Mono-modal and multi-modal metaphors and metonymies in policy change: the case of the KSU2030 strategic plan ☆

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A B S T R A C T

The article is about policy change, which consists in re-branding King Saud University (KSU) vis-à-vis its own KSU2030 Strategic Plan through metaphoric and metonymic ads. In particular, re-branding is done via mono-modal and multimodal metaphors and metonymies as instruments to revamp academic policies, practices, and mentalities. The findings of this article not only ascertain the role of mono-modal and multimodal metaphors and metonymies in policy change and the role of pictorial display (PD) in enhancing linguistic material (LM), but also show how all the ads contribute to the metaphoric scenario, PURPOSEFUL ACTIVITY IS MOTION TOWARD A DESTINATION, which has the form of SOURCE-PATH-GOAL schema, with the SOURCE being KSU2030 strategic plan, the PATH attaining international leadership and excellence, and the GOAL building a knowledge-based society.

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1. Introduction

One of the most influential theories of change is John Kotter's (1996) "Eight-Stage Process of Creating Major Change." The stages are spelled out as follows: (i) Establishing a sense of urgency, (ii) Creating the guiding coalition, (ii) Developing a vision and strategy, (iv) Communicating the change vision, (v) Empowering broad-based action, (vi) Generating short-term wins, (vii) Consolidating gains and producing more change, and (viii) Anchoring new approaches in the culture (p. 21). Although this model is a business-based theory, it may have wider applications to other walks of life. The ads emanating from the university management, which constitute the corpus of this article, can be situated at Kotter's model's fourth stage, which is "Communicating the change vision." The stages previous to this one have enjoyed ample investigation through creating think-tanks, organizing focus groups and workshops, and disseminating the buzz word of change to KSU affiliates.

The imaginative ploys used in the ads are known to have a changing effect on reality. Lakoff and Johnson (1980) highlighted "the power of metaphor to create a reality rather than simply to give us a way of conceptualizing a preexisting reality"

(p. 144). They (1980) also argued that metaphor is found "not just in language but in thought and action" (p. 3), which makes the contemporary theory of metaphor (CTM) applicable to verbal and non-verbal metaphors (Forceville, 1996, 2006, 2008, 2009a,b; Maalej, 2001). Thus, as a figure of thought in the cognitive paradigm, metaphor is a mapping, whereby "the essence of metaphor is understanding and experiencing one kind of thing in terms of another" (Lakoff and Johnson, 1980: p. 6). The CTM activates and projects in the mapping new knowledge from a source domain (SD) onto a target domain (TD) (Petrie, 1979; Black, 1993; Petrie and Oshlag, 1993; Gentner and Wolff, 2000). Metaphor has not only been said to produce new knowledge, but also to produce a "change of knowledge," which could be either in the form of "enrichment" or "re-representation of old concepts" (Gentner and Wolff, 2000: p. 295).

The current study is motivated by Lakoff & Johnson's (1980) argument that "we define our reality in terms of metaphors and then proceed to act on the basis of the metaphors" (p. 158). The capacity of metaphor for change is that when/if it enters the conceptual system, "it will alter that conceptual system and the perceptions and actions that the system gives rise to" (Lakoff and Johnson, 1980: p. 145). However, Lakoff and Johnson (1980) warn us that "it is by no means an easy matter to change the metaphors we live by" (p. 145) since they are entrenched in our conceptual system as underlying thought carriers of our conceptualizations and actions. In the same line of thought, Lakoff and Johnson (1999) argue that "we cannot make massive changes in our category systems through conscious acts of recategorization" (p. 18) because "most CMs are part of the cognitive unconscious, and are learned and used automatically without awareness" (Lakoff, 2008: p. 25).

Change is not alien to universities. Working from a critical discourse analytical perspective, Fairclough (1993) introduced the concept of "marketization" of universities, arguing that critical discourse analysis has means to "building resistance to marketization" (p. 159). As a form marketization, re-branding in higher education is a fairly recent phenomenon. Osman (2008), for instance, studied the way Malaysian universities re-branded themselves through corporate promotional brochures to compete with each other on attracting students (p. 70). Leyland (2011), on the other hand, argues that under the urge of globalization and spending cuts in public universities in Britain, "international students are indeed considered economic resources" (p. 208), for whom higher education is sold as a knowledge commodity in a competitive international market-place. However, in the current article re-branding takes a different form. As the most prestigious university in Saudi Arabia, KSU does not need and seek to market itself to potential consumers. Rather, it seeks to internally re-brand itself vis-à-vis its own Strategic Plan. In other words, because of skepticism about the realism of the existing Strategic Plan (brand), the Campaign of restructuring the University seeks to revamp it through ads.

