing this to be the case, the information gathered here indicates that women's messaging has a tendency to be portrayed in a more win:win and collegial manner. While the masculinized metaphors of sports, romance, and war were primarily determined to lead toward a metaphoric theme of competition this was not the case within the women presidents' speeches.

Unlike men's messaging of competition, the messaging related to sports or *games* and *war* led more directly to a theme of perseverance underscored by a theme of *strength* that then acknowledged the benefit of competition in an effort to persevere. This same concept of competition in men's works would more traditionally be underscored by a theme of power rather than strength. Power again came up in women's works, but unlike men's works where power was the broader more central theme and 'creation' was a theme associated with control as identified in metaphors of "tools, building and fathering" power was a supporting theme. The more central theme identified in women's works was not one of 'creation' as control, but one of creativity as opportunity (see Figure 3). For example:

*“For our...founders, listening honored individuals, built consensus
and produced thoughtful decisions.” –Speaker C, ¶25*

Here the metaphoric term 'built' while rooted in 'creation' has a broader intent of opportunity, which leads to creativity as central to the message's purpose. This does not

negate the realization that creation is essential in the process, nor that power may be innate to the concept. It does demonstrate, however, that the broader overarching message here is less controlling and more collaborating than indicated in the research of metaphors primarily based on men's works.

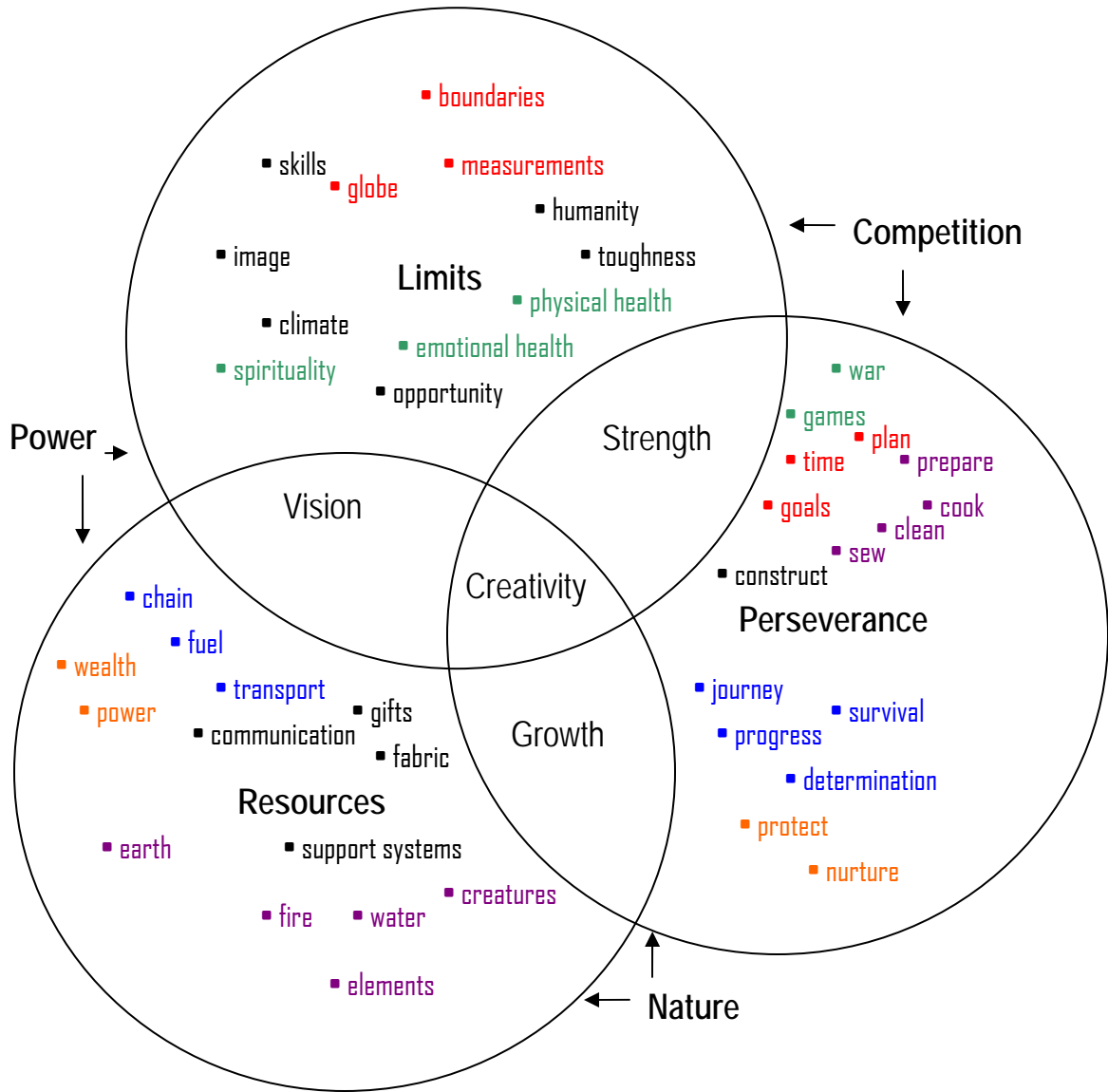


Figure 3: Venn diagram representing interrelationships of 10 broad and 46 contextual themes with color codes indicating contextual theme clustering.

What Was Learned

A variety of lessons can be gleaned from this work including newly identified themes that should be considered in future research on metaphors. How women leaders of today may reuse metaphoric themes from past leaders, and how the women presidents whose speeches were reviewed may or may not use metaphors that draw on personal experiences versus those intended to be more relevant to the audiences experiences, offer opportunities for further understanding.

New Metaphoric Themes to Include in Analysis

In reviewing the Venn diagram in figure 3, broad metaphor themes (underlined in text) that reveal themselves in this work should be included when looking for patterns in future research of this type. The intent here is not to influence identification of themes, but to aid in interpretation of findings and to inform from a perspective of women university presidents' messaging as it relates to past research.

New themes identified as well as those themes previously identified that appear to represent a variation on thematic intent are both essential considerations. New themes of perseverance, limits and resources are essential considerations as these appeared as dominant in the speeches reviewed. In addition authors and researchers considering the 'dominance' themes should also look at the roles resources, nature and strength play in understanding the use of traditional 'power' interpretations of metaphor use.

In the example below, it would be easy to ignore the more subtle implications of resource scarcity and nature’s role in perseverance in favor of a power/dominance intent, if that was the previously informed view of the researcher.

“divided we fail. United we flourish...” –Speaker H, ¶33

Simple Word	Contextual Domain	Term Intent	Contextual Theme	Broad Metaphor Themes
Flourish	Plant growth	Thrive	Earth	Nature/perseverance/resources

By looking at the impact of the term ‘flourish’ as an opportunity rather than strictly contrasting it to the terms ‘divided’ or ‘fail’ the speaker’s intent is interpreted as nature’s form of perseverance and utilization of resources. If the researcher was looking for power or dominance in this metaphor, then ‘flourish’ when taken out of context may be interpreted as “over growth” or “over powering” which would potentially lead directly to the power/dominance themes identified in previous works. In the following example the potential influence of prior knowledge on the researcher is further clarified.

“(investment in research) acted as strong magnets” –Speaker N, ¶7

Simple Word	Contextual Domain	Term Intent	Contextual Theme	Broad Metaphor Themes
Magnet	Force	Pull	Elements	Resources/power/nature

In this example, power does not lead to ‘control’ but rather ‘influence’ and the magnet is used as a resource rather than a weapon. This example demonstrates how the theme identified could be easily influenced by researcher bias to previously identified metaphor themes.

The third primary broad metaphoric theme that should be considered is one of limits demonstrated with the example below.

“*It’s a circle of friends—but an open circle—and one that is always expanding.*” Speaker T, ¶55

Simple Word	Contextual Domain	Term Intent	Contextual Theme	Broad Metaphor Themes
Open circle	Belonging/friends	Accessible	Emotional health	Limits/vision/growth

Previous models of metaphoric interpretation might encourage ‘circle’s’ inclusive nature to encourage a position of power. While *emotional health* can lead to greater power, that is not the purpose/intent of this metaphor’s use. Instead it focuses on the lack of limits leading to a vision for future growth both as individuals and as an institution. An example of how a term that might easily translate into a romance/dominance theme in previous works might vary. As seen here some do not map to the historically anticipated norms.

“...*the colleagues who coached me and coaxed me on in my love affair with... knowledge, curiosity, creativity, compassion, integrity, hope.*” Speaker T, ¶5

Simple Word	Contextual Domain	Term Intent	Contextual Theme	Broad Metaphor Themes
Coach	Sports	Spontaneous growth	Support systems	Resources/power/nature
Love	Humanity	Emotion	Nurture	Perseverance/competition/nature
Affair	Love	Love	Emotional health	Power/limits/competition

In this example ‘coach’ could easily be taken from a contextual domain of ‘sports’ to a broad metaphor theme of competition. However, the term intent, lead to a contextual theme of *support systems* which then lead to a broad metaphor theme of resources. This same example gives cause to consider how a simplistic analysis could move ‘love’ and ‘affair’ directly into a sex/romance/dominance interpretation although when considering the context neither mapped in this manner. Instead ‘love’ mapped to a contextual theme of *nurture* and a broad metaphor theme of perseverance while ‘affair’ mapped to *emotional health* and a broad

metaphor theme of power. Interestingly competition while not showing up under 'coach' actually appears as the tertiary broad metaphor theme for 'affair'.

Many more examples exist that demonstrate the need for research on metaphors to be less narrow and more open to the speaker's intent and the broader context of a metaphoric term's use, rather than only considering the term's origin in analysis. This suggests that the context is just as important as the term when selecting metaphors for use. These broad metaphor themes and the 46 contextual themes will be discussed further in a review of the Venn diagram and the interconnectedness of themes. Prior to a review of the diagram it is important to address a question posed earlier. Did the women leaders use themes from past leaders or develop their own based on personal experiences as suggested by Dent-Read (1993), or some other means?

Use of Themes from Past Leaders

It stands to reason that any leader seeking the highest office at an institution must establish some degree of equality with previous leaders (Sabatini, 2007). This need has the potential to show itself in a variety of communication efforts, including the inaugural address of a newly appointed president. Putting this assumption to the test I looked for patterns of metaphoric term use that mirrored past works and held little context beyond that repetition. In other words, I looked at metaphors that used past references as the context for understanding the metaphor. The terms I was able to identify in this context consisted of 'ivory', 'ivory tower', 'tower' and 'hill'. Each of these terms held messages intended for a previously informed academic audience. The context was similar, but the themes these messages informed were those of "limits, perseverance and nature" primarily with secondary themes of "resources, nature and competition" and tertiary themes of "power, competition

and perseverance". The use of these terms was often used to signify change, or a push for change from what had been the accepted norm, by previous academic audiences, as exemplified by the following metaphor contextual excerpts.

"the (institution's) towers extend to all" Speaker R, ¶37

"anything but ivory and isolated" Speaker R, ¶37

"the medieval image of the university as an ivory tower" Speaker J, ¶6

"neither an ivory tower or an academic village" Speaker S, ¶33

Understanding there was potential for a speaker to mirror metaphoric concepts of past leaders to connect the audience to past leadership or perceptions of leaders, to truly answer the question it would be necessary to review the metaphor contextual domains one more time looking for influences of the speaker's personal experience(s).

Personal and/or Audience Relevance

During the analysis process the question arose related to prior research indicating that we, as individuals, select or develop metaphors that have personal relevance to us as communicators (Dent-Read & Szokolszky, 1993). The premise of the question was: Where did the metaphors of university women presidents originate? Did the development of themes begin with personal experience or were metaphors selected to connect to the audience? To truly answer this question it would be necessary to do additional background analysis of each woman's speech development and learn more about the demographics of those in the audience. However, a brief look at the number of times the nautical context was mapped to, which was 46 times in eight speeches offers some potential for analysis. A quick look at the

eight institutions where the speeches were delivered was done to determine if there were large lake or ocean borders nearby did not seem to reveal a correlation to the use of the nautical theme. Several of those speeches were delivered at institutions in states with very small water borders such as Pennsylvania and one was in a landlocked state. This indicates the possibility of influence from past speakers or personal experience brought forth by the presidents. To determine if pursuing work in this area holds potential for additional communication insight, a researcher may chose to look at the locations speakers lived and/or visited, materials speaker's read, heard, or saw, and experiences those individuals had in their youth and adolescence in an effort to reveal some degree of influence in metaphor development and use.

Improving Communication

Given my initial goal to pursue research that had the potential to aid in improving communication of leaders, it is necessary to reflect on potential uses of the information gleaned from this work. Due to the limited research on the metaphors used by women and on women leaders in higher education, the findings add to the body of knowledge related to these areas of women's communication. Implications for improved understanding of the importance of metaphoric messaging are great. Knowing that the metaphor themes identified differ from those previously identified in primarily men's works leads to potential for improving cross gender communication. These findings may empower women in a variety of leadership roles to recognize the power of planned metaphor messaging. If war metaphors have traditionally been utilized and those metaphors are replaced with metaphors of peace and reconciliation there is potential to reduce the power of war in messaging and in society. It is important to recognize that metaphors give receivers mental images that are carried with

them longer than the initial message. Therefore if that image is one of war, the message that resonates is one of war.

In literature on men's metaphors themes of competition, dominance, and creation were found to carry underlying messaging of power and control. In the women's metaphors reviewed themes of resources and perseverance were supported by a theme of nature. This concept holds potential to reinforce Wheatley's (2006) work on leadership as it relates to chaos. As nature closely relates to creation it is of note that women's metaphoric approach seems to empower nature and work with it, where those defined as men's focused more on control. Women's metaphors are therefore more collaborative and collegial, and men's could be interpreted as oppressive given the power and control bent identified. More importantly the voices that were once silenced through metaphoric messaging of oppression have potential to be heard through increased awareness of this not so subtle, communication nuance.

Several findings demonstrate this potential including implications for improved understanding of broad metaphor themes identified beyond the traditional. Applications of the Venn diagram and ways these findings may inform future research are considered to aid those desiring to pursue a similar research direction.

Metaphoric Theme Awareness

Awareness of metaphoric themes beyond those traditionally determined as necessary in leadership communications literature such as Griba's (1993) 'team' metaphor or Sheeler's (2000) metaphors of 'control, strength, and independence' which she termed "masculined", was an initial observation of this researcher. A raised awareness of these themes can empower those speaking to audiences to select metaphors that hold potential to communicate

more broadly across genders. If the goal of a speech is to motivate, understanding that a variety of metaphoric terms can aid in this process could hold potential for limiting language that may serve to segregate populations who do not readily identify with war or sports metaphors or, who may feel offended by metaphors related to sex, gender, or romance (Anderson & Sheeler, 2005; Koller, 2004).

In an environment where concerns of war may raise undesirable responses from an audience, a speaker may want to reinforce messages of peace and reconciliation. For instance, if the goal of the speech is to motivate for advancement, even though war or competition metaphors, which are traditionally considered masculine, (Kaminsky, 2000; Lakoff & Johnson, 2003) may be common fallbacks, an awareness of metaphoric themes could empower the use of more gender neutral metaphors that also reduce potential for undesirable audience responses. Recognizing that *war* metaphors are found on the Venn diagram in the sphere of perseverance with an influence of competition, a speaker could look for a different metaphoric construct in that same thematic area to identify messages with similar intent while avoiding those metaphors that would be less likely to enforce messages of peace. For instance a speaker could avoid *war* metaphors such as—gathering the troops, assembling the battalion, shotgun approaches, and deadlines, or the one I just used—fallback, in lieu of *construct* metaphors such as—rally the builders, review the blueprints, hit the nail on the head, and meet the timeline. If a speaker felt their audience had an inkling that these *construct* metaphors might address a more masculine audience a different metaphoric theme in that same category of perseverance might be considered, such as—*preparation, cooking, nurturing, journey, or survival*. Further review of the Venn diagram will open up additional opportunities for using metaphors for improving communication.

Venn Diagram Applications

The simplified nature of data representation shown in the Venn diagram serves to inform those seeking to better understand metaphor use and those seeking to use metaphors effectively. This visual representation of the interconnectedness of broad metaphor themes and how the contextual themes cluster within these allow for both deeper analysis and focused use. Applications of this are endless, however this diagram should not be taken as an end in itself. This is a representation of the metaphors used by 20 women university presidents in a specific situation and while there may be implications for other communication efforts without additional comparative data it is necessary to proceed with caution before applications to other communication scenarios. On the other hand, if the messaging a speaker desires is in line with the intent of the speakers represented in this work then the diagram holds great potential for informing communication efforts.

The diagram depicts 10 broad metaphor themes and the interconnections as demonstrated by use in the speech texts reviewed. Of those broad metaphor themes (a) three surfaced as Principal themes, (b) four as Central themes and (c) three as Supporting themes. A review of each of these and an explanation of some potential clustering of contextual metaphors within the principal theme circles will aid speaker awareness and application.

Principal, central, and supporting metaphor themes. The Venn diagram concept was used to plot and organize findings. Principal metaphor themes are identified in the diagram by three large circles in the diagram as limits, resources, and perseverance. The theme of

limits was mapped to from numerous directions. It was not purely from a place of having limits set for someone, but of setting limits, recognizing boundaries, overcoming boundaries, acknowledging limitations, and seeking ways to overcome those limitations. Central themes of vision, creativity, and strength exemplified the efforts to push beyond imposed limits and were supported by power found within and beyond the limits and motivated by competition to overcome. Recognizing these interrelationships could empower a speaker to draw on the central and supporting themes when faced with the broader argument addressed by the metaphoric theme limits.

Not separate from limits are the principal themes of perseverance and resources. Speakers seeking to address issues of perseverance could be informed by the awareness that central themes of growth, creativity and strength aid in the objective. In addition supporting themes of competition and nature may serve to strengthen the speaker's ability to connect images of perseverance to an audience. Similarly a speaker seeking to raise awareness of resources could be served by acknowledging the impact central themes of vision, creativity and growth have on resource awareness, application, use, and scarcity. To better utilize these with an audience, connecting to the supporting themes of power and nature may be helpful.

Contextual metaphor theme clusters. Clustering of contextual metaphor themes should be addressed, because each adds to the understanding and, therefore, usefulness of the Venn Diagram. These clusters are not set in the metaphorical builder's construct "stone". Each of the 46 contextual metaphor themes was plotted based on the intent of the metaphoric terms mapping to the theme. Because each was plotted based on speaker intent, contextual themes with similar or related intents were located/placed near each other and closer or further away from central and supporting themes that inform the principal theme housing the

contextual metaphor theme. Awareness of clusters may serve to support a speaker in identifying metaphoric themes that reinforce messages and simultaneously hold potential to reach broader audiences. Example of these color coded clusters can be seen in the Venn diagram in figure 3.

In Limits two clusters appear with several outlying themes. One cluster of (1) *boundaries, measurements, and globe* each of which carry broader physical dimensions related to limits and another of (2) *spirituality, emotional health, and physical health* which have more human implications related to limits and may include *humanity* or *skills* in some instances.

In the principal theme bubble of Perseverance five clusters appear. At the top of the circle, (1) *war* and *games* cluster near the supporting theme of competition and the central theme of strength. While a cluster of (2) *prepare, cook, clean, and sew* group near the top as well, these hold potential to cluster near creativity and *construct* may be incorporated into this cluster in some instances. A cluster of (3) *goals, plan, and time* also appears near strength and competition relating closely with both limits and resources and near enough to the contextual theme *prepare* to create a variable cluster relationship. A cluster of (4) *survival, journey, determination, and progress* appears near the central theme of growth and the supporting theme of nature indicating that related metaphoric terms could be used to represent or reinforce these conceptualizations. Also near the bottom of the perseverance bubble is a two pronged cluster of (5) *nurture* and *protect*. Both appear near nature and growth but have ties to strength as well, demonstrating the interconnectedness of all the clusters as well as the broader metaphoric themes.

In the principal theme of Resources three clusters appear, one with (1) *chain, fuel,* and *transport*, which is found near the supporting theme of power as is the cluster with (2) *wealth* and *power* which may also include *communication* and *even support systems* when these lend themselves toward a power construct. The contextual metaphor theme of *communication* as represented here is a resource because it was utilized as such in the speeches reviewed. This same contextual theme holds potential to be a limit as well and could easily be found within the vision overlap represented in the diagram. Each of these clustered contextual themes is reinforced by central themes of vision, creativity, and growth. A third contextual metaphoric cluster is that with (3) *earth, fire, water, creatures* and *elements*. This cluster while holding power is clustered more near the supporting theme of nature which again demonstrates the interconnectedness of the metaphors identified in the 20 presidents' speeches.

The opportunity to utilize this visual representation of the interrelations of visual messages is limited. However, it holds potential to inform speakers and speech writers in the use of metaphors to reinforce messaging with similar intent. Those seeking to do additional research on metaphors may identify intent per metaphoric usage not found in this data set. The following section will share some ideas that may inform those who face potential hurdles in metaphor analysis.

Implications for Metaphor Analysis

The method used in this analysis holds potential to inform a variety of metaphor analyses. Prior to beginning this work a variety of alternate methodologies were discussed to address potential issues should one or more arise. Although these were not used I have chosen to share them here, to aid others who may encounter them.

The process of utilizing propositions identified in Crisp, Heywood, and Steen (2002) becomes extremely important when working with complex literary texts. If reviewing poems or works that include multiple mixed or complex metaphors that may actually map to multiple dimensions, it becomes exceedingly difficult to keep the identification process succinct. Due to the broad audience targeted by presidents of coed institutions, well seasoned speakers could have avoided the use of complex metaphors. However, if identified, the contextual references could be made under an "open sub-code" heading. Given the audience or organization, this heading could serve to monitor contextual references to higher education or institution specific metaphors such as those that lead to mascots.

If the intent of a speech is to communicate a message, then phraseology within a speech directed toward that message, even if the message has a metaphorical undertone, may have some relevance to the existing work although it may not refer outside. If this occurs metaphor identification could be done by labeling each phrase with its own open code, to subsequently categorize the referent of the phrase as an axial code. When multiple referents exist, it will be necessary to break out individual words for referent identification. The "open sub-code" category may again be used for this purpose, prior to assigning axial code(s). After all referents are identified and noted as "axial codes" alternate domains should be identified and noted as a separate axial code entered on the spreadsheet line below the initial listing.

If there is a need for a three dimensional perspective a taxonomical map similar to those used by Timpson (1999) provides a way to represent a three dimensional interconnectedness of themes. For example, the masculinized themes identified by Lakoff (1983) and shared earlier might be mapped in three dimensions with the broader categories as competition, dominance, and creation and the underlying concepts of power and control

moving toward or away given the relationship of the specific select code being mapped. The Venn diagram developed in this work may also aid in looking more closely at one of the supporting themes in a three dimensional manner. This opens the door to potentially demonstrate how some of the contextual themes focus more directly and others have limited connections or influence. After the map begins to develop, select codes can be moved among thematic categories until all data fit (Leydesdorff & Hellsten, 2005; Timpson, 1999).

Potential Research

A plethora of ideas come to mind related to future research. Given the development of informed metaphoric intent and its relationship to broader metaphorical theme emergence numerous opportunities exist. Utilizing this method creates unlimited potential to further examine previous and future works. The concepts of counting and sorting of metaphors in the discipline of communication studies will serve to further develop the conceptualization of metaphoric clusters providing more quantifiable justification for metaphoric cluster selection and development. In addition to the incorporation of this methodology into speech text metaphor analyses, there are opportunities to further inform communication across a variety of rhetorical groups.

Different Rhetorical Groups

The potential to better understand communication and miscommunication among rhetorical groups is a lure of many in communication. By utilizing this work on the metaphors of university women presidents in their inaugural addresses similar work on male university presidents of the same era at similar institution types would provide opportunity for comparison of metaphor use by men and women. Studies of women business or political

leaders' communications provide opportunity for similar comparisons of metaphor use across disciplines and/or based on audience and/or the purpose of a specific communication text.

The potential to compare women university presidents' metaphor use historically with those of more contemporary presidents reviewed here serves to inform trends in metaphor use by these leaders.

Comparisons of these university women presidents at coed universities may also be compared to a similar population at non-sectarian institutions, women's or men's colleges, and/or community colleges. Similarly, comparisons to men and/or women leaders at predominately minority colleges would add another useful perspective toward improving communication. Each of these comparisons holds potential to inform communication strategies given different audiences.

Adaptation of Metaphor Based on Audience

All institutions seeking increased enrollment and constituent satisfaction benefit from increased understanding of metaphors as a tool for connecting to an audience. Because metaphors hold the ability to draw a picture in the minds eye of listeners, these literary devices hold power to persuade. This is an important tool in marketing programs to potential students and other institutional constituents. This same research could be used to inform both business and political venues as each seeks to communicate a memorable message that often requires action.

Summary

An inductive qualitative content analysis was used to look for emergent metaphorical themes. The population studied was 20 inaugural addresses of women college and university

presidents at coed institutions delivered in the last 17 years. After identification of the presidents, a sampling of the addresses was taken based on public domain availability. Of the speeches identified the most recently delivered speeches were analyzed. Conceptual metaphors that mapped outside the contextual domain were identified and entered into a spreadsheet. The spreadsheet was used to document the emergence of axial and then select codes and for final documentation of broad metaphoric themes. Theme identification emerged through the use of a conceptual map where select codes were entered as they related to each other. This inductive analysis provided increased awareness of metaphorical themes used by women college presidents of coed institutions in their inaugural addresses.

Due to limited research on the metaphors used by women and on women leaders, the findings add to the body of knowledge related to these areas of women's communication. These findings will provide a springboard for additional study on the differences in metaphors used by men and women and ways to use metaphors to improve cross gender communication.

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APPENDIX A

Metaphor Data from 20 Speeches Sorted by Contextual Theme

	Speech	Paragraph	Metaphor and Surrounding Context	Metaphoric Term	Simple Word	Contextual Domain	Term Intent	Contextual Theme	Broad Metaphor Themes
1	A	1	education is not...filling of a pail	pail	pail	water	bucket	water	resources/nature
2	A	1	education is...lighting of a fire	lighting	light	fire	fire	elements	resources/nature/power
3	A	1	education is...lighting of a fire	fire	fire	match	ignite	fire	resources/power/nature
4	A	4	discover...power of ideas	power	power	strength	opportunitiy	opportunity	competition/limits/power
5	A	4	serve as...guiding light	light	light	vision	sight	vision	power/limits/resources
6	A	6	grandparents...believed in the American dream	dream	dream	dream	sight	vision	limits/resources/power
7	A	6	grandparents...established deep roots	roots	root	garden	garden	growth	competition/limits/perseverance
8	A	10	men had a vision for (school)	vision	vision	vision	sight	vision	power/limits/resources
9	A	11	a season of competition	season	season	time	time	time	perseverance/growth
10	A	11	a time of great need for education	time	time	time	time	time	perseverance/nature/competition
11	A	11	education...is under siege	siege	siege	attack	war	competition	perseverance/competition
12	A	11	every activity under heaven	heaven	heaven	eminence	power	spirituality	power/limits/competition
13	A	11	there is a season for every activity	season	season	time	time	time	perseverance/growth
14	A	11	there is a time for everything	time	time	time	time	time	perseverance/nature/competition
15	A	11	those committed to education...must take stock	stock	stock	invest	finance	wealth	resources/power/limits
16	A	14	instructed through the eye (w/motion picture)	eye	eye	vision	sight	vision	limits/resources/power
17	A	15	adaptable institutions survive	survive	survive	life	live	survival	perseverance
18	A	15	inflexible institutions collapse	collapse	collapse	life	death	physical health	limits/power/competition
19	A	15	the world is flat	flat	flat	small	accessible	boundaries	limits/power/competition
20	A	16	deliver on America's promise	deliver	deliver	give	gift	nurture	perseverance/nature/competition
21	A	17	illuminates our future	illuminate	illuminate	light	insight	vision	limits/resources/power
22	A	20	universities are...guardians	guardians	guardian	child/caregiver	support/foster	nurture	perseverance/nature/competition
23	A	23	I am announcing (institution's) Emerald Eagle Scholars program	Eagle	eagle	mascot	students	Image	limits/competition/power
24	A	24	help students afford their education, Emerald Eagle Scholars will	Eagle	eagle	mascot	students	wealth	limits/competition/power
25	A	25	eligible to become Emerald Eagles	Eagle	eagle	mascot	students	Image	limits/competition/power
26	A	26	Emerald Eagle Scholars will participate	Eagle	eagle	mascot	students	competition	limits/competition/power
27	A	26	ensure success of Emerald Eagle Scholars	Eagle	eagle	mascot	students	Image	limits/competition/power
28	A	27	support the Emerald Eagle Scholars	Eagle	eagle	mascot	students	wealth	limits/competition/power
29	A	28	Emerald Eagle Scholars will benefit by being connected	Eagle	eagle	mascot	students	Image	limits/competition/power

	Speech	Paragraph	Metaphor and Surrounding Context	Metaphoric Term	Simple Word	Contextual Domain	Term Intent	Contextual Theme	Broad Metaphor Themes
30	A	28	guarantee the Emerald Eagle Scholar	Eagle	eagle	mascot	students	Image	limits/competition/power
31	A	28	program launches this fall	launches	launch	rocket	air travel	journey	competition/perseverance/limits
32	A	31	students will be eligible for Emerald Eagle scholarships	Eagle (mascot)	eagle	mascot	sport	Image	limits/competition/power
33	A	33	lift up someone else	lift	lift	weight	sport	competition	limits/competition/power
34	A	33	lift yourself up	lift	lift	weight	sport	competition	limits/competition/power
35	A	33	lifting up others	lifting	lift	weight	sport	competition	limits/competition/power
36	A	34	grow the legacy	grow	grow	soil	cultivation	growth	creativity/perseverance
37	A	34	rekindling our commitment	rekindling	rekindle	fire	fire	elements	resources/power/nature
38	A	35	continue to break new ground	break ground	ground	soil	build	construct	resources/nature/perseverance
39	A	35	personal growth and learning	growth	grow	soil	cultivation	growth	creativity/perseverance
40	A	39	launched the...program	launched	launch	rocket	air travel	journey	perseverance/competition
41	A	40	groundbreaking program	ground breaking	ground	build	construct	create	perseverance/competition/nature
42	A	42	grounded in three themes	grounded	ground	root	cultivation	growth	creativity/perseverance
43	A	42	light the path to the future	light	light	light	sight	vision	power/limits/resources
44	A	42	light the path to the future (2)	path	path	direction	map	journey	perseverance/competition/nature
45	A	42	themes infuse everything	infuse	infuse	senses	permeate	boundaries	limits/power
46	A	43	recruit and retain...faculty	recruit	recruit	armed forces	seek out	war	competition/limits/power
47	A	44	salaries based on rank	rank	rank	armed forces	level	war	competition/perseverance
48	A	44	stewards of quality	stewards	steward	financial manage	finance	wealth	resources/power/limits
49	A	49	support...declined precipitously	precipitously	precipitous	landscape	steep	create	limits/power/resources
50	A	50	a brighter tomorrow	brighter	bright	light	sight	vision	limits/resources/power
51	A	50	building a better future	building	build	build	construct	create	creativity/perseverance
52	A	51	building support	building	build	build	construct	create	creativity/perseverance
53	A	51	worked...to ignite	ignite	ignite	fire	fire	vision	power/resources/limits
54	A	51	worked...to illuminate	illuminate	illumine	light	sight	vision	limits/resources/power
55	A	52	excellence at every turn	turn	turn	road	driving	journey	perseverance/nature/competition
56	A	53	when they were not "connected"	connected	connect	relationship	bonded	support systems	resources/power/nature
57	A	54	universities must be connected	connected	connect	relationship	bonded	support systems	resources/power/nature
58	A	55	eliminate our silos	silos	silo	farming	storage	climate	limits
59	A	55	harness...creative energy	harness	harness	horse	animal	creatures	resources/power/nature

	Speech	Paragraph	Metaphor and Surrounding Context	Metaphoric Term	Simple Word	Contextual Domain	Term Intent	Contextual Theme	Broad Metaphor Themes
60	A	56	reach across disciplines	reach	reach	arms	stretch	physical health	limits/growth/vision
61	A	57	key to expanding	key	key	lock	unlock	boundaries	power/limits/competition
62	A	58	distance learning opens our classrooms	opens	open	door/window	entrance	journey	perseverance/nature/resources
63	A	58	teach without boundaries	boundaries	boundary	border	edge	boundaries	limits/power/competition
64	A	59	take us into virtual space	space	space	space	map	journey	perseverance
65	A	60	fight to eradicate poverty	fight	fight	fight	competition	war	perseverance/competition
66	A	63	hallmark of this country	hallmark	hallmark	mark	trait	image	limits/power/competition
67	A	63	needs of the global world	global	global	migrate	map	boundaries	limits/competition/power
68	A	65	the common core of education	core	core	fruit	center	food	resources/nature/power
69	A	66	a dream all of us share	dream	dream	dream	sight	vision	limits/resources/power
70	A	66	King's dream	dream	dream	dream	sight	vision	limits/resources/power
71	A	67	a dream that recognizes humanity	dream	dream	dream	sight	vision	limits/resources/power
72	A	67	dream represents...human struggle	dream	dream	dream	sight	vision	limits/resources/power
73	A	67	spirit of this dream (NOTE: spirit refers w/in the frame)	dream	dream	dream	sight	vision	limits/resources/power
74	A	67	the human spirit	spirit	spirit	essence	soul	spirituality	limits/power/competition
75	A	68	a thriving, global institution	global	globe	boundary	map	boundaries	limits/competition/power
76	A	68	alight with promise	alight	light	light	sight	vision	power/limits/resources
77	A	71	they will mount up	mount	mount	horse	animal	transportation	resources/nature/power
78	A	71	with wings like eagles	wings	wing	bird	animal	creatures	resources/nature/power
79	A	72	run and not get tired	run	run	running	sport	competition	perseverance/competition/strength
80	A	72	walk and not become weary	walk	walk	feet	humanity	competition	competition
81	A	73	(school) eagles	Eagle (mascot)	eagle	mascot	sport	Image	limits/competition/power
82	A	73	we will soar	soar	soar	fly	bird	creatures	resources/nature/power
83	A	74	continue to run	run	run	running	sport	competition	perseverance/competition/strength
84	B	2	(poem title) "A Passage to India"	passage	passage	nautical	travel	journey	perseverance
85	B	2	charting a new destiny	charting	chart	nautical	map	plan	perseverance/nature/competition
86	B	2	steering a new course	steering	steer	nautical	direction	journey	perseverance/competition/nature
87	B	2	steering a new course(2)	course	course	nautical	direction	journey	perseverance/competition/nature
88	B	3	charge...to sail forth	sail	sail	nautical	travel	transportation	resources/power/nature
89	B	3	establish...core values	core	core	fruit	center	food	resources/nature/power

	Speech	Paragraph	Metaphor and Surrounding Context	Metaphoric Term	Simple Word	Contextual Domain	Term Intent	Contextual Theme	Broad Metaphor Themes
90	B	3	focus on things...worth fighting for	fighting	fight	fight	competition	war	perseverance/competition/nature
91	B	3	promising but uncertain waters	waters	water	nautical	ocean	elements	resources/nature/power
92	B	3	steer only for the deep waters	steer	steer	nautical	drive/direct	journey	perseverance/competition/nature
93	B	4	community...benefits from this voyage of discovery	voyage	voyage	nautical	travel	journey	perseverance
94	B	4	she deepens our nautical theme	deepens	deep	nautical	ocean	water	resources/nature/power
95	B	4	support for the voyage	voyage	voyage	nautical	travel	journey	perseverance
96	B	4	this voyage...expands skills	voyage	voyage	nautical	travel	journey	perseverance
97	B	5	compare the university....to a ship	ship	ship	nautical	vessel	transportation	resources/power/limits
98	B	5	given the nature of this university	nature	nature	nature	habits	image	limits
99	B	5	our nautical metaphor	nautical	nautical	nautical	transportation	water	resources/nature
100	B	5	this university is a flotilla of ships	flotilla of ships	flotilla	nautical	sailing vessels	transportation	resources/power/limits
101	B	6	by the end...boats left the docks in precise formation	formation	formation	nautical	pattern	plan	perseverance/competition/nature
102	B	6	cheered...as they mastered their course	course	course	nautical	direction	journey	perseverance/competition/nature
103	B	6	sailed straight to their marks	sailed	sail	nautical	direction	goal	perseverance/growth/nature
104	B	7	(ships) with their own captains	captains	captain	nautical	leader	vision	power/resources/limits
105	B	7	(we are) sailors on our flotilla of boats	sailors	sailor	nautical	people	support systems	resources/nature/strength
106	B	7	building a number of "ships"	building	build	creation	develop	construct	creativity/perseverance
107	B	7	building a number of "ships" [2]	ships	ship	nautical	departments	support systems	resources/power/vision
108	B	7	deans....will need to align the fleet	fleet	fleet	nautical	departments	plan	perseverance/competition/nature
109	B	7	I see (our university) as adventurers	adventurerers	adventure	journey	explore	journey	nature/perseverance/competition
110	B	7	laying out our marks	marks	mark	target	goals	goal	perseverance/competition/limits
111	B	7	steering our new course	steering	steer	map	direction	goal	perseverance/competition/nature
112	B	7	we don't have a global positioning system	GPS	GPS	map	course	goal	perseverance/competition/nature
113	B	7	we have our compass (our strategic plan)	compass	compass	nautical	direction	plan	perseverance/competition/nature
114	B	8	(captaining) the Universities diverse flotilla	flotilla	flotilla	nautical	sailing vessels	transportation	resources/power/limits
115	B	8	as your new president, captaining	captain	captain	nautical	president	vision	power/resources/limits
116	B	8	conversations led by...desire to learn	led	lead	direction	steer	goal	perseverance/growth/competition
117	B	8	keeping everyone on course	course	course	nautical	direction	goal	perseverance/competition/nature
118	B	8	some amount of bumping into each other	bumping	bump	collision	boundary	boundaries	limits/power/competition
119	B	9	my two eyes make one sight (2)	sight	sight	sight	insight	vision	limits/power/competition