The current article studies three clusters of multimodal metaphors and metonymies used as a vehicle to re-brand a new academic worldview, and defends the view that these carriers of thought are strong tools to build a new academic reality through changing current policies, practices, and mentalities. The article is structured as follows. The second section offers an overview of metaphor in education, situating the article within the contribution of multimodal metaphors and metonymies to policy, practice, and culture change in education. The third section spells out the corpus on which the article is based. The fourth section includes three sub-sections, dealing with the strategic plan-related ads, the ads related to the objectives of restructuring the University, and the ads related to the assumptions behind restructuring the University. The fifth and last section discusses issues related to the multimodal metaphors and metonymies in the ads.

2. Metaphor in education and educational policy

In education, metaphor researchers have followed four major paths. The first path is learner-oriented, and has been called "educational metaphors" by Petrie and Oshlag (1993), i.e. metaphors as "used by teachers and students to enhance learning" (p. 582). This trend treats metaphor as a heuristic device in the learning environment (Low, 1988; Green, 1993; Petrie and Oshlag, 1993; Swan, 1993; Sticht, 1993; Ponterotto, 1994; Lazar, 1996; Deignan et al., 1997; Cortazzi and Jin, 1999; Boers, 2000). The second path is process-oriented, and champions the pursuit of the metaphoric models educators work by (Thornbury, 1991; Hiraga, 1997–8; Cortazzi and Jin, 1999; Pierson, 2008). This trend can be termed pedagogic metaphors. The third path investigates the use of metaphor in the educational process to evaluate the self (educator and student), the other (student by instructor and instructor by student), and the learning process (Martınez et al., 2001; Jensen, 2006; Nikitina and Furuoka, 2008; Michael and Malamitsa, 2009). The metaphors of this trend can be termed evaluative metaphors. The fourth path, which is slightly less researched than the other three, is policy-oriented. This trend researches the novel metaphors that try to supersede old ones to create new educational policies. As far as my knowledge goes, studies within this trend have focused solely on verbal metaphors.

Educational policy researchers have addressed the (mis)uses of metaphor in existing policy analysis (Schwartzman, 1995; Botha, 2009). For instance, Schwartzman (1995) studied the mishaps of using management theories in education. Botha (2009), on the other hand, addressed the role of metaphor in "the paradigm shift from objectivism to pluralism and relativism in education" (p. 432). Others have addressed policy making or policy change (Weaver-Hightower, 2008; Maalej, 2008; Kranenburg and Kelly, 2012). Weaver-Hightower (2008) offered a "policy ecology" model of education (p. 155). According to him, "the ecology metaphor's usefulness lies in its ability to extend analysis further. One cannot easily push the limits of a stages metaphor, but one can expand analysis using an ecology metaphor" (p. 155). On the other hand, Maalej (2008) studied a legal text called the "Program of Programs" (2002), which is the official document governing the Tunisian educational policy. The study showed the text to be a "deliberate re-categorization … of the components of the learning situation, re-shuffling the different categories of the learning situation, re-defining the ensuing social implications for traditional

sources of knowledge and social expectations, re-organizing the student–teacher interactions, and re-shaping the cultural models" (p. 206).

As Lakoff and Johnson (1980) argue, "much of cultural change arises from the introduction of new metaphorical concepts and the loss of old ones" (p. 145). Kranenburg and Kelly (2012), for instance, used "The *Garden* metaphor" to show "how academic quality can be reconceptualized and how the metaphor can be extended through sub-metaphors to add further meaning" (p. 250). Kövecses (2010) accounts for this as "context-induced" metaphor creativity, which exploits the linguistic context, knowledge, the physical setting, the social setting, and the cultural context (p. 3). Lakoff & Johnson and Kövecses work with verbal metaphors. However, studies of policy making and change based on multimodal metaphor and metonymy are quite rare even though Downing and Mujic (2011) and Pérez-Sobrino (2013) have studied multimodal metonymies in the discourse of ICT advertising and the interaction between multimodal metaphors and metonymies in greenwashing advertising (i.e. misleadingly presenting products as environmentally-friendly), respectively.

3. The corpus

Before addressing the corpus, a few facts about KSU are in good order. KSU is a Saudi university established in 1957 to train competent cadres to lead the Kingdom's economic and social development. It includes 18 research centers and 39 scientific societies, and publishes 11 refereed scientific journals. KSU has made big strides towards achieving excellence and creativity both regionally and internationally in higher education in general and scientific research in particular. In order to achieve this objective, KSU has devised developmental programs geared towards implementing its role in transforming the Kingdom into a knowledge-based society, achieving sustainable development, and stimulating partnership between society and the University. In 2014, the Webometrics university ranking system ranked KSU worldwide in the 288th position, the 42nd position in Asia, and the 1st in the Arab world.[1] However, with the recent change of management in late 2012, the initial KSU2030 Strategic Plan has been covertly questioned by the new management. A news report on the Plan writes: "Acknowledging that this could be a difficult challenge, he [KSU's Rector] also indicated that the drafters of the Strategic Plan feel confident in KSU's ability to achieve this challenge."[2] Clearly, the Rector felt that the Plan was too ambitious and a difficult challenge to materialize, which triggered the campaign to revise it. The instruments of this revision for change constitute the corpus of the current article.

KSU wrote a strategic plan in 2010 known as KSU2030 Strategic Plan (SP). Its implementation is incumbent on the Vice Rectorate for Development and Quality, and more directly, on the Deanship of Development, which is the organism in charge of the academic ads. To introduce change to the SP, the Deanship has created a Strategic Plan Media Program, which organized a KSU2030 Strategic Plan Awareness Campaign to introduce KSU's Restructuring Initiative. The campaign has been dubbed "KSU 2030: A plan for a university and ambition of a nation." To market the change, the Deanship made use of a variety of media, including "digital screens, text messages, online polls, email, marketing via KSU's web portal, weekly photographic reports, publications, lectures and scientific meetings." According to the Dean of Development, "the campaign aims to achieve several objectives, including raising awareness of the initiative and identifying its current relevance, and … the importance of implementing the initiative, and the advantages and best way to do so."[3] The KSU's Restructuring Initiative aims for change to the SP, which is more than what the Campaign's objectives say.

What is attention-getting in the ads is that they are different than commercial and political ads, trying to promote an academic worldview through the revision of a SP. What is also significant is the fact that they seek to acquaint faculty members and students with the Plan by displaying them on giant motion billboards at the main entrances of the University and through sending them to the Inbox of faculty members and students, which strongly suggests their deliberate hoped-for persuasiveness to change beliefs about current policies, practices, and mentalities. However, as a specialist in metaphor, what has mainly attracted me to these ads is the fact that they contain multimodal metaphors and metonymies, embedding an agenda which seeks to create a novel academic reality for the University and a different academic culture.

I have acquired thirty-nine ads for the sake of research,[4] but the campaign is still in progress. All the ads are designed in the same fashion. On the topmost left hand side of each ad is placed in Italics "KSU2030," with KSU in red and "2030" in blue. Immediately below this is placed in Italics "Towards Excellence," with "Towards" in green and "Excellence" in red. Still below all this comes in Italics green-colored Arabic script the expression, "Leadership and Excellence." On the topmost right hand side of the ad is placed KSU's logo in blue on a white background, under which comes the name of the Deanship written in Arabic and English, with the Arabic in orange and the English in blue. At the bottom of each ad features the name of the body responsible for KSU2030 Strategic Plan Awareness Campaign, with a contact email address below it. Each ad consists of a caption in Arabic, which is called in this study the LM, superimposed on the design created to capture the caption, which is

called the PD here. It should be noted that the use of colors seems to be devoid of any color symbolism or cultural significance; color seems to be a way of visual foregrounding.

The article is grounded in qualitative research, and offers the author's reception and interpretation of multimodal metaphoric and metonymic ads. Anchored onto the KSU2030 Strategic Plan, the corpus has been reduced to 30 ads owing to the fact that 9 ads do not lend themselves to a metaphoric or metonymic treatment. All the ads have been carefully translated by the author of the current article to preserve their metaphoric meanings. The interference of translation in the analysis of the corpus of ads has been minimized by adopting a strictly literal translation procedure, which may have impacted the idiomatic dimension of the language of translation. Furthermore, the analysis of the ads proceeds from the Arabic text not from the English translation, with the understanding that translation is for the readers that do not understand Arabic in the ads.