	Speech	Paragraph	Metaphor and Surrounding Context	Metaphoric Term	Simple Word	Contextual Domain	Term Intent	Contextual Theme	Broad Metaphor Themes
120	B	9	work is play for mortal stakes (2)	stakes	stake	games	betting/risk?	boundaries	perseverance/competition/limits
121	B	9	for Heaven and future's sakes	Heaven	heaven	eminence	god	spirituality	power/limits/competition
122	B	9	my two eyes make one sight	eyes	eyes	sight	vision	vision	limits/resources/power
123	B	9	work is play for mortal stakes	work is play	play	life	enjoy	emotional health	limits/power
124	B	12	my personal voyage	voyage	voyage	nautical	travel	journey	perseverance
125	B	12	people captured my heart	captured	capture	imprison	contain	boundaries	power/limits/resources
126	B	12	the little school with big dreams	dreams	dream	sight	insight	vision	limits/resources/power
127	B	13	attracted to...core values	core	core	fruit	center	food	resources/nature/power
128	B	13	one core value is access to education	core	core	fruit	center	food	resources/nature/power
129	B	19	I have a dream	dream	dream	sight	insight	vision	limits/resources/power
130	B	19	social responsibility another one of its core values	core	core	fruit	center	food	resources/nature/power
131	B	22	undergraduate core curriculum	core	core	fruit	center	food	resources/nature/power
132	B	24	It [respect] is also reflected by our...staff	reflected	reflect	light	sight	vision	power/limits/resources
133	B	24	respect...is reflected in the strength of our...majors	reflected	reflect	light	sight	vision	power/limits/resources
134	B	24	respect...is reflected in the strength of our...majors(2)	strength	strength	humanity	power	physical health	limits/power/competition
135	B	25	a third core value is...commitment	core	core	fruit	center	food	resources/nature/power
136	B	25	put it [the university] on a path to become the premier U	path	path	path	direction	journey	perseverance/competition/nature
137	B	26	positioned to begin a new course	course	course	nautical	direction	journey	perseverance/competition/nature
138	B	26	positioned to...chart our new destiny	chart	chart	nautical	map	plan	perseverance/nature/competition
139	B	26	strong core values in place	core	core	fruit	center	food	resources/nature/power
140	B	27	challenges...require building upon...research, resources and reputation	building	build	creation	develop	construct	creativity/perseverance
141	B	27	our strengths are in...research	strengths	strength	humanity	power	physical health	limits/power/competition
142	B	28	we must build on these	build	build	creation	develop	construct	creativity/perseverance
143	B	29	we must build all the resources	build	build	creation	develop	construct	creativity/perseverance
144	B	29	we must build on our resources	build	build	creation	develop	construct	creativity/perseverance
145	B	30	[universities] reputation has grown	grown	grown	creation	cultivation	growth	growth/competition/perseverance
146	B	30	I intend to push us toward...excellence	push	push	goal	coach	prepare	perseverance/growth/competition
147	B	30	once known only for our flagship programs	flagship	flagship	nautical	ship	journey	competition/limits/perseverance
148	B	30	our star can rise higher	star	star	sight	bright	vision	power/limits/resources
149	B	30	our star can rise higher(2)	rise	rise	sky	height	boundaries	limits/competition/perseverance

	Speech	Paragraph	Metaphor and Surrounding Context	Metaphoric Term	Simple Word	Contextual Domain	Term Intent	Contextual Theme	Broad Metaphor Themes
150	B	30	our star can...shine brighter	star	star	sight	bright	vision	power/limits/resources
151	B	30	our star can...shine brighter(2)	shine	shine	sight	heavens	vision	power/limits/resources
152	B	30	our star can...shine brighter(3)	brighter	brighter	light	sight	vision	limits/resources/power
153	B	30	we now command respect for our growing programs	command	command	battle	order	war	perseverance/competition/nature
154	B	31	(build on) the strong foundation	foundation	foundation	building	stability	construct	perseverance/competition/nature
155	B	31	I am fortunate to be able to build	build	build	creation	develop	construct	creativity/perseverance
156	B	31	institutions are built	built	build	creation	develop	construct	creativity/perseverance
157	B	31	institutions are...led	led	lead	control, manage	direction	goal	perseverance/growth/competition
158	B	33	our second president was a...program builder	builder	build	creation	develop	construct	creativity/perseverance
159	B	33	she led the institution	led	lead	goal	direction	goal	perseverance/growth/competition
160	B	34	[I] will do my best to merit your faith	faith	faith	trust	supremacy	supremacy	perseverance/competition/nature
161	B	39	let us...chart our new destiny	chart	chart	nautical	map	plan	perseverance/nature/competition
162	B	39	let us...steer a new course	steer	steer	map	direction	goal	perseverance/competition/nature
163	B	39	let us...steer a new course(2)	course	course	nautical	direction	goal	perseverance/competition/nature
164	B	40	let us...sail forth	sail	sail	nautical	direction	goal	perseverance/growth/nature
165	B	40	let us...steer for the deep waters only	steer	steer	map	direction	goal	perseverance/competition/nature
166	B	40	let us...steer for the deep waters only(2)	deep waters	water	nautical	ocean	elements	resources/nature/power
167	B	7	(we are) sailors on our flotilla of boats(2)	flotilla	flotilla	nautical	sailing vessels	transportation	resources/power/limits
168	B	7	(we are) sailors on our flotilla of boats(3)	boats	boat	nautical	transportation	journey	perseverance/competition/nature
169	B	6	sailed straight to their marks(2)	marks	mark	nautical	destination	goal	competition/perseverance
170	B	4	she deepens our nautical theme(2)	nautical	nautical	nautical	transportation	water	resources/nature
171	B	2	steer only for the deep waters(2)	waters	water	nautical	ocean	elements	resources/nature/power
172	B	2	steering our new course(2)	course	course	nautical	direction	journey	perseverance/competition/nature
173	B	5	this university is a flotilla of ships(2)	ships	ship	nautical	vessel	transportation	resources/power/limits
174	C	1	Two eyes - two minds...trying to see what the other sees	eyes	eye	vision	insight	vision	limits/resources/power
175	C	2	seeing the world from multiple perspectives	seeing	see	vision	sight	vision	limits/power
176	C	3	leading to new ways of communicating, which led to...knowing	leading/led	lead	direction	steer	goal	perseverance/growth/competition
177	C	3	opening their minds to new ways of seeing	seeing	see	vision	sight	vision	limits/competition
178	C	4	lessons...guide their lives	guide?	guide	direction	direction	plan	perseverance/competition/limits
179	C	5	faced with challenges	faced	face	human body	physical	image	limits/power/competition

	Speech	Paragraph	Metaphor and Surrounding Context	Metaphoric Term	Simple Word	Contextual Domain	Term Intent	Contextual Theme	Broad Metaphor Themes
180	C	5	our world...is now flat	flat	flat	small	accessible	boundaries	limits/power/competition
181	C	5	we often fail to see from two eyes, two minds	eyes	eye	vision	insight	vision	limits/resources/power
182	C	6	humans..."cognitive misers,"	misers	miser	hoard	resources	wealth	resources/power
183	C	6	reject some...accept others...on the flimsiest of surface characteristics	surface	surface	nautical	not deep	water	resources/nature/power
184	C	6	what goes around, comes around	around?	around	nature	repercussions	planning	perseverance
185	C	7	it is normal for us to be cognitive misers	misers	miser	hoard	resources	wealth	resources/power
186	C	8	cognitive miserliness in the flesh	miserliness	miser	hoard	resources	wealth	resources/power
187	C	8	cognitive miserliness in the flesh(2)	flesh	flesh	human body	physical	physical health	limits/power/competition
188	C	8	outcome of cognitive miserliness stands out	miserliness	miser	hoard	resources	wealth	resources/power
189	C	8	proclivity to categorize...afflicts	afflicts	afflict	illness	health	physical health	power/limits/competition
190	C	9	rise above human nature	human nature	nature	nature	habits	image	limits
191	C	12	get inside the other's skin	skin	skin	self	personal space	humanity	limits/growth
192	C	12	the world...requires us to shed every ounce	shed	shed	animals	lose	creatures	resources/strength/nature
193	C	12	the world...requires us to shed every ounce(2)...(of our miserly nature)	ounce	ounce	amount	small	measurement	limits/vision/competition
194	C	12	the world...requires us to shed every ounce(3)...(shed...our miserly nature)	miserly	miser	hoard	resources	wealth	resources/power
195	C	14	drew the sign of a cross in the dirt	cross	cross	Christ	symbol	spirituality	limits/power/competition
196	C	15	technique...shakes up the familiar	shakes	shake	food/paint	change	prepare	perseverance/growth
197	C	15	the salvation for cognitive miserliness	salvation	save	spot	hope	spirituality	power/vision/limits
198	C	15	the salvation for cognitive miserliness(2)	miserliness	miser	hoard	resources	wealth	resources/power
199	C	16	see likenesses and differences through two eyes and two minds	eyes	eye	vision	insight	vision	limits/resources/power
200	C	21	life in another person's skin	skin	skin	self	personal space	humanity	limits/growth
201	C	21	not in the sense of a melting pot	melting pot	pot	blend	combine	climate	limits/competition/power
202	C	23	"let our lives speak" through service	(lives) speak	speak	communication	action	skills	limits/competition/power
203	C	23	(threads of agreement) that sew connection	sew	sew	fabric	create	sew	perseverance/competition/nature
204	C	23	finding the threads of agreement	threads	thread	fabric	connection	fabric	resources/strength
205	C	24	a college president ...[is like a] cemetery proprietor	cemetery	cemetery	life	death	boundaries	limits/power/competition
206	C	24	built consensus	built	build	construction	construct	create	creativity/perseverance
207	C	25	rising above cognitive miserliness	miserliness	miser	hoard	resources	wealth	resources/power
208	C	26	those who left their mark	mark	mark	signature	permanent	image	power/vision

	Speech	Paragraph	Metaphor and Surrounding Context	Metaphoric Term	Simple Word	Contextual Domain	Term Intent	Contextual Theme	Broad Metaphor Themes
209	C	27	students will lead the world	lead	lead	direction	steer	goal	perseverance/growth/competition
210	C	28	let the thick curtain fall	curtain	curtain	light block	darkness	vision	power/resources/limits
211	C	29	others shall sing the song	sing/song	sing	voice	communicate	skills	resources/power/strength
212	C	30	hail to coming singers	singers	sing	voice	communicate	skills	resources/power/strength
213	C	30	hail to...light bringers	light	light	sight	sight	vision	power/limits/resources
214	C	30	they sing and dare	sing	sing	voice	communicate	skills	resources/power/strength
215	C	31	airs of heaven blow o'er me	airs	air	wind	climate	element	power/resources/nature
216	C	31	airs of heaven blow o'er me(2)	heaven	heaven	supremacy	god	spirituality	power/limits/competition
217	C	31	airs of heaven blow o'er me(3)	blow	blow	wind	elements	earth	resources/nature/power
218	C	31	glory shines before me	shines	shine	sight	sight	vision	power/limits/resources
219	D	1	gathered here in the great embrace of (a location)	embrace	embrace	hug?	humanity	nurture	perseverance
220	D	1	welcome to the great global family of (institution)	global	globe	world	map	boundaries	limits/competition/power
221	D	1	welcome to the great global family of (institution) (2)	family	family	group	community	support systems	resources/power/nature
222	D	2	guide and guard this legacy	guide	guide	map	direction	plan	perseverance/competition/limits
223	D	2	guide and guard this legacy(2)	guard	guard	war	prison	war	competition/limits/perseverance
224	D	2	helping to liberate the minds and lives of people	liberate	liberate	prison	free	journey	persevere/growth
225	D	2	institutions...have been powerful drivers	drivers	drive	direction	force	determination	perseverance/competition
226	D	2	the (institution's) family is large	family	family	group	community	support systems	resources/power/nature
227	D	3	(force) to propel me	propel	propel	plane/boat	momentum	fuel	resources/power
228	D	3	calculated forces holding me	forces	force	troops	combat	war	competition/perseverance/limits
229	D	3	exerted the right countervailing force	force	force	troops	combat	war	competition/perseverance/limits
230	D	5	like a car with four steering wheels	car	car	vehicle	transportation	journey	perseverance/competition/nature
231	D	5	like a car with four steering wheels(2)	steering wheels	steer	car	direction	goal	perseverance/competition/nature
232	D	7	many brought...[reasons] like beautiful gifts	gifts	gift	present	given	gift	resources/power/limits
233	D	7	through these gifts, you have taught me	gifts	gift	present	given	gift	resources/power/limits
234	D	8	(institution) feels like a stadium with no seats	stadium/no seats	stadium	games	viewing	games	perseverance/competition/limits
235	D	8	a kind of crackling drive	drive	drive	vehicle	force	determination	perseverance/competition
236	D	8	curiosity that fills the air	air	air	wind	climate	element	resources
237	D	8	everyone is in the game	game	game	sports	playing	game	competition/limits/perseverance
238	D	9	delighted by a cascade of art and music	cascade	cascade	waterfall	elements	earth	resources/nature/power

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239	D	9	passion, intensity and intellectual playfulness drive everything	drive	drive	vehicle	force	determination	perseverance/competition
240	D	10	a place of striking practicality	striking	strike	lightning	sight	vision	power/limits/resources
241	D	11	old fashioned hard work; the...hands-on...attitude	hands-on	hand	work	practice	humanity	limits/power/competition
242	D	11	the appetite for good	appetite	appetite	food	food	physical health	limits
243	D	13	(reaching) up toward the light	light	light	sight	sight	vision	power/limits/resources
244	D	13	branches are always reaching	branches	branch	tree	garden	growth	nature/resources
245	D	13	insight into the world's greatest puzzles	puzzles	puzzle	games	pieces	opportunity	limits/competition/perseverance
246	D	13	our roots go deep	roots	root	plants/tree	garden	growth	competition/limits/perseverance
247	D	13	the soil of engineering	soil	soil	soil	garden	growth	creativity/growth
248	D	15	across the spectrum	spectrum	spectrum	light	color	vision	power/limits/resources
249	D	15	all of us, together, are engaged in service	engaged	engage	marriage	unite	prepare	perseverance/competition/nature
250	D	15	curiosity-driven research	driven	drive	automobile	force	determination	perseverance/competition
251	D	16	through that same thirst (for exploration)	thirst	thirst	drink	humanity	physical health	limits/power/competition
252	D	18	walls rose to begin	rose	rose	flower	cultivation	growth	competition/limits/perseverance
253	D	19	scholars...built an institution	built	build	structure	construct	construct	creativity/perseverance
254	D	20	capitalize on our spirit of openness	spirit	spirit	spirit	soul	spirituality	limits/power/competition
255	D	20	preserve the vital flow of (students)	flow	flow	water	fluid	water	resources/nature/power
256	D	21	a powerhouse of innovation	powerhouse	power?	electricity	energy	fuel	resources/power/limits
257	D	21	building on our tradition	building	build	construction	construct	create	creativity/perseverance
258	D	22	as we tackle...problems	tackle	tackle	football	sports	games	competition/limits/perseverance
259	D	25	gifts for learning from one another	gifts	gift	present	given	gift	resources/power/limits
260	D	27	focusing on our efforts	focusing	focus	lens	sight	vision	limits/resources/power
261	D	27	magnifying their impact	magnifying	magnify	lens	sight	vision	power/limits/resources
262	D	28	we will seed this initiate with resources	seed	seed	garden	plant	growth	resources/nature
263	D	29	champions for higher education and resources	champions	champion	spontaneous gro	winner	games	competition/perseverance/limits
264	D	29	we must seize the day	seize	seize	war	claim	war	perseverance/strength/competition
265	D	30	build a better world	build	build	construction	construct	construct	creativity/perseverance
266	D	30	build on strength	build (strength?)	build	construction	construct	construct	creativity/perseverance
267	D	30	community springs from shared experience	springs	spring	plant growth	sprouts	growth	competition/limits/perseverance
268	D	30	it [community] grows or of values...in common	grows	grow	plant	cultivation	growth	creativity/perseverance

	Speech	Paragraph	Metaphor and Surrounding Context	Metaphoric Term	Simple Word	Contextual Domain	Term Intent	Contextual Theme	Broad Metaphor Themes
269	D	31	building on a powerful pipeline of young women	building	build	construction	construct	construct	creativity/perseverance
270	D	31	building on a powerful pipeline of young women(2)	pipeline	pipeline	water	conduit	water	resource/power/vision
271	D	31	sustain our rich diversity of ideas	rich	rich	soil	valuable	earth	resources/strength/nature
272	D	33	(harbor) that has room for every boat	boat	boat	nautical	transportation	journey	perseverance/competition/nature
273	D	33	create a broad, welcoming harbor	harbor	harbor	ocean	shore	water	resources/nature/power
274	D	33	the riptide of sheer business	riptide	riptide	ocean	dangerous pull	survival	perseverance/competition/limits
275	D	33	this campus is dotted with bright sails	dotted	dot	sports	sight	vision	limits/power/competition
276	D	33	this campus is dotted with bright sails(2)	bright	bright	light	sight	vision	limits/resources/power
277	D	33	this campus is dotted with bright sails(3)	sails	sail	nautical	vessel	transportation	resources/power/nature
278	D	34	it [light] is a real puzzle	puzzle	puzzle	games	pieces	opportunity	limits/competition/perseverance
279	D	34	light is still somewhat under a bushel	light	light	light	sight	vision	power/limits/resources
280	D	34	light is still somewhat under a bushel(2)	bushel	bushel	harvest	basket	vision	power/limits/resources
281	D	35	help America fall in love with [possibility]	love	love	humanity	emotion	nurture	perseverance/competition/nature
282	D	35	I came by Sputnik!	Sputnik	Sputnik	spaceship	vehicle	transportation	power/resources/limits
283	D	35	make our light shine brightly	light	light	light	sight	vision	power/limits/resources
284	D	35	make our light shine brightly (2)	shine	shine	light	sight	vision	power/limits/resources
285	D	35	make our light shine brightly (3)	brightly	bright	light	sight	vision	limits/resources/power
286	D	37	heirs to an incredible intellectual inheritance	heirs	heir	inheritance	gift	wealth	resources/power/nature
287	D	37	heirs to an incredible intellectual inheritance(2)	inheritance	inherit	life	gift	emotional health	power/limits/resources
288	D	37	in the serene majesty of (a location)	majesty	majestic	supernatural	royalty	spirituality	limits/vision/competition
289	D	38	be the spark that ignites the passion	spark	spark	fire	light	vision	resources/power/nature
290	D	38	be the spark that ignites the passion (2)	ignites	ignite	fire	light	vision	power/resources/limits
291	D	38	pathways to the next generation	pathways	path	path	map/direction?	journey	perseverance/competition/nature
292	D	39	share the journey	journey	journey	path	path	journey	nature/competition/perseverance
293	D	39	we steward this great institute	steward	steward	caretaker	finance	wealth	resources/power/limits
294	E	1	Thanks to [name] who has built a solid ship	built	build	construction	construct	create	creativity/perseverance
295	E	1	Thanks to [name] who has built a solid ship(2)	ship	ship	nautical	vessel	transportation	resources/power/limits
296	E	1	we are ready to hit the high seas	seas	sea	nautical	water	water	resources/nature/power
297	E	2	today's event is rooted in distant past	rooted	root	garden	cultivation	growth	competition/limits/perseverance
298	E	3	knowledge is love and light and vision	love	love	heart	passion	opportunity	perseverance/competition/nature