4. The study

Before addressing the three clusters of ads, a terminological point is in good order. Owing to its grounding in thought, language, and action, the CTM has a wider applicability to verbal and non-verbal metaphors. In the early days of the CTM, most studies of metaphor have targeted the verbal variety. However, the study of non-verbal metaphor has found its share in Forceville's (1996) publication of *Pictorial Metaphor in Advertising*. Forceville (1996) introduced a distinction between "pictorial metaphors," which exclusively capture the metaphor pictorially (p. 109), and "verbo-pictorial metaphors" (p. 148), which combine verbal and pictorial elements. Pictorial metaphors are classified as mono-modal while verbo-pictorial metaphors are multimodal. Forceville (2006) defines mono-modal metaphors as "metaphors whose target and source are exclusively or predominantly rendered in one mode" (p. 383). He (2007) defines a multimodal metaphor as "a metaphor whose target and source are not, or not exclusively, rendered in the same mode" (p. 16). Elsewhere, Forceville (2008) notes that "the two phenomena are cued in more than one sign system, sensory mode, or both" (p. 469). Forceville (2007) notes that "mode" may include "(i) written language; (ii) spoken language; (iii) visuals; (iv) music; (v) sound" (p. 16).

Forceville (2009b) also distinguished pictorial metonymy from verbo-pictorial metonymy. Pictorial metonymies are mono-modal, cueing the metonym pictorially such as in the Leaning Tower of Pisa, the Eiffel Tower, and Big Ben, which symbolically stand for or evoke the cities of Pisa, Paris, and London, respectively (p. 62). In the verbo-pictorial metonymy, however, "the pictorial parts … only assume metonymic status because of the link to the textual parts" (p. 62) as in the relation between the *sheep* (given pictorially) and the concept of "*haute couture*" (given textually), which yields the metonym, ORIGIN FOR END PRODUCT. Now why are verbo-pictorial metaphors and verbo-pictorial metonymies considered multi-modal? Forceville (2009b) states: "Analogous to the distinction proposed for metaphors …, the former type of metonym could be labeled mono-modal, the latter multimodal," adding that "the latter would be a 'multimodal metonym of the verbo-pictorial variety'" (p. 63). Thus, following Forceville, in this article mono-modal metaphor and metonymy are cued by one mode while multimodal metaphor and metonymy are cued by the verbal and the pictorial modes.

4.1. Strategic plan-related ads

The corpus of ads targets three major areas: (i) the Strategic Plan per se, (ii) the University restructuring process, and (iii) the assumptions behind this restructuring process, which will be analyzed in this order. Metaphoric expressions are italicized in the ads. Where nothing is italicized it means that the ad acquires its metaphoric or metonymic meaning from the inter-action between the LM and PD.

All the ads in this sub-section directly deal with KSU2030 Strategic Plan, targeting University leadership and excellence locally and globally:

(1)
    a) KSU2030 *draws* the University's *steps* to materialize its strategic objectives in view of *attaining* international leadership and excellence for *building a knowledge-based society*.
    b) KSU2030 releases *the University's energy* in view of being the leader of development and change in Saudi universities.
    c) KSU2030 ensures the University's continual excellence and the attainment of advanced positions in international rankings.

In (1a), the LM offers a "metaphoric scenario" (Musolff, 2006). Lakoff (1987) argues that "a scenario consists fundamentally of the following ontology: an initial state, a sequence of events, and a final state. In other words, the scenario is structured by a SOURCE-PATH-GOAL schema in the same domain" (pp. 285–286). The SOURCE of the scenario is the steps or the strategic objectives described by KSU2030. The PATH is attaining international leadership and excellence, and the GOAL is building a knowledge-based society, which yields the CM, A KNOWLEDGE-BASED SOCIETY IS A BUILDING. This scenario includes "re-lations of certain kinds holding among the elements of the ontology: causal relations, identity relations, etc." (Lakoff, 1987: p. 286). The causal relations between the different components of the scenario depend on the ontology of the scenario as defined by Lakoff, with the initial state as a triggering event for the scenario, with the sequence of events leading to the final state. As for identity relations, the drafters of the Strategic Plan are different from the ones who perform the events that lead

to the goal. This metaphoric scenario builds the CM, PURPOSEFUL ACTIVITY IS MOTION TOWARD A DESTINATION. The ensemble of ads in this article revolves around the metaphoric scenario, filling up the PATH and/or GOAL of the SOURCE-PATH-GOAL schema as will be shown in the analysis of the various ads.

(1a)   (1b)

Fig. 1a,b. (a) Attaining international leadership as going up a high tide. (b) A university as a source of energy.

The PD in (1a) shows moderate sea waves, with a rising tide on the left hand side, and with slightly fiery sun rays emerging in the horizon lighting up the skies. It is tempting to map the rising tide with the attainment of international leadership and excellence, i.e. with the PATH in the JOURNEY scenario, and the emerging sun rays with a knowledge-based society, i.e. with the GOAL in the scenario. The interaction between the PD and the LM creates the CM, ATTAINING INTERNATIONAL LEAD-ERSHIP IS GOING UP A HIGH TIDE, which is a culturally influenced embodied metaphor (Forceville and Jeulink, 2011) tying up with the scenario and correlating with its PATH. This CM about "sea waves" and "tides" seems to suggest the difficulties awaiting the implementation of the SP. Thus, of the SOURCE-PATH-GOAL scenario, (1a) fleshes out the PATH and the GOAL with CMs which benefit from the collaboration between the LM and the PD.

The LM in (1b) includes a metaphor in *the University's energies*, which suggests that A UNIVERSITY IS A SOURCE OF ENERGY. Some of these energies may include faculty members and students. Energy is expressed verbally while light is drawn pictorially as emitted from the open box. The PD in (1b) shows a display of boxes, one of which is open, lit, and emitting light, thus slightly lighting the surrounding closed ones. The combination of PD and LM suggests the CMs, DEVELOPMENT AND CHANGE ARE LIGHT and KSU IS A SOURCE OF LIGHT FOR OTHER SAUDI UNIVERSITIES. The light metaphor is a Koranic theme in the Arab-Islamic culture.[5] The CMs emerging from (1b) link up with the PATH sub-schema of the scenario by leading other Saudi universities since KSU is on the PATH of attaining international leadership and excellence while the others are not yet there.

Ad (1c) comes in two versions, distinguished as (1c*) and (1c**). In (1c*), the PD shows stairs traversed in the middle by a red arrow-like lane pointing up. In light of the LM, the red arrow-like lane, which is reminiscent of "a red carpet" rolled out for distinguished visitors, metonymically symbolizes "excellence." The series of stairs symbolizes "the attainment of advanced positions in international rankings," but step by step. This combination of "red carpet" and "steps" with the LM suggests the CM, ATTAINING EXCELLENCE AND ADVANCED POSITIONS IN INTERNATIONAL RANKINGS IS CLIMBING STAIRS ON A RED CARPET, which is a cultural way of realizing GOOD IS UP. This version of the metaphor seems to evaluate advanced university ranking as excellence without which the GOAL of the scenario will not be ach-ieved, which ties up with the PATH sub-schema of the scenario. In terms of change, the choice of "steps" as a SD is critical of the way the developmental programs undertaken by KSU have been conducted; the ad prefers sure small steps over big controversial strides.[6]

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[5] "God is the Light of the heavens and the earth," Sura XXIV, Nur, or Light, Verse 35, *The Holy Koran*, translated by Abdullah Yusuf Ali (1938: p. 907).

[6] Yudhijit Bhattacharjee, Saudi Universities Offer Cash in Exchange for Academic Prestige, *Science* 9 December 2011, 334(6061), pp. 1344-1345 (http://www.sciencemag.org/content/334/6061/1344.short). The main allegation of *Science* is that KSU has offered big money to outstanding international sci-entists, who were required to spend a few weeks in the Kingdom every year and to add KSU as a second affiliation to their names to be computed by the Institute for Scientific Information's (ISI) in the list of highly-cited researchers. However, *Science* has withdrawn this allegation after its editorial has re-examined the file (http://www.saudiforum.us/vb/t142922.html).

(1c*)   (1c**)

Fig. 1c*,**c****. (c*) Attaining excellence and advanced positions in international rankings as climbing stairs on a red carpet. (c**) Attaining excellence and advanced positions in international rankings as climbing up different sizes of ladders.