	Speech	Paragraph	Metaphor and Surrounding Context	Metaphoric Term	Simple Word	Contextual Domain	Term Intent	Contextual Theme	Broad Metaphor Themes
299	E	3	knowledge is love and light and vision(2)	light	light	sight	sight	vision	power/limits/resources
300	E	3	knowledge is love and light and vision(3)	vision	vision	sight	sight	vision	power/limits/resources
301	E	4	Thank you for making the journey	journey	journey	travel	process	journey	nature/competition/perseverance
302	E	5	in a moment of illumination	illumination	illuminate	light	sight	vision	limits/resources/power
303	E	5	the crooked timber of humanity	timber	timber	board	construct	construct	perseverance/nature/competition
304	E	6	force people into neat uniforms	uniforms	uniform	attire	humanity	fabric	resources
305	E	6	the road to inhumanity	road	road	path	travel	journey	perseverance/growth
306	E	7	the dawn of this new millennium	dawn	dawn	time	light	vision	resources/nature/power
307	E	8	cultivate an attitude of playfulness	cultivate	cultivate	garden	till	earth	resources/nature/power
308	E	9	courage of will to cross boundaries	boundaries	boundary	border	edge	limit	limits/power/competition
309	E	9	the crooked timber of humanity	timber	timber	board	construct	construct	perseverance/nature/competition
310	E	9	wisdom comes in many packages	packages	package	gift?	presentation	image	limits/competition/vision
311	E	10	family roots are in the harsh landscape	roots	roots	garden	cultivation	growth	competition/limits/perseverance
312	E	10	family roots are in the harsh landscape (2)	landscape	landscape	garden	cultivation	climate	limits/competition/power
313	E	10	revealing the bullheadedness of a kid	bullheadedness	bullhead	ruminates	hard	tough	limits/power
314	E	10	we just build it	build	build	creation	construct	construct	creativity/perseverance
315	E	11	[people] in transitions, full of migrations [referring to emotion rather than physical migration]	migrations	migrate	move	adapt	plan	perseverance/growth
316	E	11	things [people] are in flux	flux	flux	mobility	motion	plan	perseverance/nature/competition
317	E	12	[quote] "An' now we ain't clear no more..."	clear	clear	vision/simplicity	sight	vision	power/resources/nature
318	E	12	[quote] "kinda whole and clear" [referring to the family]	clear	clear	vision/simplicity	sight	vision	power/nature/resources
319	E	12	[quote] "they was a boundary to us then"	boundary	boundary	border	edge	limit	limits/power/competition
320	E	12	[quote] "we was the fambly"	fambly	family	group	community	support systems	resources/power/nature
321	E	13	we'd better learn to cross boundaries	boundaries	boundary	border	edge	limit	limits/power/competition
322	E	15	monumental endurance	monumental	monument	building	huge	construct	perseverance/competition
323	E	15	those who fought for human rights	fought	fought	war	battled	war	perseverance/competition/nature
324	E	16	at the foot of the Hill	foot	foot	base/ground?	path	humanity	limits/power/competition
325	E	17	the era of the "burned-over" district	burned-over	burn	mulch	cultivation	fire	resources/nature/power
326	E	17	there were many truths espoused	espoused	espouse	told	shared?	nurture	perseverance/nature/competition
327	E	18	people hear remind me of Fireweed (metaphor for Gerda Lerner)	fireweed	fireweed	spiritual/structure	thrive	grow	nature/perseverance/competition

	Speech	Paragraph	Metaphor and Surrounding Context	Metaphoric Term	Simple Word	Contextual Domain	Term Intent	Contextual Theme	Broad Metaphor Themes
328	E	19	every fireweed plant is the soul of a tree	fireweed	fireweed	plant	thrive	grow	nature/perseverance/competition
329	E	19	every fireweed plant is the soul of a tree(2)	soul	soul	heart	life	spirituality	limits/power/growth
330	E	19	Fireweed is also a pioneer...it blossomed over...burnt out areas	fireweed	fireweed	pioneer	visionary	vision	limits/resources/power
331	E	19	Stanton, a "fireweed" at the Seneca Falls Convention	fireweed	fireweed	Stanton	leader	strength	nature/perseverance/resources
332	E	19	wipe the dew off your spectacles, and see that the world is moving	dew	dew	fog?	limited vision	vision	limits/power/competition
333	E	19	wipe the dew off your spectacles, and see that the world is moving (2)	spectacles	spectacles	glasses	sight	vision	power/limits/resources
334	E	20	others are coming up the Hill	hill	hill	striving	power seeking	power	limits/resources/power
335	E	20	some of us coming off the Hill (metaphor for a location of power & vision)	hill	hill	top	view	vision	limits/resources/power
336	E	20	there are no simple truths, no known recipes	recipes	recipe	cooking	formula	plan	perseverance/competition
337	E	20	we know to look for the fireweeds--human talent	fireweed	fireweed	sponge	thrive	grow	nature/perseverance/competition
338	E	21	we're ready to cross boundaries (discipline boundaries)	boundaries	boundary	border	edge	limit	limits/power/competition
339	E	22	ready for mixing it up, getting engaged (with/to other departments)	mixing	mix	cooking	combine	prepare	perseverance/competition
340	E	22	ready for mixing it up, getting engaged (with/to other departments) (2)	engaged	engage	bind	unite	prepare	perseverance/competition/nature
341	E	25	(think about) art through the eyes of journalists	journalist eyes	eyes	practical view	sight	vision	limits/resources/power
342	E	25	a view from our own perch	perch	perch	view	sight	vision	power/limits/resources
343	E	25	think about journalism through the eyes of artists	artists eyes	eyes	creative view	insight	vision	limits/resources/power
344	E	26	I see students migrating back and forth across the boundaries	migrating	migrate	move	adjust	survival	perseverance/growth
345	E	26	I see students migrating back and forth across the boundaries (2)	boundaries	boundary	border	edge	limit	limits/power/competition
346	E	26	writers weave tales to keep us going	weave	weave	fabric	create	sew	creativity/perseverance
347	E	27	(walls) are meant for boundary crossing	boundary	boundary	border	edge	limit	limits/power/competition
348	E	27	like the "crooked timber of humanity"	timber	timber	board	construct	construct	perseverance/nature/competition
349	E	27	the hill or route (#) or boundaries between nations--keep us apart	hill	hill	mound	obstacle	limit	limits/resources/power
350	E	27	the hill or route (#) or boundaries between nations--keep us apart (2)	route	route	path	direction	journey	perseverance/growth
351	E	27	the hill or route (#) or boundaries between nations--keep us apart (3)	boundaries	boundary	border	edge	limit	limits/power/competition
352	E	27	these wall will challenge us to not let natural or built barriers(keep apart)	built	build	creation	construct	construct	creativity/perseverance
353	E	27	these wall will challenge us to not let natural or built barriers(keep apart) (2)	barriers	barrier	border	edge	boundaries	limits/power/competition
354	E	28	open ourselves up, looking outward to the world	looking	look	see	view	vision	power/limits/resources
355	E	29	(souls of past times) re-asserted now in brilliant colors, many colors	colors	color	difference	diversity	support systems	resources/nature/power
356	E	29	as we explore the soul of (this institution)	soul	soul	heart	passion	spirituality	limits/power/growth

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357	E	29	let's look for our fireweeds	fireweeds	fireweed	spontaneous growth	thrive	grow	nature/perseverance/competition
358	E	30	a fella ain't got a soul of his own, but only a piece of a big one	soul	soul	group heart	group	support systems	resources/strength/power
359	E	30	explore the soul of (the institution)	soul	soul	organization heart	group	support systems	resources/strength/power
360	E	30	may we find our big soul together	soul	soul	collective heart	group	support systems	resources/strength/power
361	F	5	(predecessors) who have shepherded this university	shepherded	shepherd	flock	caretaker	nurture	perseverance/nature/competition
362	F	5	(thanks to communities) who served as our home	home	home	community	support	support system	resources/power/nature
363	F	6	(all of us work) to ensure that education wins	wins	win	running	competition	games	competition/limits/perseverance
364	F	6	(human history) a race between education and catastrophe	race	race	running	competition	games	perseverance/competition
365	F	10	(educate) for the...work of building the nation	building	build	construction	construct	create	creativity/perseverance
366	F	10	universities were understood to be the realm of the ruling class	realm	realm	ruling class	kingdom	climate	limits/competition/power
367	F	14	(a new model for education) that breaks down the walls	walls	wall	barrier	boundary	boundaries	limits/power/competition
368	F	14	here at the Last Frontier	frontier	frontier	border	exploration	boundaries	limits/power/competition
369	F	14	our roots are in (land grant) values	roots	root	garden	grow	growth	competition/limits/perseverance
370	F	15	the College on the Hill is a thing of the past	hill	hill	power	strength	power	limits/resources/power
371	F	15	university as public square is the vision for the future	public square	square	community	center	support systems	resources/power
372	F	15	university as public square is the vision for the future (2)	vision	vision	view	sight	vision	power/limits/resources
373	F	16	university as public square (when the setting for public discourse)	public square	public square	center	discourse	support systems	resources/power
374	F	17	university as public square (when it stimulates creativity and serves)	public square	public square	center	service	support systems	resources/power
375	F	18	(old model) required people to climb the hill	hill	hill	distant	space	limit	limits/resources/power
376	F	18	the new model, the public square, (brings together)	public square	public square	center	group	support systems	resources/power
377	F	18	the old model, the College on the Hill	hill	hill	distant	space	limit	limits/resources/power
378	F	18	university is a public square (when it is an essential part of the community)	public square	public square	center	community	support systems	resources/power
379	F	19	university as public square (reaches out)	public square	public square	center	outreach	support systems	resources/power
380	F	20	campuses lead the way as public squares	public square	public square	center	campus	support systems	resources/power
381	F	20	university as public square (when U. ave. meets Main Street)	public square	public square	center	connection	support systems	resources/power
382	F	20	we create a special marriage between (campus and city)	marriage	marriage	campus/city	relationship	support system	resources/strength/power
383	F	21	university is a public square (when research catalyzes economy)	public square	public square	center	economy	support systems	resources/power
384	F	22	university is a public square (people meet to benefit society)	public square	public square	center	society	support systems	resources/power

	Speech	Paragraph	Metaphor and Surrounding Context	Metaphoric Term	Simple Word	Contextual Domain	Term Intent	Contextual Theme	Broad Metaphor Themes
385	F	23	university is a public square (when it educates future leaders)	public square	public square	center	leaders	support systems	resources/power
386	F	25	(set students minds on fire) with the spirit of the Last Frontier	spirit	spirit	frontier essence	soul	spirituality	limits/power/competition
387	F	25	(set students minds on fire) with the spirit of the Last Frontier (2)	frontier	frontier	border	opportunity	boundaries	limits/power/competition
388	F	25	expand the boundaries of our students	boundaries	boundary	border	edge	limit	limits/power/competition
389	F	25	only here in America that "frontier" means an undeveloped area	frontier	frontier	border	opportunity	boundaries	limits/power/competition
390	F	25	set students minds on fire	fire	fire	match	ignite	fire	resources/power/nature
391	F	25	the Last Frontier allows ...spirit of innovation	spirit	spirit	innovation essence	soul	spirituality	limits/power/competition
392	F	25	the Last Frontier allows ...spirit of innovation (2)	frontier	frontier	border	opportunity	boundaries	limits/power/competition
393	F	26	(let's start now on the) march to (a scholarship)	march	march	journey	methodical	journey	perseverance
394	F	26	let's start now on the road to (a scholarship)	road	road	journey	travel	journey	perseverance/growth
395	F	27	our campus will be a home away from home for the students who live here	home	home	community	support	support system	resources/power/nature
396	F	28	(institution) prepares graduates...to see the Planet Earth as home	planet	planet	community	home	earth	resources/nature/power
397	F	28	(institution) prepares graduates...to see the Planet Earth as home (2)	home	home	community	support	support system	resources/power/nature
398	F	29	a university is a public square (when it educates citizens of the world)	public square	public square	center	community	support systems	resources/power
399	F	29	diversity must be the core of our identity	core	core	fruit	center	food	resources/nature/power
400	F	29	identity based on diversity is a driving force	driving force	drive	auto/power	force	determination	perseverance/competition
401	F	30	(or allow) those flames to dim and grow cold	flames	flame	fire	burn	fire	resources/power/nature
402	F	30	light the fires of learning	light	light	fire	ignite	vision	power/limits/resources
403	F	30	light the fires of learning	fires	fire	match	ignite	fire	resources/power/nature
404	F	30	sentencing ourselves to the sidelines	sidelines	sideline	sports	perimeter	games	perseverance/competition
405	F	31	curriculum that reflects (this shared direction)	reflects	reflect	light	sight	vision	power/limits/resources
406	F	31	learner-centered education as the key priority	key	key	lock	unlock	boundaries	power/limits/competition
407	F	33	university is a public square (when faculty solve real world problems)	public square	public square	center	community	support systems	resources/power
408	F	35	make new discoveries at those intersections where the most creative ideas occur	intersections	intersection	driving	roads	boundaries	limits/resources/power
409	F	35	Our research will cross academic boundaries	boundaries	boundary	border	edge	limit	limits/power/competition
410	F	35	where the frontier means open opportunity rather than a barbed-wire barrier	barbed-wire/barr	barbed-wire	border	border	boundaries	limits/power/competition
411	F	37	strengthen these connections and develop others	strengthen	strength	weight training	power	physical health	limits/power/competition
412	F	38	we will transcend employment categories to create new relationships	transcend	transcend	supernatural	God	spirituality	power/vision

	Speech	Paragraph	Metaphor and Surrounding Context	Metaphoric Term	Simple Word	Contextual Domain	Term Intent	Contextual Theme	Broad Metaphor Themes
413	F	40	(university is a public square) in the hearts and minds of its community	hearts	heart	center	soul	nurture	perseverance/nature/resources
414	F	40	university is a public square (in the hearts and minds of its community)	public square	public square	center	community	support systems	resources/power
415	F	41	"the sense of place is a great reality."	sense of place	sense	humanity	humanity	emotional health	power/limits/competition
416	F	43	we will create further organic connections with (local organizations)	organic	organic	nature	pure	earth	resources/nature/power
417	F	45	students should move seamlessly	seamlessly	seam	fabric	flawless	measurement	limits/competition
418	F	47	shared governance is the key	key	key	key	unlock	boundaries	power/limits/competition
419	F	47	vision without a strategy is a fantasy	vision	vision	sight	vision	vision	power/limits/resources
420	F	47	we are writing the blueprint	blueprint	blueprint	construction	plan	construct	perseverance/competition/nature
421	F	48	our roots are in community	roots	root	tree	stability	growth	competition/limits/perseverance
422	F	49	we will explore (our location's) place on the globe	globe	globe	earth	map	boundaries	limits/competition/power
423	F	50	we follow the footsteps	footsteps	footstep	human body	pathway	humanity	limits/power/competition
424	F	50	we must reach for the stars	stars	star	astronomy	light	vision	power/limits/resources
425	F	51	building the University	building	build	construction	construct	create	creativity/perseverance
426	F	51	guide all creatures clear and bright	bright	bright	light	sight	vision	limits/resources/power
427	F	51	here on the last frontier	frontier	frontier	border?	opportunity	boundaries	limits/power/competition
428	F	51	proud to join you under the flag	flag	flag	flag	symbol	image	limits/competition/power
429	F	51	reaching for the stars	stars	star	astronomy	light	vision	power/limits/resources
430	F	51	the great North Star with its steady light	star	star	astronomy	light	vision	power/limits/resources
431	F	51	the great North Star with its steady light	light	light	sight	sight	vision	power/limits/resources
432	F	51	the simple flag of the last frontier	flag	flag	flag	symbol	image	limits/competition/power
433	F	51	with natures flag to (locals)	flag	flag	flag	symbol	image	limits/competition/power
434	G	14	(an) education, rivaling the finest	rivaling	rival	fight	enemies	war	competition/perseverance
435	G	14	the (local town) dream	dream	dream	vision	vision	vision	limits/resources/power
436	G	14	was a wonderful dream	dream	dream	vision	vision	vision	limits/resources/power
437	G	15	colleges are undergoing a renaissance	renaissance	renaissance	renaissance	renewal	opportunity	limits/competition
438	G	18	when thinking is "silo-ed"	silo-ed	silo	farming	storage	climate	limits
439	G	18	breaking the barriers	barriers	barrier	border	border	boundaries	limits/power/competition
440	G	18	escaped the stratification and stultification	stratification	stratification	geology	earth	resources	nature/resources/power
441	G	18	transgressing the boundaries	boundaries	boundary	border	edge	limit	limits/power/competition
442	G	19	(frontiers) at the borders of disciplines	borders	border	border	edge	boundaries	limits/power/competition

	Speech	Paragraph	Metaphor and Surrounding Context	Metaphoric Term	Simple Word	Contextual Domain	Term Intent	Contextual Theme	Broad Metaphor Themes
443	G	19	drives the inclination to explore frontiers	drives	drive	driving	force	determination	perseverance/competition
444	G	19	drives the inclination to explore frontiers (2)	frontiers	frontier	border	opportunity	boundaries	limits/power/competition
445	G	19	thinking at the edge	edge	edge	border	boundary	boundaries	limits/competition/power
446	G	22	Banana Slugs--no known predators	banana slugs	banana slug	mascot reference	mascot	image	limits/competition/power
447	G	24	across a broad spectrum of disciplines	spectrum	spectrum	light	color	vision	power/limits/resources
448	G	25	on whose achievements we currently build	build	build	construction	construct	create	creativity/perseverance
449	G	25	thank the pioneering students, staff, faculty and administrators	pioneering	pioneer	migrant	new/ventureso	opportunity	competition/limits/perseverance
450	G	25	thanks to all the pioneering folks	pioneering	pioneer	migrant	new	opportunity	competition/limits/perseverance
451	G	29	aiming to overcome that which has divided	aiming	aim	target	weapons	war	nature/perseverance/competition
452	G	29	building an even better university	building	build	construction	construct	create	creativity/perseverance
453	G	29	building toward a deeper sense of purpose	building	build	construction	construct	create	creativity/perseverance
454	G	29	building toward a deeper sense of purpose (2)	deeper	deep	soul	water	water	resources/nature/power
455	G	29	engaged in thoughtful discussion	engaged?	engage	marriage	unite	prepare	perseverance/competition/nature
456	G	29	we've laid the groundwork	groundwork	groundwork	building	foundation	construct	perseverance/competition/nature
457	G	31	build on our past accomplishments	build	build	construction	construct	create	creativity/perseverance
458	G	31	challenge to "lead at the edge"	edge	edge	border	boundary	boundaries	limits/competition/power
459	G	31	not content with "thinking at the edge"	edge	edge	border	boundary	boundaries	limits/competition/power
460	G	32	(institution) is poised to address these challenges	poised	poise	competitive	prepared	determination	perseverance/competition/strength
461	G	33	we are "poised to address these challenges"	poised	poise	competitive	prepared	determination	perseverance/competition/strength
462	G	34	we can prove mighty	mighty	might	power	strength	strength	strength/resources
463	G	36	(minorities) among our ladder rank faculty	ladder	ladder	ladder	climbing	journey	nature/competition/perseverance
464	G	36	happened with the pioneering efforts of this campus	pioneering	pioneer	migrant	new	opportunity	competition/limits/perseverance
465	G	37	build on our established record	build	build	construction	construct	create	creativity/perseverance
466	G	39	by increasing diversity we build community	build	build	construction	construct	create	creativity/perseverance
467	G	39	honoring our different paths	paths	path	road	way	journey	perseverance/competition/nature
468	G	39	we gain the full spectrum	spectrum	spectrum	light	color	vision	power/limits/resources
469	G	41	and so weave a less arbitrary social fabric	weave	weave	fabric	fabric	sew	creativity/perseverance
470	G	41	and so weave a less arbitrary social fabric (2)	fabric	fabric	cloth	sewing	fabric	resources/nature/power
471	G	41	each diverse human gift will find a fitting place	gift	gift	present	given	gift	resources/power/limits
472	G	41	to achieve a richer culture	richer	rich	soil	valuable	earth	resourcews/strength/nature