Ad (1c**) differs from (1c*) by showing a set of five ladders increasing in height from left to right, with a thin, white zigzagging and soaring arrow, which stands metonymically for continuing excellence. However, like (1c*), it hinges on a culturally embodied metaphor, namely, ATTAINING EXCELLENCE AND ADVANCED POSITIONS IN INTERNATIONAL RANKINGS IS CLIMBING UP DIFFERENT SIZES OF LADDERS in order to realize the abstract CM, GOOD IS UP. In this version, the ad seeks to produce a "God's-mill-grinds-slow-but-sure" gradual change as symbolized by the different ladder sizes, which, like (1c*), is indirectly critical of the practices that were thought to have led to controversial university rankings. Like (1c*), (1c**) ties up with the PATH sub-schema of the scenario.

While the ads in (1a–c) address the University's reputation, the following ads are faculty-oriented, dealing with recruitment, career development, and quality and academic accreditation:

(2)
    a)   KSU2030 is determined *to open up on the world*, and attract the best national and international competencies.
    b)   KSU2030 understands the importance of human development, and supports training programs that would make its cadres outstanding ones.
    c)   KSU2030 cares for development and quality, and endeavors for the academic programs to obtain academic accreditation.
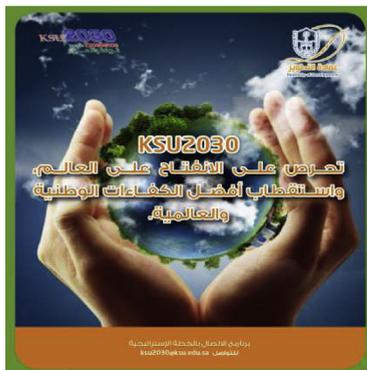
(2a)   (2b)   (2c)

Fig. 2. (a) Openness to the world as holding the globe in one's hands. (b) Training as a means to creating outstanding cadres. (c) Quality as a means to academic accreditation.

The PD in (2a) shows a blue globe sprinkled with white and wrapped in green vegetation, reposing within two cupped hands. The TD of openness is conceptualized as OPENNESS TO THE WORLD IS HOLDING THE GLOBE IN ONE'S HANDS, which suggests that KSU holds the world in its hands, i.e., wields global power. Apart from this power dimension, (2a) suggests a nurturing, protective dimension for KSU vis-à-vis Saudi national faculty members and expatriates. This multimodal metaphor encodes the TD (openness on the world) linguistically and the SD pictorially (the two hands holding the globe). The ad ties up with the PATH sub-schema of the scenario. The themes of openness on the world and care for Saudi citizens, which have mainly flourished under the reign of King Abdullah, are recurrent ones in the Kingdom of Saudi Arabia in trade,[7] inter-faith,[8] and social issues regarding woman's work.[9]

The PD in (2b) shows a trainer in red, trainees in blue, and a white board. The combination between the PD and LM creates a MEANS-END metonym, whereby the MEANS is the training programs and the END is human development to create outstanding cadres. This MEANS-END metonym ties in with the SOURCE-PATH-GOAL metaphoric scenario, reinforcing the PATH- and GOAL-related events.

The PD in (2c) is only indirectly related to faculty members through another MEANS-END metonym, where the MEANS is *quality* and the END is *academic accreditation*. In both MEANS and END, faculty members come in as important targets of quality and academic accreditation. The PD corresponding to (2c) shows a multitude of stars, with two of them colored in yellow and silver, making them stand out from the rest. By inference, the stars may metaphorically stand for the academic programs, and the colored programs stand for accredited programs, with accreditation bestowing distinctiveness on the academic programs, which suggests the CM, AN ACCREDITED PROGRAM IS A STAR. This CM ties in with the SOURCE-PATH-GOAL metaphoric scenario, reinforcing the PATH- and GOAL-related events.