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473	G	42	(excellence through diversity...is) a crucial element for progress	element	element	nature	chemistry	elements	resources/nature/power
474	G	44	(despite...benefits of diversity)...we still do not engage the talents	engage	engage	marriage	unite	prepare	perseverance/competition/nature
475	G	46	noble aspirations form the bedrock	bedrock	bedrock	foundation	building	construct	perseverance/competition/nature
476	G	46	pleased to find ubiquitous posters (proclaiming...community)	ubiquitous	ubiquitous	culture	sublime	climate	limits/power/vision
477	G	46	we can build highest standards	build	build	construction	construct	create	creativity/perseverance
478	G	50	ensure that conversations among(all constituents) get to intersect	intersect	intersect	driving	roads	boundaries	limits/resources/power
479	G	50	we need to build processes that ensure...	build	build	construction	construct	create	creativity/perseverance
480	G	52	(diversity discussions) can be turbulent	turbulent	turbulent	water	elements	power	limits
481	G	52	it is clarifying, illuminating, leading to a deeper understanding	illuminating	illuminate	light	insight	vision	limits/resources/power
482	G	52	it is clarifying, illuminating, leading to a deeper understanding (2)	clarifying	clarify	distill/cook?	cook	prepare	perseverance/nature/competition
483	G	52	it is clarifying, illuminating, leading to a deeper understanding (3)	deeper	deep	water	water	water	resources/nature/power
484	G	54	counter stance locks one into a dual	dual	dual	gun fight	one on one	war	competition/limits/perseverance
485	G	54	leave the opposite bank	bank	bank	river	border	boundaries	limits/power/competition
486	G	54	see through serpent and eagle eyes	serpent	serpent	reptiles	snake	creatures	nature/resources/power
487	G	54	see through serpent and eagle eyes (2)	eagle	eagle	bird	keen	creatures	resources/nature/power
488	G	54	split between the two mortal combatants	combatants	combatant	fight	enemies	war	perseverance/competition/nature
489	G	54	stand on the opposite river bank	river bank	river bank	chasm	border	boundaries	limits/power
490	G	54	we are on both shores at once	shores	shore	water	border	boundaries	limits/competition
491	G	60	we are in the seventh-inning stretch	inning	inning	baseball	sport	games	nature/competition/perseverance
492	G	62	step by step we will achieve our goal	step by step	step by step	learning to walk	walking	journey	perseverance/competition/nature
493	G	66	building on mutual opportunities	building	build	construction	construct	create	creativity/perseverance
494	G	66	completion of our Cornerstone Campaign	cornerstone	cornerstone	building	foundation	construct	perseverance/competition/nature
495	G	66	we can effectively steward public resources	steward	steward	financial manage	finance	wealth	resources/power/limits
496	G	68	(achievements) of our shining--and rising--stars	shining	shine	light	sight	vision	power/limits/resources
497	G	68	(achievements) of our shining--and rising--stars (2)	rising	rise	astronomy	luminaries	vision	power/limits/resources
498	G	68	(achievements) of our shining--and rising--stars (3)	star	star	astronomy	luminaries	vision	power/limits/resources
499	G	68	brighten the spotlight on campus achievements	spotlight	spotlight	light	sight	vision	power/limits/resources
500	G	68	showcase the achievements	showcase	showcase	fair	display	strength	resources/power
501	G	70	in the culturally diverse crucible of (state)	crucible	crucible	pharmaceutical	bowl	prepare	perseverance/nature/competition
502	G	70	It is essential that we nurture talent	nurture	nurture	child/caregiver	support/foster	nurture	perseverance/competition/nature

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503	G	70	will be the model for building human capacity	model	model	building	example	plan	perseverance/creation
504	G	70	will be the model for building human capacity (2)	building	build	construction	construct	create	creativity/perseverance
505	G	72	"thinking at the edge" is only the beginning	edge	edge	border	boundary	boundaries	limits/competition/power
506	G	72	building on past goals	building	build	construction	construct	create	creativity/perseverance
507	G	72	indeed, lead at the edge of innovation	edge	edge	border	boundary	boundaries	limits/competition/power
508	G	73	a brilliant intimation of even more greatness	brilliant	brilliant	bright?	light	vision	limits/resources/power
509	G	73	campus was born of a pioneering vision	born	born	life	humanity	physical health	limits/power/competition
510	G	73	campus was born of a pioneering vision (2)	pioneering	pioneer	migrant	new	opportunity	competition/limits/perseverance
511	G	74	I look forward to joining you in the journey	journey	journey	process	path	journey	nature/competition/perseverance
512	H	3	a beautiful campus in the heart of great..city	heart	heart	humanity/center	soul	nurture	perseverance/nature/resources
513	H	9	in the matter of food, more than I could ever need	food	food	food	sustenance	physical health	resources/nature/power
514	H	9	you have even fed me	fed	fed	food	cook	prepare	resources/nature/perseverance
515	H	11	pursue my dreams of learning	dreams	dream	vision	goals	vision	limits/resources/power
516	H	14	made their mark on history	mark	mark	image	permanent	image	power/vision
517	H	19	guided by (founder's) spirit	spirit	spirit	essence	soul	spirituality	limits/power/competition
518	H	20	forged closer ties	forged	forged	fire	burn	fire	resources/power/nature
519	H	22	eminence in all our core endeavors	core	core	fruit	center	food	resources/nature/power
520	H	22	how do we build on the progress	build	build	construction	construct	create	creativity/perseverance
521	H	22	how do we rise from excellence	rise	rise	astronomy	luminaries	vision	power/limits/resources
522	H	24	we can indeed rise from excellence	rise	rise	astronomy	luminaries	vision	power/limits/resources
523	H	26	along multiple fault lines	fault lines	fault lines	geology	earth quake	earth	resources/power/nature
524	H	26	it [society] is a house sub-divided	house	house	home/building	border	construct	perseverance/competition/limits
525	H	26	society is a house not merely divided	house	house	home/building	border	construct	perseverance/competition/limits
526	H	27	choose to demonize one another	demonize	demonize	spiritual	evil	spirituality	power/limits/resources
527	H	30	fire our imaginations	fire	fire	match	ignite	fire	resources/power/nature
528	H	30	fix our moral compass	compass	compass	nautical	direction	plan	perseverance/competition/nature
529	H	30	fuel our will	fuel	fuel	fire	burn	strength	resources/power/nature
530	H	30	must take the higher road	road	road	journey	path	journey	perseverance/growth
531	H	31	first set foot on this campus	foot	foot	human body	path	humanity	limits/power/competition
532	H	32	unity on firmer ground	ground	ground	foundation	build	construct	perseverance/competition/nature

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533	H	33	divided we fail. United we flourish	flourish	flourish	plant growth	thrive	earth	nature/perseverance/resources
534	H	42	these must remain our sacred trust	sacred	sacred	sports	precious	spirituality	limits/power/competition
535	H	49	this inclination reflects a long-standing division	reflects	reflect	light	sight	vision	power/limits/resources
536	H	51	as economic pressures mounted	mounted	mount	build	construct	construct	perseverance/nature
537	H	52	better integrating liberal arts	integrating	integrate	combine/blend	blend	prepare	nature/competition/perseverance
538	H	53	divided into disciplinary enclaves	enclaves	enclave	group	separate	boundaries	limits/power/competition
539	H	53	strides in integrating knowledge	integrating	integrate	combine/blend	blend	prepare	nature/competition/perseverance
540	H	54	the time is ripe	ripe	ripe	fruit	ready	time	perseverance/nature
541	H	55	to engage locally and globally	engage	engage	connect	unite	prepare	perseverance/competition/nature
542	H	56	for an ivory tower	ivory tower	ivory tower	structure	building	construct	nature/competition/perseverance
543	H	57	(institution) is poised to advance	poised	poise	strength/power?	prepared	determination	perseverance/competition/strength
544	H	58	effective engagement begins right here at home	engagement	engage	connect/home	unite	prepare	perseverance/competition/nature
545	H	58	effective engagement begins right here at home (2)	home	home	humanity/center	community	support system	resources/power/nature
546	H	59	we will build on the success	build	build	construction	construct	create	creativity/perseverance
547	H	60	we will embrace inclusion	embrace	embrace	hug/hold	humanity	nurture	perseverance
548	H	62	sharing the fruits of our integrated knowledge	fruits	fruit	fruit	food	strength	nature/resources/perseverance
549	H	62	sharing the fruits of our integrated knowledge (2)	integrated	integrate	combine/blend	blend	prepare	nature/competition/perseverance
550	H	62	we will build our national...leadership	build	build	construction	construct	create	creativity/perseverance
551	H	62	we will help drive economic...	drive	drive	automobile	force	determination	perseverance/competition
552	H	64	a Mecca for the arts	Mecca	Mecca	spiritual	structure	spirituality	creativity/competition
553	H	64	contribute to eminence of our education	eminence	eminence	ruling class	power	supremacy	competition/limits/perseverance
554	H	66	rise from excellence to eminence	eminence	eminence	ruling class	power	supremacy	competition/limits/perseverance
555	H	67	lead...the ideal climate for teaching...	climate	climate	weather	conditions	climate	limits/power/competition
556	H	67	support...pursuing eminence in research...	eminence	eminence	ruling class	power	supremacy	competition/limits/perseverance
557	H	67	we shall rise as we together serve	rise	rise	astronomy	luminaries	vision	power/limits/resources
558	I	3	(this city) rocks!	rocks	rock	music	play	creativity	resources/strength/create
559	I	3	It's just a way-cool city	cool	cool	climate	good	climate	limits/competition/power
560	I	4	willingness to roll up your sleeves	sleeves	sleeve	shirt	work	prepare	perseverance/competition/growth
561	I	5	woven into the fabric of this landmark regalia	woven	weave	fabric	fabric	sew	creativity/perseverance
562	I	5	woven into the fabric of this landmark regalia (2)	fabric	fabric	cloth	sewing	fabric	resources/nature/power

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563	I	5	woven into the fabric of this landmark regalia (3)	landmark	landmark	structure	recognizable	image	limits/power
564	I	7	change presidents on the same life cycle as the cicadas	cicadas	cicada	beetle	nature	creatures	resources/nature/power
565	I	7	on your broad shoulders of accomplishments	shoulders	shoulder	body	structure	humanity	limits/power/competition
566	I	9	collective soul-searching	soul	soul	humanity/core/spirit	spirit	spirituality	limits/power/growth
567	I	10	(new structures) mark on our landscape	mark	mark	scare	permanent	image	limits/growth
568	I	10	a visible testament of the transition	testament	testament	biblical	message	spirituality	limits/vision/power
569	I	10	ideas that grew out of collective thought	grew	grow	plant	cultivation	growth	creativity/perseverance
570	I	11	represent a bridge of the past and future	bridge	bridge	bridge	passage	boundaries	limits/power/competition
571	I	12	in the end all roads intersect	roads	road	road	path	journey	perseverance/growth
572	I	13	building on our capacity to serve	building	build	construction	construct	create	creativity/perseverance
573	I	14	built on a well-researched scientific basis	built	build	construction	construct	create	creativity/perseverance
574	I	15	endeavor to shape a vision	shape	shape	art/design	create	plan	perseverance/create
575	I	15	endeavor to shape a vision (2)	vision	vision	sight	vision	vision	power/limits/resources
576	I	16	a future that will propel (institution)	propel	propel	air/water craft	momentum	fuel	resources/power
577	I	16	we need to chart an ambitious future	chart	chart	nautical map	map	plan	perseverance/nature/competition
578	I	17	don't dream scrawny	dream	dream	vision	goals	vision	limits/resources/power
579	I	18	1, quickly grew into eight	grew	grow	plant/embryo/div	cultivation	growth	creativity/perseverance
580	I	18	bring that vision to life	vision	vision	dream	vision	vision	power/limits/resources
581	I	18	Drifting into the future	drifting	drift	nautical/off course	off course	plan	perseverance/nature/competition
582	I	18	not an option under this watch	watch	watch	guard?	prison	boundaries	limits/power/competition
583	I	18	we need to craft our vision	craft	craft	art	design	skills	limits/competition/power
584	I	18	we need to craft our vision (2)	vision	vision	sight	vision	vision	power/limits/resources
585	I	20	tap into a hunger to speak	tap	tap	water	elements	water	resources
586	I	20	tap into a hunger to speak (2)	hunger	hunger	food	sustenance	physical health	perseverance/nature/resources
587	I	22	hope it is a good sign	sign	sign	visual message	message	vision	limits/power/competition
588	I	22	ideas are being unveiled	unveiled	veil	cover	humanity	fabric	resources
589	I	23	too many equate "urban" with decay, blight, flight ...	decay	decay	rot	illness	physical health	limits/power/competition
590	I	23	too many equate "urban" with decay, blight, flight ... (3)	flight	flight	flea/run	competition	war	competition/perseverance/limits
591	I	23	too many equate "urban" with decay, blight, flight ... (2)	blight	blight	disease	health	physical health	limits/power/competition
592	I	25	we have roots as a municipal university	roots	root	tree	stability	growth	competition/limits/perseverance

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593	I	27	represent the national life in its fullness	life	life	humanity	living	opportunity	limits/competition/power
594	I	28	be the new urban-engaged university	engaged	engage	marriage	unite	prepare	perseverance/competition/nature
595	I	30	(respect) for what each brings to the table	table	table	feast	sharing	opportunity	limits/competition/power
596	I	30	partnerships as two-way streets	two-way streets	street	road	transportation	journey	perseverance/competition/limits
597	I	31	refined the seed of that idea	seed	seed	tree	sprout	growth	limits/competition/perseverance
598	I	32	found five core values that will guide us	core (guide)	core	fruit	center	food	resources/nature/power
599	I	32	we culled through that collective wisdom	culled	cull	fish/livestock	sorted	food	resources/nature/power
600	I	34	keeping students at the core of what we do	core	core	fruit	center	food	resources/nature/power
601	I	35	build upon (institution's) prominence in research	build	build	construction	construct	create	creativity/perseverance
602	I	35	build upon our greatness as innovators	build	build	construction	construct	create	creativity/perseverance
603	I	35	grow our research capacity	grow	grow	tree	cultivation	growth	creativity/perseverance
604	I	36	by drawing more attention	drawing	draw	well water	water	water	resources/nature/power
605	I	36	fuel our program excellence	fuel	fuel	burn	fire	strength	resources/power/nature
606	I	36	leveraging our entrance in the (conference)	leveraging	leverage	lever/simple machine	power	strength	resources/power/strength
607	I	36	the core of both academic and professional programs	core	core	fruit	center	food	resources/nature/power
608	I	37	community engagement is essential	engagement	engage	marriage	unite	prepare	perseverance/competition/nature
609	I	37	forge key relationships	key	key	lock	unlock	boundaries	power/limits/competition
610	I	37	forge key relationships	forge	forge	fire	burn	fire	resources/power/nature
611	I	37	seek to create a front door to (institutions) resources	front door	door	entrance	building	construct	competition/perseverance/limits
612	I	38	establish a sense of place	sense	sense	humanity	feeling	humanity	limits/power/vision
613	I	38	undergoing a major physical renaissance	renaissance	renaissance	renaissance	renewal	opportunity	limits/competition
614	I	39	(potential) blossoms into successful graduates	blossoms	blossom	flower	garden	growth	perseverance/nature/competition
615	I	39	a place where potential is nurtured	nurtured	nurture	child/caregiver	support/foster	nurture	perseverance/competition/nature
616	I	39	Universities serve as vital engines of opportunity	engines	engine	motor	energy	power	resources/power/nature
617	I	41	expose us to worlds beyond our boundaries	worlds	world	world	vision	opportunity	limits/competition/power
618	I	41	expose us to worlds beyond our boundaries (2)	boundaries	boundary	border	edge	limit	limits/power/competition
619	I	42	living with the way-cool wired generation	way-cool	cool	climate	good	climate	limits/competition/power
620	I	42	living with the way-cool wired generation (2)	wired	wire	technology	connection	boundaries	limits/competition/power
621	I	43	(24/7 campus...means) more slices of pizza	pizza	pizza	food	accessible	plan	competition/perseverance/limits
622	I	44	increase...caliber of faculty	caliber	caliber	bullet	weapons	war	competition/limits/perseverance

	Speech	Paragraph	Metaphor and Surrounding Context	Metaphoric Term	Simple Word	Contextual Domain	Term Intent	Contextual Theme	Broad Metaphor Themes
623	I	45	weave together the intellectual capacities	weave	weave	fabric	fabric	sew	creativity/perseverance
624	I	46	strive to meet the metric	metric	metric	measuring stick	goal	measurement	limits/competition/power
625	I	46	the careful nurturance of programs	nurturance	nurture	child/caregiver	support/foster	nurture	perseverance/competition/nature
626	I	46	wade into the dreaded mass media culture	wade	wade	water	elements	elements	resources
627	I	47	create the most effective pathways	pathways	path	path	road	journey	perseverance/competition/nature
628	I	47	divided by the tyranny of the "or"	tyranny	tyranny	abuse	humanity	power	limits
629	I	47	see these as two sides of the same coin	coin	coin	currency	money	wealth	resources/power/nature
630	I	47	through more robust partnerships	robust	robust	wine	oaken	strength	nature/resources/power
631	I	49	by blending our deep and historic commitment	blending	blend	cooking	food	prepare	perseverance/nature/competition
632	I	50	cultivate stronger relationships	cultivate	cultivate	garden	till	support systems	resources/nature/power
633	I	50	deliver more market driven programs	driven	drive	vehicle	force	determination	perseverance/competition
634	I	50	drum roll please	drum roll	drum	music	sound	create	creativity/competition
635	I	50	our goal is to grow our financial and human resources	grow	grow	tree	cultivation	growth	creativity/perseverance
636	I	50	we have the pocketbook to realize our ambitions	pocketbook	pocketbook	finance	currency	wealth	resources/power
637	I	51	each of us here will play a role	play	play	theatre	act	progress	perseverance/competition
638	I	51	each of us here will play a role (2)	role	role	theatre	part	plan	perseverance/strength/growth
639	I	54	(this plan) has been a labor of love	labor	labor	childbearing	birth	determination	nature/competition/perseverance
640	I	54	(this plan) has been a labor of love (2)	love	love	humanity/soul/pu	soul	nurture	perseverance/competition/nature
641	J	2	(a foundation) on which to build our future	build	build	construction	construct	create	creativity/perseverance
642	J	2	(a legacy) we will use as a strong foundation	foundation	foundation	structure	building	construct	perseverance/competition/nature
643	J	2	a legacy that is envied in all quarters of higher education	quarters	quarter	section	areas	boundaries	limits
644	J	2	I follow in the footsteps of predecessors	footsteps	footstep	human body	pathway	humanity	limits/power/competition
645	J	3	this great country seeks an honorable path	path	path	road	way	journey	perseverance/competition/nature
646	J	4	(educ. Landscape)a rich diversity of organisms grow and thrive	organisms	organism	microbiology	life	creatures	resources/nature/strength
647	J	4	(educ. Landscape)a rich diversity of organisms grow and thrive (2)	grow	grow	plant	cultivation	growth	creativity/perseverance
648	J	4	(students) ignited by learning	ignited	ignite	fire	light	vision	power/resources/limits
649	J	4	(to students who spent) childhood living on the streets	streets	street	poverty?	humanity	wealth	resources/power/limits
650	J	4	educational landscape is like a complex ecosystem	landscape	landscape	garden	grow	climate	limits/competition/power
651	J	4	educational landscape is like a complex ecosystem (2)	ecosystem	ecosystem	ecosystem	earth	elements	resources/nature/power
652	J	4	opportunities open to students of all stripes	stripes	stripe	color/variety	diversity	humanity	limits/power/competition

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653	J	4	spirit of democracy is now reflected...(in education)	spirit	spirit	essence	soul	spirituality	limits/power/competition
654	J	4	spirit of democracy is now reflected...(in education) (2)	reflected	reflect	light	sight	vision	power/limits/resources
655	J	4	the robustness of its democratic institutions	robustness	robust	wine	oaken	strength	nature/resources
656	J	4	the school of hard knocks	hard knocks	knocks	bumps/bruises	lessons	journey	perseverance/nature/growth
657	J	5	couple support for research with (graduate educ.)	couple	couple	marriage	union	support systems	resources/power/nature
658	J	5	the best routes for achieving their strategic goals	routes	route	path	direction	journey	perseverance/growth
659	J	5	universities as incubators of future health and prosperity	incubators	incubator	eggs	grow	nurture	perseverance/nature/competition
660	J	6	(creative work that will give us) insight	insight	sight	vision	insight	vision	limits/power/competition
661	J	6	(modern U.) not of ivory, but of a highly porous material	ivory	ivory	bone	structure	construct	nature/competition/perseverance
662	J	6	(modern U.) not of ivory, but of a highly porous material (2)	porous	porous	spiritual	holey	climate	limits/competition
663	J	6	immunized from the cares of the day	immunized	immune	immune	barrier	emotional health	perseverance/nature
664	J	6	Its (universities) ideals crafted over many generations	crafted	craft	art	create	skills	limits/power/competition
665	J	6	pursuit of creative work that will give us illumination	illumination	illuminate	light	sight	vision	limits/resources/power
666	J	6	the medieval image of the university as an ivory tower	medieval	medieval	medieval	historic	time	perseverance
667	J	6	the medieval image of the university as an ivory tower (2)	ivory tower	ivory tower	structure/power	structure	construct	nature/competition/perseverance
668	J	7	(obscure places where) deep intelligence, can sprout.	deep	deep	water	water	water	resources/nature/power
669	J	7	(obscure places where) deep intelligence, can sprout. (2)	sprout	sprout	plant	cultivation	growth	competition/limits/perseverance
670	J	7	(we would like) to explore deep problems	deep	deep	water	water	water	resources/nature/power
671	J	7	knowledge often depends upon preparing fertile ground	fertile ground	ground	garden	cultivation	growth	creativity/perseverance
672	J	8	(obligation to search for knowledge...to) build on it	build	build	construction	construct	create	creativity/perseverance
673	J	8	decision makers will draw on the knowledge	draw	draw	well?	water	water	resources/nature/power
674	J	8	get the economy back on track	track	track	railroad	path	journey	perseverance/nature/competition
675	J	8	inform the present through deep understanding of the past	deep	deep	ocean	water	water	resources/nature/power
676	J	8	philosophers who can provide frameworks for working	frameworks	framework	construction	building	construct	perseverance/competition/nature
677	J	10	(guided by...) core principles of justice...	core	core	fruit	center	food	resources/nature/power
678	J	10	(we will find...an) effective path	path	path	trail	road	journey	perseverance/competition/nature
679	J	10	a bland regression to the mean	bland	bland	food	seasoning	prepare	perseverance/nature/competition
680	J	10	carefully listen to one another and listen with our minds and our hearts	hearts	heart	humanity/core	soul	nurture	perseverance/nature/resources
681	J	10	we aim to come to a deeper appreciation	aim	aim	target	weapons	war	nature/perseverance/competition
682	J	10	we aim to come to a deeper appreciation (2)	deeper	deep	water	water	water	resources/nature/power

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683	J	12	the power to digest and interpret evidence	digest	digest	eating	food	prepare	perseverance/nature/competition
684	K	6	I have been touched by your warmth	touched	touch	human body	humanity	emotional health	limits/growth
685	K	6	thank you from the bottom of my heart	heart	heart	human body	soul	nurture	perseverance/nature/resources
686	K	9	the foundation of values	foundation	foundation	building	stability	construct	perseverance/competition/nature
687	K	12	the chance to complete the template (for a great University)	template	template	map	example	measurement	limits/vision
688	K	13	our university's future is rooted...	rooted	root	plant/tree	garden	growth	competition/limits/perseverance
689	K	15	fundamental purpose that draws us here today	draws	draw	pulls?/Well?	water	water	resources/nature/power
690	K	17	It (public U.) is a cornerstone of American democracy	cornerstone	cornerstone	building	foundation	construct	perseverance/competition/nature
691	K	22	excellence is the fountainhead	fountainhead	fountainhead	water	purity	water	resources/power/nature
692	K	26	you have marshaled your institutional resources	marshaled	marshal	law enforcement	controlled	boundaries	power/limits
693	K	26	you're going to be eminent	eminent	eminent	ruling class	power	supremacy	competition/limits/perseverance
694	K	27	prospects for achieving eminence are bolstered	eminence	eminent	ruling class	power	supremacy	competition/limits/perseverance
695	K	27	prospects for achieving eminence are bolstered (2)	bolstered	bolster	construction	support	construct	perseverance/competition/nature
696	K	27	The University's...way to eminence	eminence	eminent	ruling class	power	supremacy	competition/limits/perseverance
697	K	28	In dreams begins responsibility	dreams	dream	vision	insight	vision	limits/resources/power
698	K	28	we dream of being...	dream	dream	vision	goals	vision	limits/resources/power
699	K	29	forming the backbone of commerce	backbone	backbone	human body	humanity	physical health	limits/power/competition
700	K	29	our work of erecting pillars of excellence	pillars	pillar	structure	spire	construct	perseverance/resources
701	K	35	the reset is a self-regenerating commitment to quality...	regenerating	generate	grow	cultivation	growth	competition/perseverance/limits
702	K	36	...test of a man is not where he stands in time of comfort	stands	stand	human body	place	humanity	limits/power/competition
703	K	36	but where he stands in time of challenge	stands	stand	human body	location	humanity	limits/power/competition
704	K	37	major goals to keep (university) on this track	track	track	railroad	path	journey	perseverance/nature/competition
705	K	37	one that under girds ...	under gird	under gird	bridge? Construc	support	construct	perseverance/nature/competition
706	K	37	research that drives job creation	drives	drive	driving	force	determination	perseverance/competition
707	K	40	the principal basis for our continuing rise (unknown if ..pal was intended)	rise	rise	astronomy	luminaries	vision	power/limits/resources
708	K	41	we have a role to play	role to play	role	theatre	part	plan	perseverance/strength/growth
709	K	42	able to most effectively marshal	marshal	marshal	law enforcement	controlled	boundaries	power/limits
710	K	42	drive to discover	drive	drive	driving	force	determination	perseverance/competition
711	K	42	institutions inside that magic circle	magic circle	magic circle	witchcraft	abnormal	sprituallity	limits/power/competition
712	K	42	make sure this drive yields scholarship	drive	drive	driving	force	determination	perseverance/competition

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713	K	42	make sure this drive yields scholarship (2)	yields	yield	farming	harvest/crop	opportunity	growth/competition/limits
714	K	43	build on (university's) existing strengths	build	build	construction	construct	create	creativity/perseverance
715	K	43	continue building our intellectual capital	building	build	construction	construct	create	creativity/perseverance
716	K	48	Minds are like parachutes: they don't work if they're not open	parachutes	parachutes	skydiving	insurance	support systems	resources/power
717	K	48	Minds are like parachutes: they don't work if they're not open (2)	open (minds)	open minds	mind	accessible	emotional health	limits/vision/growth
718	K	53	the cause of building a great university	building	build	construction	construct	create	creativity/perseverance
719	K	57	you who have built this wonderful institution	built	build	construction	construct	create	creativity/perseverance
720	L	4	(a bridge...) which means, investing in people's livelihoods	investing	invest	finance	planning	emotional health	power/limits/competition
721	L	4	a bridge between the economic and the academic worlds	bridge	bridge	chasm	passage	boundaries	limits/power/competition
722	L	4	a bridge between the economic and the academic worlds (2)	worlds	world	world	connection	boundaries	limits/power/competition
723	L	4	university's destination must be a bridge	bridge	bridge	chasm	passage	boundaries	limits/power/competition
724	L	6	I received this sage advice	sage	sage	wise person	wisdom	support systems	resources/power/vision
725	L	6	Mobilize the creative talent	mobilize	mobilize	driving	activate	transportation	resources/strength/vision
726	L	6	participate in dialogue while keeping an open mind	open	open	door/window	accessible	emotional health	limits/vision/growth
727	L	9	(with all my heart) that if we invest in great people...	invest	invest	finance	planning	emotional health	power/limits/competition
728	L	9	I believe with all my heart...	heart	heart	human body	soul	nurture	perseverance/nature/resources
729	L	10	(university) the flagship of the board of regents	flagship	flagship	nautical	ship	journey	competition/limits/perseverance
730	L	10	graduates are prepared for globalization of our world	globalization	global	world	map	boundaries	limits/competition/power
731	L	11	as distant as Memphis is from China	China	china	around world	world	earth	resources/power/nature
732	L	11	closing the achievement and learning gaps	closing	close	door/window	building	boundaries	limits/power/competition
733	L	11	closing the achievement and learning gaps (2)	gaps	gap	chasm	space	boundaries	limits/competition/power
734	L	11	finding ways to connect to our global community	global	globe	world	map	boundaries	limits/competition/power
735	L	11	tackle problems together	tackle	tackle	football	sports	games	competition/limits/perseverance
736	L	11	to closing the community gaps	closing	close	door/window	building	boundaries	limits/power/competition
737	L	11	to closing the community gaps (2)	gaps	gap	chasm	space	boundaries	limits/competition/power
738	L	11	true partnerships flourish when we are learners together	flourish	flourish	plant growth	thrive	earth	nature/perseverance/resources
739	L	11	we are the "experts on tap"	tap	tap	water	elements	water	resources
740	L	11	we must be experts who can be tapped	tapped	tap	water	elements	water	resources
741	L	11	we must stand shoulder to shoulder	shoulder	shoulder	body	structure	humanity	limits/power/competition
742	L	11	we must stand shoulder to shoulder	shoulder	shoulder	body	structure	humanity	limits/power/competition

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743	L	13	(we want the University) to be their learning home	home	home	home	community	support system	resources/power/nature
744	L	15	wear blue (institution) Tiger blue	Tiger	tiger	mascot	sports	image	limits/power/competition
745	M	2	I salute our alumni	salute	salute	armed forces	honor	war	growth/perseverance/competition
746	M	2	I salute our faculty, the intellectual core	salute	salute	armed forces	honor	war	growth/perseverance/competition
747	M	2	I salute our faculty, the intellectual core (2)	core	core	fruit	center	food	resources/nature/power
748	M	2	I salute our staff	salute	salute	armed forces	honor	war	growth/perseverance/competition
749	M	2	I salute our students...our future	salute	salute	armed forces	honor	war	growth/perseverance/competition
750	M	2	I salute our students...our future (2)	future	future	vision	insight	vision	power/limits/competition
751	M	2	let me begin with a salute to you	salute	salute	armed forces	honor	war	growth/perseverance/competition
752	M	3	salute my family	salute	salute	armed forces	honor	war	growth/perseverance/competition
753	M	4	(institution) its promise for the future	future	future	vision	insight	vision	power/limits/competition
754	M	4	I salute our honored guests	salute	salute	armed forces	honor	war	growth/perseverance/competition
755	M	6	excellence is the mantra and the metric	metric	metric	measurement	goal	measurement	limits/competition/power
756	M	7	With this foundation, let us reflect on the theme	foundation	foundation	building	stability	construct	perseverance/competition/nature
757	M	7	With this foundation, let us reflect on the theme (2)	reflect	reflect	light	sight	vision	power/limits/resources
758	M	10	an ever-shrinking world	shrinking	shrink	fabric	reducing	fabric	resources/power/limits
759	M	10	growth and migration drive our common purposes	drive	drive	automobile	force	determination	perseverance/competition
760	M	11	foster the entrepreneurial actualization	foster	foster	child/caregiver	childcare	nurture	nature/perseverance/resources
761	M	15	(support) in areas which under gird our technological innovations	under gird	under gird	structural support	building	construct	perseverance/nature/competition
762	M	15	we must nurture and support...research	nurture	nurture	child/caregiver	support/foster	nurture	perseverance/competition/nature
763	M	17	let us walk the talk	walk	walk	feet	humanity	competition	perseverance
764	M	17	from a robust range of strong research programs	robust	robust	wine	oaken	strength	nature/resources
765	M	17	we say we have low walls	walls	wall	building	border	construct	perseverance/competition/nature
766	M	19	research is to teaching as sin is to confession (2) (if you don't participate in the former, you have very little to say in the latter).	Confession	confession	God	therapy	emotional health	limits/power/competition
767	M	19	research is to teaching as sin is to confession (if you don't participate in the former, you have very little to say in the latter).	Sin	sin	God	wrong	spirituality	limits
768	M	20	unquestioned research preeminence	preeminence	eminence	God	power	supremacy	competition/limits/perseverance
769	M	20	where will (we) focus to address...global priorities	focus	focus	sight	vision	vision	limits/resources/power
770	M	20	where will (we) focus to address...global priorities (2)	global	globe	world	map	boundaries	limits/competition/power

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771	M	22	cover a wide spectrum	spectrum	spectrum	light	color	vision	power/limits/resources
772	M	22	leading a new wave	wave	wave	ocean	ocean	elements	resources/nature/power
773	M	22	still we face choices of where to invest	face	face	human body	physical	image	limits/power/competition
774	M	23	a common core which under girds all the sciences...	core	core	fruit	center	food	resources/nature/power
775	M	23	a common core which under girds all the sciences... (2)	under girds	under gird	structural support	building	construct	perseverance/nature/competition
776	M	23	leadership will require focus	focus	focus	sight	vision	vision	limits/resources/power
777	M	25	drive our stake into the ground of this new frontier	drive	drive	automobile	force	determination	perseverance/competition
778	M	25	drive our stake into the ground of this new frontier (2)	stake	stake	claim	border	boundaries	limits/power/competition
779	M	25	drive our stake into the ground of this new frontier (3)	ground	ground	earth	soil	earth	resources/nature/power
780	M	25	drive our stake into the ground of this new frontier (4)	frontier	frontier	border	opportunity	boundaries	limits/power/competition
781	M	25	marriage with information	marriage	marriage	marriage	relationship	support system	resources/strength/power
782	M	25	will such ruminations be realized	ruminations	ruminations	ruminates	digestion	survival	perseverance/growth/strength
783	M	30	draw upon it (human talent)	draw	draw	well	water	water	resources/nature/power
784	M	30	nurture all human talent	nurture	nurture	child/caregiver	support/foster	nurture	perseverance/competition/nature
785	M	30	overall diversity...reflects the role	reflects	reflect	light	sight	vision	power/limits/resources
786	M	31	capture our vision and guide our choices	capture	capture	imprison	contain	boundaries	power/limits/resources
787	M	31	capture our vision and guide our choices (2)	vision	vision	sight	vision	vision	power/limits/resources
788	M	31	capture our vision and guide our choices (3)	guide	guide	direction	direction	plan	perseverance/competition/limits
789	M	31	world-class...with global outlook and global impact	world	world	world	standard	measurement	limits/power/competition
790	M	31	world-class...with global outlook and global impact (2)	global	globe	world	map	boundaries	limits/competition/power
791	M	31	world-class...with global outlook and global impact (3)	global	globe	world	map	boundaries	limits/competition/power
792	M	32	areas will serve as our foundation	foundation	foundation	building	stability	construct	perseverance/competition/nature
793	M	32	build on these areas of strength	build	build	construction	building	construct	creativity/perseverance
794	M	32	create the impact we envision	envision	vision	sight	vision	vision	power/limits/resources
795	M	32	defines the intellectual core in key disciplines	core	core	fruit	center	food	resources/nature/power
796	M	32	defines the intellectual core in key disciplines (2)	key	key	lock	unlock	boundaries	power/limits/competition
797	M	32	stake out our identity	stake	stake	claim	border	boundaries	limits/power/resources
798	M	32	stand in the community of world-class	stand	stand	human body	upright	humanity	limits/power/competition
799	M	32	stand in the community of world-class (2)	world	world	world	standard	measurement	limits/power/competition
800	M	33	(dream) will elevate all of us	elevate	elevate	height	raise	climate	limits/power/competition

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801	M	33	the (institution) dream--requires greatness	dream	dream	vision	goals	vision	limits/resources/power
802	M	34	give my utmost to realize this vision	vision	vision	sight	vision	vision	power/limits/resources
803	N	4	this occasion will be indelibly marked	indelibly	indelible	ink	permanent	image	limits/competition/power
804	N	4	this occasion will be indelibly marked (2)	marked	mark	ink	target	image	limits/vision
805	N	4	we have been blessed	blessed	bless	God	supreme being	spirituality	limits/power/competition
806	N	5	education is the key	key	key	lock	unlock	boundaries	power/limits/competition
807	N	5	extend our grasp toward an even greater potential	grasp	grasp	hand	humanity	humanity	limits/power/competition
808	N	5	the noble work of our forefathers	noble	noble	king	ruler	measurement	limits/power
809	N	5	the noble work of our forefathers (2)	forefathers	forefather	ancestor	path	journey	perseverance/competition/nature
810	N	5	this same bedrock belief in...power of education	bedrock	bedrock	foundation	building	construct	perseverance/competition/nature
811	N	6	legislation spawned the development	spawned	spawn	fish	light	vision	resources/power/nature
812	N	6	the flood of veterans returning	flood	flood	water	drowning	survival	perseverance/competition/nature
813	N	6	the space race	race	race	running	competition	games	perseverance/competition
814	N	7	(investment in research) acted as strong magnets	magnets	magnet	force	pull	elements	resources/power/nature
815	N	8	(the bridge that [all facets of people] must cross	cross (bridge)	cross	bridge	chasm	boundaries	limits/power/competition
816	N	8	the key to the American dream	key	key	lock	unlock	boundaries	power/limits/competition
817	N	8	the key to the American dream (2)	dream	dream	vision	goals	vision	limits/resources/power
818	N	8	to be the primary bridge	bridge	bridge	chasm	passage	boundaries	limits/power/competition
819	N	12	a dangerously chilling effect on the educational aspirations	chilling	chill	atmosphere	climate	climate	limits/power/competition
820	N	12	upheavals in the nation's legal landscape	upheavals	upheaval	geologic	elements	earth	resources
821	N	12	upheavals in the nation's legal landscape (2)	landscape	landscape	geologic	grow	climate	limits/competition/power
822	N	15	building a nobler civilization	building	build	construction	construct	create	creativity/perseverance
823	N	16	building a nobler civilization (2)	nobler	noble	king	honorable	measurement	limits/power/competition
824	N	16	education without barriers	barriers	barrier	boundary	border	boundaries	limits/power/competition
825	N	16	reshape the policies that govern our conduct	reshape	shape	mold/clay	create	plan	perseverance/create
826	N	17	a sound plan of action	sound	sound	air tight	sealed	plan	perseverance/strength
827	N	18	help drive the expectations	drive	drive	automobile	force	determination	perseverance/competition
828	N	18	stakes for better prepared teachers	stakes	stake	games	risk	opportunity	limits/competition/power
829	N	19	in the educational pipeline	pipeline	pipeline	water	conduit	water	resource/power/vision
830	N	19	there is no magic cure	magic	magic	supernatural	abnormal	spirituality	limits/power/competition