The following ads are student-oriented:

(3)
a) KSU2030 ensures the attraction of outstanding students to offer them outstanding educational and pedagogical services.
b) KSU2030 believes that the 21st century requires special skills and competencies, and strives to provide them to all its students.
c) KSU2030 is working towards *building graduating students' skills and competencies* in conformity with the job market, and is contributing to consolidating the knowledge-based economy.
d) KSU2030 believes that caring for students is one of the priorities of the University through programs which consolidate *the futuristic journey of the nation*.
e) KSU2030 believes that *youth are the most invaluable wealth*, and that *investing in them is a promising investment in a shiny future*.
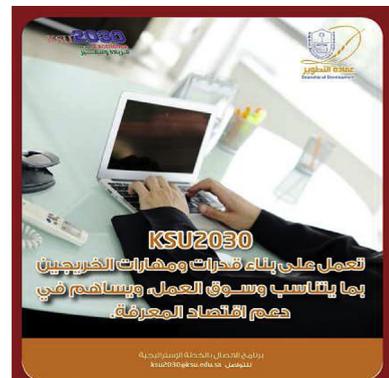
(3a) (3b) (3c)

Fig. 3a,b,c. (a) Being an excellent student as having a distinguished profile. (b) The bonnet as a symbol for graduation. (c) Education as a building.

The PD in (3a) shows human silhouettes, which most likely stand for the population of students. However, in the foreground these silhouettes are distinguished ones while those in the background have somewhat blurred profiles. Thus,

[7] Ease of Doing Business Report (2010), http://www.sagia.gov.sa/Documents/Reports/DB10_Overview.pdf.
[8] http://www.christiantoday.com/article/saudi.arabia.to.affirm.openness.at.interfaith.forum/20547.htm.
[9] Saudi Arabia Signals Openness to Women Seeking Work, By Sara Hamdan, The New York Times, September 5, 2012 (http://www.nytimes.com/2012/09/06/world/middleeast/saudi-arabia-signals-openness-to-women-seeking-work.html?pagewanted=all&_r=0).

the LM provides the TD and the PD the SD, which creates the multimodal metaphor, BEING AN EXCELLENT STUDENT IS HAVING A DISTINGUISHED PROFILE. This ad targets the policy of student admission, and tries to change it in line with Strategic Objective 3 of the Strategic Plan, which urges for the reduction of the student population through raising admission requirements as a way of creaming excellent students and offering them outstanding educational and peda-gogical services. This CM ties in with the SOURCE-PATH-GOAL metaphoric scenario, contributing specifically to the PATH- and GOAL-related events.

The PD in (3b) shows a square bonnet worn by students at graduation ceremonies, which suggests a SYMBOL-SYMBOLIZED metonym between the bonnet and graduation, respectively. The PD also shows an unconventional green board with an accompanying eraser, which may entertain a MEANS-END metonym with "special skills and competencies" that the 21st century requires. The bonnet is fitted on the board as if it were the head of a graduate student, which as-sociates the head of the student with the "special skills and competencies" under the graduation bonnet. These metonyms tie in with the SOURCE-PATH-GOAL metaphoric scenario to contribute to the PATH- and GOAL-related events of the metaphoric scenario.

The LM in (3c) introduces through *building graduating students' skills and competencies* the CM, EDUCATION IS A BUILDING. The PD shows the hands of a male student busy at his laptop, which is a mono-modal PART-WHOLE pictorial metonymy. The office tools surrounding the student suggest intellectual work, which signals the advent for Saudi Arabia of the knowledge-based economy and society, often mentioned in the media and at the University gatherings. The PD is dominated by a MEANS-END metonym, where the MEANS are the students' skills and com-petencies and the END is the job market. The tools surrounding the student are the MEANS and the consolidation of a knowledge-based economy is the END (tools for knowledge-based economy). It should be noted that the metaphor in (3c) contributes to the PATH sub-schema while the MEANS-END metonym contributes to the GOAL of the metaphoric scenario.

The following two ads are also student-oriented, seeking to change the perception of students by faculty members and the University management.

The LM in (3d) introduces the CM, THE NATION IS ON A JOURNEY INTO THE FUTURE, which coheres with PURPOSEFUL ACTIVITY IS MOTION TOWARD A DESTINATION – the CM capturing the metaphoric scenario. However, the PD shows a book, which, in interacting with "student" in the LM, creates the INSTRUMENT-USER metonym.

The LM in (3e) introduces the CMs, THE YOUTH IS A PRECIOUS ECONOMIC ASSET and THE FUTURE IS LIGHT. The PD shows the silhouette of a human head. Inside the head, there is an electric bulb. Inside the electric bulb, there is a cogged wheel. Inside the cogged wheel, there is a US dollar symbol. The PD builds a triple SYMBOL-SYMBOLIZED metonym, whereby the electric bulb may symbolize a "bright idea" (Forceville, 2011), the cogged wheel non-stop clockwork and thinking, and the US dollar wealth to be generated by students. Ad (3e) contributes to the PATH and GOAL sub-schemas of the metaphoric scenario.