	Speech	Paragraph	Metaphor and Surrounding Context	Metaphoric Term	Simple Word	Contextual Domain	Term Intent	Contextual Theme	Broad Metaphor Themes
831	N	19	there is no magic cure (2)	cure	cure	healing	medicine	physical health	limits/power/competition
832	N	20	join forces with others	forces	force	troops	combat	war	competition/perseverance/limits
833	N	20	the university has not been able to keep pace	pace	pace	running	losing	survival	perseverance/competition
834	N	20	with its rising priority	rising	rise	star/sun	light	vision	power/limits/resources
835	N	21	strategic alliances with sister campuses	sister	sister	family	community	support systems	resources/strength/power
836	N	21	we must preserve and enhance our core mission	core	core	fruit	center	food	resources/nature/power
837	N	22	(the stage is set...) to play a leadership role	play	play	theatre	act	progress	perseverance/competition
838	N	22	the stage is set	stage	stage	theatre	platform	opportunity	limits/competition
839	N	23	bridges must also extend beyond our borders	bridges	bridge	chasm	passage	boundaries	limits/power/competition
840	N	23	bridges must also extend beyond our borders (2)	borders	border	border	edge	boundaries	limits/power/competition
841	N	23	build bridges between and among us	bridges	bridge	chasm	passage	boundaries	limits/power/competition
842	N	23	connecting and combining rather than dividing and conquering	conquering	conquer	war	win	war	perseverance/competition/nature
843	N	23	join our visions to the dreams of others	visions	vision	sight	vision	vision	power/limits/resources
844	N	23	join our visions to the dreams of others (2)	dreams	dream	vision	goals	vision	limits/resources/power
845	N	23	overcome mutual problems rather than to defeat common enemies	defeat	defeat	war	loss	war	competition/limits/perseverance
846	N	23	overcome mutual problems rather than to defeat common enemies (2)	enemies	enemy	war	war	war	perseverance/competition/nature
847	N	23	strengthen (institutions) strategic position	strategic	strategic	defense	war	competition	perseverance/competition/limits
848	N	24	face the inevitable forces of change	face	face	human body	physical	image	limits/power/competition
849	N	25	deep-rooted belief in the power of education	rooted	root	plant growth	cultivation	growth	competition/limits/perseverance
850	N	25	forge bridges of collaboration	bridges	bridge	chasm	passage	boundaries	limits/power/competition
851	N	26	a world that is being reshaped	reshaped	shape	mold/clay	create	plan	perseverance/create
852	N	26	join the fire of the mind with the fire of the heart	fire	fire	burn	enlarge	fire	resources/power/nature
853	N	26	join the fire of the mind with the fire of the heart (2)	fire	fire	burn	enlarge	fire	resources/power/nature
854	N	26	join the fire of the mind with the fire of the heart (3)	heart	heart	human body	soul	nurture	perseverance/nature/resources
855	N	27	(words...) still ring true today	ring	ring	bell	sounds	progress	perseverance/competition
856	O	2	jump up to the top	jump	jump	human body	strength	physical health	power/limits/competition
857	O	4	build on ...campus	build	build	construction	construct	create	creativity/perseverance
858	O	5	we must partner with government	partner	partner	marriage	relationship	opportunity	limits/competition/power
859	O	5	we must partner with public schools	partner	partner	marriage	relationship	opportunity	limits/competition/power
860	O	7	you can see wolf pack red	red	red	mascot	color	image	competition/limits/power

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861	O	8	improvement in the academic playing field	field	field	sports	location	games	perseverance/competition/nature
862	O	11	put together a program that spells success	spells	spell	teach	plan	prepare	perseverance/growth/strength
863	P	4	it has been a magical week	magical	magic	supernatural	abnormal	spirituality	limits/power/competition
864	P	5	vision for (institution)	vision	vision	sight	vision	vision	power/limits/resources
865	P	6	a blink of an eye for Harvard	blink	blink	sight	vision	vision	limits/resources/power
866	P	6	a blink of an eye for Harvard (2)	eye	eye	sight	sight	vision	limits/resources/power
867	P	6	odds of growing a truly great institution	growing	grow	plant growth	cultivation	growth	creativity/perseverance
868	P	6	the mud fields of a new campus	mud	mud	soil	messy	earth	resources/nature
869	P	6	the mud fields of a new campus (2)	fields	field	farming	location	earth	resources/power/nature
870	P	6	the mud fields of a rawnew campus (3)	raw	raw	cooking	opportuntiy	prepare	perseverance/competition/limits
871	P	6	to come to this fledgling institution	fledgling	fledgling	bird	baby	creatures	nature/resources/power
872	P	7	the blindness to obstacles	blindness	blind	sight	vision	vision	limits/resources/power
873	P	8	funding streams threaten to dry up	streams	stream	water	earth	resources	nature/resources/power
874	P	8	funding streams threaten to dry up (2)	dry up	dry	water	elements	survival	resources/nature/perseverance
875	P	8	nurturing and supporting business and industry	nurturing	nurture	child/caregiver	support/foster	nurture	perseverance/competition/nature
876	P	8	our landscape has turned far harsher	landscape	landscape	geologic	grow	climate	limits/competition/power
877	P	8	our meteoric rise to the top	meteoric	meteor	astronomy	speed	skills	limits/competition/power
878	P	9	use a now well-worn path	path	path	path	road	journey	perseverance/competition/nature
879	P	9	we are faced with two immediate issues	faced	face	human body	physical	image	limits/power/competition
880	P	10	a willingness to embrace the change and shape it	shape	shape	mold/clay	create	plan	perseverance/create
881	P	10	cannot afford to cling fiercely...to a past	fiercely	fierce	fight	strength	war	competition/limits/perseverance
882	P	10	make all our decisions with a clear vision	vision	vision	sight	vision	vision	power/limits/resources
883	P	12	performs cutting-edge research	cutting-edge	cutting-edge	knife	fight	war	perseverance/competition/nature
884	P	12	refuel...economy	refuel	fuel	fire	ignite	strength	resources/power/nature
885	P	13	mourn the past..focus our energies	focus	focus	sight	target	vision	limits/resources/power
886	P	14	nothing concentrates the mind like the prospect of hanging	hanging	hang	life	death	physical health	limits/power/competition
887	P	15	building an intellectual and experiential identity	building	build	construction	construct	create	creativity/perseverance
888	P	18	define our budget goals so we do not drift or founder	drift	drift	water	off course	plan	perseverance/nature/competition
889	P	18	define our budget goals so we do not drift or founder (*2)	founder	founder	nautical	stuck	plan	perseverance/nature/competition
890	P	18	to have a shared vision	vision	vision	sight	vision	vision	power/limits/resources

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891	P	18	who tackled this enormous task	tackled	tackled	football	sports	games	competition/limits/perseverance
892	P	19	I think not rash	rash	rash	mental	quick to act	emotional health	limits/growth
893	P	19	tempered by the prudence	tempered	temper	mental	humanity	emotional health	limits/power/competition
894	P	20	interdisciplinary research clusters	clusters	cluster	stars?	light	vision	resources/nature/power
895	P	24	fortunate to have strong linkages	linkages	link	chain	connection	chain	resources/power/limits
896	P	26	(allow capabilities) to shape our courses	shape	shape	mold/clay	create	plan	perseverance/create
897	P	26	blindly allow capabilities...	blindly	blind	sight	vision	vision	limits/resources/power
898	P	26	flexibility to imbue our curriculum	imbue	imbue	dye	change	grow	limits
899	P	26	neither use computers as drone machines	drone	drone	robot	mechanical	emotional health	limits/power/competition
900	P	26	the hallmark of the next century	hallmark	hallmark	sign	trait	vision	limits/resources/power
901	P	26	without short-changing the undergraduate experience	short-changing	change	finance	money	wealth	resources/power
902	P	27	education must be a seamless fabric	seamless	seem	fabric	smooth	fabric	resources/strength
903	P	27	education must be a seamless fabric (2)	fabric	fabric	cloth	sewing	fabric	resources/nature/power
904	P	34	we can no longer patch together our computer system	patch	patch	fabric	sewing	prepare	perseverance/competition/limits
905	P	36	graduates will function in a global culture	global	globe	world	map	boundaries	limits/competition/power
906	P	36	prepare them to think and work in a global context	global	globe	world	map	boundaries	limits/competition/power
907	P	36	we will make significant headway each year	headway	headway	spelunking	caves	progress	perseverance/growth/nature
908	P	37	we must be the engine	engine	engine	motor	energy	power	resources/power/nature
909	P	38	(institution) will be top tier	tier	tier	rank	competition	image	limits/power/competition
910	P	38	continued its meteoric rise	meteoric	meteor	astronomy	speed	skills	limits/power/competition
911	P	38	when they talk (the institution) will be on their tongues	tongues	tongue	language	communicate	humanity	limits/power
912	P	38	widely recognized as top tier	tier	tier	rank	competition	image	limits/power/competition
913	P	39	a more hospitable climate for education	hospitable	hospitable	hospital	kindness	climate	limits/power/competition
914	P	41	the cornerstone on which universities are built	cornerstone	cornerstone	building	foundation	construct	perseverance/competition/nature
915	P	41	the cornerstone on which universities are built (2)	built	build	construction	construct	create	creativity/perseverance
916	P	41	the driving forces for learning	driving	drive	automobile	force	determination	perseverance/competition
917	P	41	the driving forces for learning (2)	forces	force	troops	combat	war	competition/perseverance/limits
918	P	42	guided by that youthful spirit of adventure	spirit	spirit	soul	soul	spirituality	limits/power/competition
919	P	42	no time for us to grow old and inflexible	grow	grow	plant growth	cultivation	growth	creativity/perseverance
920	P	42	no time to lose heart	heart	heart	human body	soul	nurture	perseverance/nature/resources

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921	P	43	I want for us a future shaped by the attitude of winners	shaped	shape	mold/clay	create	plan	perseverance/create
922	P	44	a journey worth the taking	journey	journey	trip	process	journey	nature/competition/perseverance
923	P	45	forgo regret for what was and shape what will be	shape	shape	mold/clay	create	plan	perseverance/create
924	Q	1	I have been heartened	heartened	heart	human body	soul	nurture	perseverance/nature/resources
925	Q	2	...in favor of production-line procedures	production-line	production-line	factory	goal	plan	perseverance/competition
926	Q	2	I began this journey	journey	journey	travel	process	journey	nature/competition/perseverance
927	Q	2	many are calling for sweeping change in the academy	sweeping	sweep	cleaning	gather	prepare	perseverance
928	Q	2	originating in the manufacture of products on the basis of formulaic inputs (2) (student=product)	products	product	factory	goal	plan	perseverance/competition
929	Q	2	originating in the manufacture of products on the basis of formulaic inputs (student=product)	manufacture	manufacture	factory	production	prepare	competition/limits/perseverance
930	Q	2	proposal to reshape funding	reshape	shape	Mold/Design	create	plan	perseverance/create
931	Q	3	one who mercifully escaped such formulae	formulae	formula	arithmetic	plan	goal	perseverance/competition/nature
932	Q	3	Through its high priests and priestesses--teachers...	priests	priest	religion	leader	spirituality	power/limits/resources
933	Q	3	Through its high priests and priestesses--teachers... (2)	priestesses	priest	religion	leader	spirituality	power/limits/resources
934	Q	6	conflicts in their personal lives will be real	conflicts	conflict	battles	fight	war	perseverance/competition/nature
935	Q	6	important tasks in varied sectors of institutional, industrial, corporate and social settings	sectors	sector	armed forces	group	support systems	resources/strength
936	Q	7	a cadre of faculty	cadre	cadre	troop	troop	war	competition/perseverance/limits
937	Q	7	students doing front-line research	front-line	front-line	battle	attack	war	perseverance/competition/nature
938	Q	8	Attacks against academic elites	attacks	attack	battle	war	war	competition
939	Q	8	begun to mount an effective defense	defense	defense	battle	attack	plan	perseverance/competition/nature
940	Q	8	elites have formed a line of offense	offense	offense	battle	attack	war	competition/perseverance/limits
941	Q	8	the attacks threaten to lead us into a labyrinth of parochialism	attacks	attack	battle	war	war	competition
942	Q	8	the attacks threaten to lead us into a labyrinth of parochialism (2)	labyrinth	labyrinth	prison	maze	journey	perseverance/competition
943	Q	8	the rhetoric of containment, constraint, limitation and elimination now rings across the plains	containment	containment	prison	control	war	perseverance/competition/nature
944	Q	8	the rhetoric of containment, constraint, limitation and elimination now rings across the plains (2)	rings	ring	bell	resounds	progress	perseverance/competition
945	Q	9	harbingers of containment would limit the opportunity	harbingers	harbger	forerunner	enemies	growth	limits/growth/power

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946	Q	9	the opportunity to carve out new areas of human pursuit	carve	carve	artisan	create	create	creativity
947	Q	9	uninspired tinkering rather than true discovery	tinkering	tinker	playing	create	humanity	limits/create
948	Q	10	(thinkers) will be able to rebuild it	rebuild	build	construction	construct	create	creativity/perseverance
949	Q	10	technological shifts occur	shifts	shift	geology	geologic	earth	resources/nature/power
950	Q	10	when the system crashes	crashes	crash	geologic	earth quake	earth	resources/power/nature
951	Q	11	leave aside a hollow rhetoric in favor of deep analysis	hollow	hollow	log	empty	earth	resources/power/nature
952	Q	11	the next plateau of effort	plateau	plateau	mountain top	flat	journey	perseverance/competition/limits
953	Q	11	the stuff of intellectual growth	growth	grow	tree/forage	cultivation	growth	creativity/perseverance
954	Q	11	the stuff of sustained economic growth	growth	grow	tree/forage	cultivation	growth	creativity/perseverance
955	Q	14	(women) have been artists and soldiers	soldiers	soldier	war	defender	war	perseverance/competition/growth
956	Q	14	(women) have been artists and soldiers (2)	artists	artist	art	create	create	creativity
957	Q	14	(women) have been martyrs and mavericks	mavericks	maverick	ruminates	dissenting	strength	strength/resources/vision
958	Q	14	(women) have been martyrs and mavericks (2)	martyrs	martyr	religion	determined	support systems	vision/strength/resources
959	Q	15	(women) helped their mates build important institutions	build	build	construction	construct	create	creativity/perseverance
960	Q	15	we lack no animating theory of our work	animating	animate	life	life	emotional health	limits
961	Q	16	(women) flourish here...a place of...earnest pursuit	flourish	flourish	plant growth	thrive	earth	nature/perseverance/resources
962	Q	16	(women) flourish here...curriculum that spurs rather than silences	flourish	flourish	plant growth	thrive	earth	nature/perseverance/resources
963	Q	16	(women) flourish here...curriculum that spurs rather than silences (2)	spurs	spurs	horseback	encourages	creatures	resources/nature/power
964	Q	16	(women) flourish here...high standards	flourish	flourish	plant growth	thrive	earth	nature/perseverance/resources
965	Q	16	(women) flourish here...treasure teaching	flourish	flourish	plant growth	thrive	earth	nature/perseverance/resources
966	Q	16	(women) flourish here...treasure teaching (2)	treasure	treasure	riches	finance	wealth	resources
967	Q	16	we have made a place for the ideas of women to flourish	flourish	flourish	plant growth	thrive	earth	nature/perseverance/resources
968	Q	17	I set foot in their classrooms	foot	foot	human body	path	humanity	limits/power/competition
969	Q	17	the gift of a teacher's belief	gift	gift	present	given	gift	resources/power/limits
970	Q	17	the gift of a teacher's encouragement	gift	gift	present	given	gift	resources/power/limits
971	Q	17	the gift of a teacher's time	gift	gift	present	given	gift	resources/power/limits
972	Q	17	the path to excellence	path	path	road	way	journey	perseverance/competition/nature
973	Q	18	but it (education) can also flourish in (impoverished area)	flourish	flourish	plant growth	thrive	earth	nature/perseverance/resources
974	Q	18	do not lose sight of this essential story	sight	sight	vision	insight	vision	limits/power/competition
975	Q	18	Education is at its heart	heart	heart	human body	soul	nurture	perseverance/nature/resources

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976	Q	18	just one formula: teachers plus students equal learning	formula	formula	arithmetic	plan	goal	perseverance/competition/nature
977	Q	18	that is why learning can flourish in (well known institutions)	flourish	flourish	plant growth	thrive	earth	nature/perseverance/resources
978	Q	19	Vivat academia. Vivant professores. Vivant studentes.	vivant academia	vivant	life	humanity	emotional health	limits/power/competition
979	Q	19	Vivat academia. Vivant professores. Vivant studentes. (2)	vivant professors	vivant	life	humanity	emotional health	limits/power/competition
980	Q	19	Vivat academia. Vivant professores. Vivant studentes. (3)	vivant studentes	vivant	life	humanity	emotional health	limits/power/competition
981	R	3	education should be for the body and the soul	soul	soul	humanity	passion	spirituality	limits/power/growth
982	R	3	enable a graduate to be a bread-winner	bread-winner	bread	food	sustenance	physical health	perseverance/limits/strength
983	R	3	everything that is ornamental	ornamental	ornament	décor	visual	image	limits/competition/vision
984	R	5	that spirit of daring	spirit	spirit	humanity	soul	spirituality	limits/power/competition
985	R	6	refusal to be fettered by tradition	fettered	fetter	shackled	prison	war	competition/limits/perseverance
986	R	9	one never knows when the spark will ignite	spark	spark	fire	light	vision	reources/power/nature
987	R	9	one never knows when the spark will ignite (2)	ignite	ignite	fire	light	vision	power/resources/limits
988	R	9	some magical chemical reaction	magical	magic	supernatural	abnormal	sprituality	limits/power/competition
989	R	9	what explosion or chain reaction will occur	explosion	explosion	fire	fire	fire	resources/power/nature
990	R	9	what explosion or chain reaction will occur (2)	chain reaction	chain	chain	connection	chain	resources/nature/power
991	R	11	at the core of our purpose	core	core	fruit	center	food	resources/nature/power
992	R	14	threatened breach of these protective barriers	breach	breach	dam	break	boundaries	limits/power/competition
993	R	14	threatened breach of these protective barriers (2)	barriers	barrier	border	boundary	boundaries	limits/power/competition
994	R	15	built on a common clarity of purpose	built	build	construction	construct	create	creativity/perseverance
995	R	16	prodigious depth and reach	prodigious	prodigy	superhuman	gifted	vision	limits/power/resources
996	R	16	with illuminates our needs	illuminates	illumine	light	insight	Vision	limits/resources/power
997	R	17	the kind of intellectual feast we could give our students	feast	feast	food	cook	prepare	competition/limits/perseverance
998	R	19	create a seamless experience	seamless	seam	fabric	flawless	image	limits/competition/power
999	R	24	continue to get that blended experience	blended	blend	cooking	food	prepare	perseverance/nature/competition
1000	R	25	programs that link areas	link	link	chain	connection	chain	resources/power/limits
1001	R	25	theories will flourish in the interdisciplinary mix	flourish	flourish	plant growth	thrive	earth	nature/perseverance/resources
1002	R	25	theories will flourish in the interdisciplinary mix (2)	mix	mix	cooking	combine	prepare	perseverance/competition
1003	R	26	expand the ground-breaking efforts	ground-breaking	ground-breaking	foundation	building	construct	perseverance/competition/limits
1004	R	33	that core educational ingredient	core	core	fruit	center	food	resources/nature/power
1005	R	33	that core educational ingredient (2)	ingredient	ingredient	food	cook	prepare	nature/competition/perseverance

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1006	R	34	expand our linkages	linkages	link	chain	connection	chain	resources/power/limits
1007	R	35	knowledge linked to real world dilemmas	linked	link	chain	connection	chain	resources/power/limits
1008	R	35	research fused with teaching	fused	fuse	fire	welded	strength	resources/power/limits
1009	R	36	popularly called "ivory towers"	ivory towers	ivory tower	structure	power	construct	nature/competition/perseverance
1010	R	37	(city) has rooted these halls with relevance	rooted	root	plant/tree	garden	growth	competition/limits/perseverance
1011	R	37	(institution's) towers extend to all	towers	tower	structure	building	construct	perseverance/nature/competition
1012	R	37	anything but ivory and isolated	ivory	ivory	bone	structure	construct	nature/competition/perseverance
1013	R	37	they are real and gritty	gritty	grit	sand paper	refining	tough	limits/power/competition
1014	R	40	cynicism is sweeping over the American spirit	sweeping	sweep	clean	gather	prepare	perseverance
1015	R	40	cynicism is sweeping over the American spirit (2)	spirit	spirit	humanity	soul	spirituality	limits/power/competition
1016	R	42	new ways to make teaching a more magical experience	magical	magic	supernatural	abnormal	spirituality	limits/power/competition
1017	R	48	celebrate...unique gifts	gifts	gift	present	given	gift	resources/power/limits
1018	S	6	ancient and durable roots	roots	root	tree/growth	stability	growth	competition/limits/perseverance
1019	S	8	university has been built up around its core	built	build	construction	construct	create	creativity/perseverance
1020	S	8	university has been built up around its core (2)	core	core	fruit	center	food	resources/nature/power
1021	S	11	provide the material support for the voyage	voyage	voyage	nautical	travel	journey	perseverance
1022	S	14	accept such support and enjoy its fruits	fruits	fruit	fruit	food	strength	nature/resources/perseverance
1023	S	14	our knowledge will not be sterile	sterile	sterile	germs	w/o germs	climate	limits/power/competition
1024	S	15	tackling the causes of diseases	tackling	tackle	football	sports	games	competition/limits/perseverance
1025	S	20	rather than...honed ...to produce...laughter	honed	hone	knife	sharpen	skills	power/limits/competition
1026	S	20	teaching material that is fresh and deeply grounded	grounded	ground	earth	soil	earth	resources/nature/power
1027	S	22	others are poised and hungry to do so	hungry	hungry	food	sustenance	physical health	perseverance/nature/resources
1028	S	25	newly-minted graduate students	minted	mint	finance	create	wealth	resources/strength/create
1029	S	27	(faculty...become) burnt out	burnt	burn	fire	elements	resources	resources/nature/power
1030	S	27	bringing another generation up to speed	speed	speed	race	pace	progress	competition/limits/perseverance
1031	S	27	faculty too often become jaded	jaded	jade	stone	nature	strength	resources/nature/perseverance
1032	S	29	beyond our powers to rebuild	rebuild	build	construction	construct	create	creativity/perseverance
1033	S	32	allowing them to reap directly	reap	reap	farming	harvest	prepare	perseverance/competition/nature
1034	S	33	ideas flow incessantly across our borders	flow	flow	water	fluid	water	resources/nature/power
1035	S	33	ideas flow incessantly across our borders (2)	borders	border	border	edge	boundaries	limits/power/competition

	Speech	Paragraph	Metaphor and Surrounding Context	Metaphoric Term	Simple Word	Contextual Domain	Term Intent	Contextual Theme	Broad Metaphor Themes
1036	S	33	neither an ivory tower or an academic village	ivory	ivory	bone	structure	construct	nature/competition/perseverance
1037	S	36	support need-blind admissions	need-blind	blind	sight	vision	vision	limits/resources/power
1038	S	40	we have retained our roots deep in our region	roots	root	tree/growth	stability	growth	competition/limits/perseverance
1039	S	42	(work past) earmarked programs	earmarked	earmarked	ranch animals	tag	creatures	resources/power/nature
1040	S	42	cease to think of "international" experiences as exotic	exotic	exotic	foreign	difference	climate	limits/power/competition
1041	S	42	make international links	links	link	chain	connection	chain	resources/power/limits
1042	S	42	work past special enclaves	enclaves	enclaves	spelunking	separate	boundaries	limits/power/competition
1043	S	44	as the twin lodestars to which humankind might look	lodestar	lodestar	astronomy	guiding star	vision	power/limits/resources
1044	S	44	education was practical and robust	robust	robust	wine	oaken	strength	nature/resources
1045	S	48	civilization stills awaits the synthetic power	synthetic	synthetic	man made	unnatural	fuel	resources/nature/power
1046	S	48	unresolved conflict in the human spirit	spirit	spirit	humanity	soul	spirituality	limits/power/competition
1047	S	49	destroy the seed of poverty	seed	seed	garden/grow	squelch	growth	limits/competition
1048	S	49	on the one hand	hand	hand	human body	choice	humanity	limits/power/competition
1049	S	51	solipsistic selfishness, is equally fruitless	fruitless	fruit	fruit	pointless	strength	nature/resources/perseverance
1050	S	53	impulses separately boxed so that they will not contaminate	boxed	box	border	boundary	limit	limits/power/competition
1051	S	53	impulses separately boxed so that they will not contaminate (2)	contaminate	contaminate	disease	disease	physical health	limits/power/competition
1052	S	54	and the "burning passion for righteousness	burning	burn	fire	elements	resources	resources/nature/power
1053	S	54	armed by this power	armed	armed	guns	weapons	war	competition
1054	S	54	in this spirit	spirit	spirit	humanity	soul	spirituality	limits/power/competition
1055	S	54	informed by this vision	vision	vision	sight	vision	vision	power/limits/resources
1056	T	2	fuel the fire that burns in me	fuel	fuel	fire	burn	strength	resources/power/nature
1057	T	2	fuel the fire that burns in me (2)	fire	fire	fuel	burn	fire	resources/power/nature
1058	T	2	fuel the fire that burns in me (3)	burns	burn	fire	elements	resources	resources/nature/power
1059	T	3	reflects the mosaic	mosaic	mosaic	art	collage	vision	resources/nature/create
1060	T	4	along the path of my chosen field	path	path	road	way	journey	perseverance/competition/nature
1061	T	4	coaxed me on with my love affair with...knowledge...	love	love	humanity	emotion	nurture	perseverance/competition/nature
1062	T	4	coaxed me on with my love affair with...knowledge... (2)	affair	affair	love	love	emotional health	power/limits/competition
1063	T	4	colleagues who coached me	coached	coach	spontaneous growth	sports	support systems	resources/power/nature
1064	T	4	stranger who answers in whispers	whispers	whisper	hearing	humanity	humanity	limits/power/resources
1065	T	4	with many broad shoulders	shoulders	shoulder	body	structure	humanity	limits/power/competition

	Speech	Paragraph	Metaphor and Surrounding Context	Metaphoric Term	Simple Word	Contextual Domain	Term Intent	Contextual Theme	Broad Metaphor Themes
1066	T	4	women who have carried me this far	carried	carry	transport	transportation	journey	perseverance/competition/nature
1067	T	6	father...watching right now...from heaven	heaven	heaven	supremacy	god	spirituality	power/limits/competition
1068	T	6	filled my pockets with coins of perpetual optimism	pockets	pocket	finance	money	wealth	resources/power
1069	T	6	filled my pockets with coins of perpetual optimism (2)	coins	coin	finance	money	wealth	resources/power/nature
1070	T	6	help me to purchase whatever dreams	dreams	dream	vision	goals	vision	limits/resources/power
1071	T	6	I stand before you with pockets bulging	pockets	pocket	finance	money	wealth	resources/power
1072	T	6	wherever the picture reception is better	picture	picture	television	visual	image	limits/power/resources
1073	T	7	an ostrich with her head in the quicksand	ostrich	ostrich	bird	obvious	emotional health	limits/power
1074	T	7	an ostrich with her head in the quicksand (2)	quicksand	quicksand	quicksand	dangerous pull	physical health	limits/power/competition
1075	T	7	forces of light and darkness contend	light	light	spirit	sight	vision	power/limits/resources
1076	T	7	forces of light and darkness contend (2)	darkness	dark	spirit	spirit	vision	limits/resources/power
1077	T	7	global confusion finds reflection	global	globe	world	map	boundaries	limits/competition/power
1078	T	7	global confusion finds reflection (2)	reflection	reflect	light	vision	vision	power/limits/resources
1079	T	8	glass is half full, not half empty	glass	glass	drink	container	opportunity	vision/limits
1080	T	9	death smell of our own apathy	death	death	life	final	physical health	limits/power/competition
1081	T	9	encourage the darkness	darkness	dark	light	sight	vision	limits/resources/power
1082	T	9	pretend that light will prevail	light	light	sight	sight	vision	power/limits/resources
1083	T	9	specters of despair	specters	specter	sight	view	vision	power/limits/resources
1084	T	9	whichever nightmare you choose	nightmare	nightmare	sleep	dream	spirituality	limits/power/vision
1085	T	10	one evil that empowers all others is our own apathy	evil	evil	enemy	war	war	perseverance/competition/nature
1086	T	11	subdues the will of our great thinkers	subdues	subdue	capture	prison	war	competition
1087	T	11	submerges the potential of young minds	submerges	submerge	water	elements	water	resources/power/nature
1088	T	11	suffocates the creative energies	suffocates	suffocate	life/breath/death	death	physical health	limits/power/competition
1089	T	13	reinvesting the currency of respect	reinvesting	invest	finance	planning	emotional health	power/limits/competition
1090	T	13	reinvesting the currency of respect (2)	currency	currency	finance	money	wealth	resources/power/nature
1091	T	13	too busy building	building	build	construction	construct	create	creativity/perseverance
1092	T	13	trading upon a particular gem	gem	gem	diamond	stone	elements	resources/nature/power
1093	T	14	former president...cut and polished a perfect diamond (2)	polished	polish	diamond	gem	elements	resources/nature/power
1094	T	14	former president...cut and polished a perfect diamond	cut	cut	diamond	gem	elements	resources/nature/power
1095	T	14	former president...cut and polished a perfect diamond (3)	diamond	diamond	diamond	gem	elements	resources/nature/power

	Speech	Paragraph	Metaphor and Surrounding Context	Metaphoric Term	Simple Word	Contextual Domain	Term Intent	Contextual Theme	Broad Metaphor Themes
1096	T	14	whose brilliance will be our beacon	brilliance	brilliance	diamond	elements	earth	resources
1097	T	15	they must be our rock (2)	rock	rock	foundation	solid	strength	resources/nature/power
1098	T	15	they must be our rocketship to new heights	rocket ship	rocket ship	rocket	air travel	journey	competition/perseverance/limits
1099	T	16	a new tier of endeavor	tier	tier	rank	competition	image	limits/power/competition
1100	T	17	each element of the mosaic preserves and enhances it own ID	mosaic	mosaic	art	collage	vision	resources/nature/create
1101	T	17	part of the (institution) mosaic	mosaic	mosaic	art	collage	vision	resources/nature/create
1102	T	19	universities would exist in a state of siege	siege	siege	capture	prison	war	perseverance/competition
1103	T	20	the atrophy would provoke	atrophy	atrophy	muscle	health	physical health	limits
1104	T	23	building character	building	build	construction	construct	create	creativity/perseverance
1105	T	24	building a nation	building	build	construction	construct	create	creativity/perseverance
1106	T	26	had a sharp moral edge	sharp	sharp	knife	cut	war	competition/strength/limjits
1107	T	26	had a sharp moral edge	edge	edge	raiser/knife	cut	boundaries	limits/competition/power
1108	T	26	to cut its way into curricula	cut	cut	knife	divide	war	perseverance/competition/nature
1109	T	27	locate the great leap we took	leap	leap	human body	jump	physical health	limits/competition/power
1110	T	27	the mischief inherent in that double deal	deal	deal	cards	cheating	games	competition/limits/perseverance
1111	T	36	cross-purposes competition	competition	compete	sports	opposition	games	perseverance, competition/nature
1112	T	36	menage a quatre	menage a quatre	menage a quatre	group	relationships	support systems	resources/power/limits
1113	T	36	undissolvable marriage	marriage	marriage	marriage	relationship	support system	resources/strength/power
1114	T	41	inseparably tied together	tied	tie	rope	connection	support systems	resources/power/strength
1115	T	42	exploding parenthesis	exploding	explode	bomb	fire	fire	resources/power/nature
1116	T	42	reflect on the meaning	reflect	reflect	light	sight	vision	power/limits/resources
1117	T	42	vision of scholarship	vision	vision	sight	vision	vision	power/limits/resources
1118	T	43	one giant step further	step	step	human body	humanity	physical health	limits/power/competition
1119	T	44	not interested in following; we intend to lead	following	follow	path	lead	journey	perseverance/nature/competition
1120	T	45	ina race with lof of other big kids	race	race	running	competition	games	perseverance/compition
1121	T	45	seizing this chance to succeed	seizing	seize	prison	capture	war	competition
1122	T	45	staring down fears of failure	staring	stare	eyes	sight	vision	power/limits/resources
1123	T	46	a new tier of accomplishment	tier	tier	rank	competition	image	limits/power/competition
1124	T	46	being on the edge is always scary	edge	edge	raiser/knife	cut	boundaries	limits/competition/power

	Speech	Paragraph	Metaphor and Surrounding Context	Metaphoric Term	Simple Word	Contextual Domain	Term Intent	Contextual Theme	Broad Metaphor Themes
1125	T	46	on the edge of things	edge	edge	raiser/knife	cut	boundaries	limits/competition/power
1126	T	46	scholars among us are strong in support	strong	strong	muscle	power	physical health	limits/power/competition
1127	T	46	we shall maintain our balance	balance	balance	scale	measurement	plan	perseverance/competition/nature
1128	T	49	bell-bottom pants	bell-bottom	bell-bottom	attire	clothing	emotional health	limits/power/competition
1129	T	49	bell-bottom pants (2)	pants	pants	attire	garment	image	limits
1130	T	49	blank checks are remnants of another time	blank	blank	finance	finances	wealth	resources/power/nature
1131	T	49	blank checks are remnants of another time (2)	checks	check	finance	money	wealth	resources/power/nature
1132	T	49	bottomless pockets	bottomless	bottomless	finance	finances	wealth	resources/power/nature
1133	T	49	bottomless pockets (2)	pockets	pocket	finance	money	wealth	resources/power
1134	T	51	balance sheet barometers	barometers	barometer	climate	climate	climate	limits/power/competition
1135	T	51	measure the atmosphere	atmosphere	atmosphere	climate	climate	elements	resources
1136	T	52	help them discover their dreams	dreams	dream	vision	insight	vision	limits/resources/power
1137	T	54	opening avenues of exchange	avenues	avenue	road/path	journey	journey	perseverance
1138	T	55	it's a circle of friends--but an open circle	circle	circle	belonging/friends	shape	boundaries	limits/power/competition
1139	T	55	it's a circle of friends--but an open circle (2)	open circle	open circle	belonging/friends	accessible	emotional health	limits/vision/growth
1140	T	56	carrying precious cargo	cargo	cargo	train	transportation	journey	perseverance/competition/nature
1141	T	56	It's a fast freight	freight	freight	train	transportation	transportation	resources/power/limits
1142	T	56	keep us on track	track	track	train	transportation	journey	perseverance/nature/competition
1143	T	56	mutilate the circle metaphor	circle	circle	belonging/friends	shape	boundaries	limits/power/competition
1144	T	56	pulled by two powerful locomotives: research and teaching	locomotives	locomotive	train	force	transportation	power/resources/limits
1145	T	56	share the driving	driving	drive	train	force	determination	perseverance/competition
1146	T	56	thank you for asking me into the circle	circle	circle	belonging/friends	shape	boundaries	limits/power/competition
1147	T	56	the train is ready to leave the station	train	train	train	transportation	journey	perseverance/nature/competition
1148	T	56	the train is ready to leave the station (2)	station	station	train	vehicle	journey	perseverance/competition/nature
1149	T	57	make sure the tracks are clear	tracks	track	train	transportation	journey	perseverance/nature/competition
1150	T	57	our power will be rationed	rationed	rationed	food	limited	boundaries	limits/competition/power
1151	T	57	prepare the right of way	right-of-way	right-of-way	train	accessible	climate	limits/competition
1152	T	57	which routes will get us quickly and safely to our destination	routes	route	path/train	direction	journey	perseverance/growth
1153	T	57	which routes will get us quickly and safely to our destination (2)	destination	destination	journey	end	journey	perseverance/competition/nature
1154	T	58	today's horizontal society	horizontal	horizontal	small world	globe	boundaries	power/limits/competition

	Speech	Paragraph	Metaphor and Surrounding Context	Metaphoric Term	Simple Word	Contextual Domain	Term Intent	Contextual Theme	Broad Metaphor Themes
1155	T	64	a new tier of accomplishment	tier	tier	rank	competition	image	limits/power/competition
1156	T	64	seize the moment to act	seize	seize	capture	prison	war	nature/perseverance/competition
1157	T	65	(institution) will flash and flame and fire us all with...inspiration	flash	flash	light	sight	vision	limits/resources/power
1158	T	65	(institution) will flash and flame and fire us all with...inspiration (2)	flame	flame	fire	burn	fire	resources/power/nature
1159	T	65	(institution) will flash and flame and fire us all with...inspiration (3)	fire	fire	fire	ignite	fire	resources/power/nature
1160	T	65	look into the mosaic	mosaic	mosaic	art	collage	vision	resources/nature/create
1161	T	65	within the mosaic	mosaic	mosaic	art	collage	vision	resources/nature/create

APPENDIX B

List of Women University Presidents and Inaugural Addresses Reviewed

Women University Presidents' Inaugural Addresses by Delivery Date

ID	President	Year	Speech Title
A.	Gretchen M. Bataille University of North Texas, Denton TX	2007	<i>Illuminating the Legacy</i>
B.	Danielle Ripich University of New England, Biddford ME	2006	<i>Inauguration Address</i>
C.	Sharon D. Herzberger Whittier College, Whittier CA	2005	<i>Two Eyes, Two Minds</i>
D.	Susan Hockfield Massachusetts Institute of Technology, Cambridge MA	2005	<i>Inaugural Address</i>
E.	Nancy Cantor Syracuse University, Syracuse NY	2005	<i>Exploring the Soul Together</i>
F.	Elaine P. Maimon University of Alaska, Anchorage AK	2005	<i>Installation Speech</i>
G.	Denice D. Denton University of California, Santa Cruz CA	2005	<i>Leading at the Edge</i>
H.	Amy Gutman University of Pennsylvania, Philadelphia PA	2004	<i>Inaugural Address</i>
I.	Nancy L. Zimpher University of Cincinnati, Cincinnati OH	2004	<i>Inaugural Address</i>
J.	Shirley M. Tilghman Princeton, Princeton NJ	2001	<i>Discovery and Discourse, Leadership and Service: The role of academy in times of crisis</i>
K.	Judy L. Genshaft University of South Florida, Saint Petersburg FL	2001	<i>Inaugural Address</i>
L.	Shirley C. Raines University of Memphis, Memphis TN	2001	<i>Destination Memphis</i>
M.	Shirley Ann Jackson Rensselaer Polytechnic Institute, Troy NY	1999	<i>Honoring Tradition, Changing the World</i>

Women Presidents: Cont.

ID	President	Year	Speech Title
N.	Molly Corbett Broad University of North Carolina, Wilmington NC	1998	<i>Inaugural Address</i>
O.	Marye Anne Fox North Carolina University, Raleigh NC	1997	Acceptance Speech
P.	Shirley Strum Kenny State University of New York, Stony Brook NY	1995	<i>Inaugural Speech</i>
Q.	Ruth J. Simmons Smith College, Northampton MA	1995	<i>Vivat Academia: Inaugural Address</i>
R.	Judith Rodin University of Pennsylvania, Philadelphia PA	1994	<i>Address on her Inauguration</i>
S.	Nannerl O. Keohane Duke University, Durham NC	1993	<i>Inaugural Address</i>
T.	Carol Cartwright Kent State, Kent OH	1991	<i>Inaugural Address</i>