As stated earlier on, since these ads are part of a campaign to re-brand KSU, they address all the components of the ac-ademic process. Ads (1–3) above targeted the institution, faculty members, and students. The ads in (4a,b) below address the relationship of KSU with its affiliates:
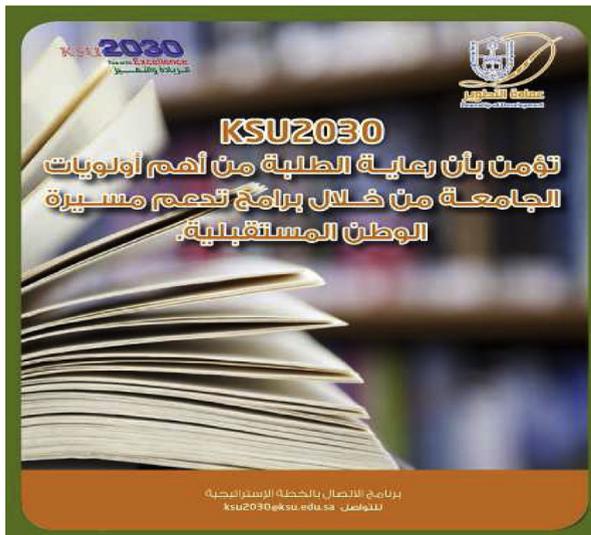
(3d)
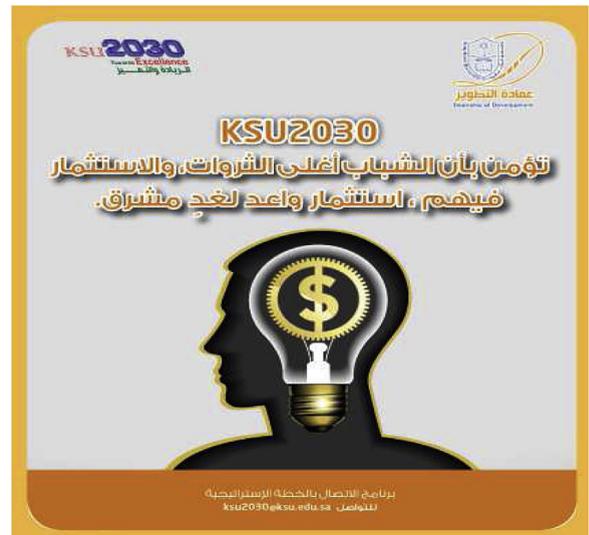
(3e)

Fig. 3d,e. (d) The nation as on a journey into the future. (e) The youth as a precious economic asset.

(4)
    a)   KSU2030 cares for all the affiliates of the University, and believes in the importance of efficient partnership and laying down communication channels.
    b)   KSU2030 believes that the success of the leader of any institution is attained through the unity of its members.
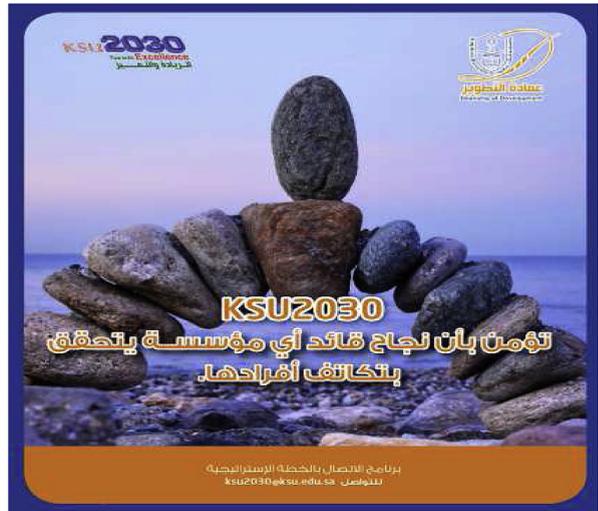
(4a)   (4b)

Fig. 4. (a) The university staff as a plant. (b) Leadership as a collaborative building work.

The LM in (4a) presupposes that "efficient partnership" and "communication channels" do not exist between the University leadership and the staff members, which the ad seeks to change. To change this, the PD shows tight fingers surrounding a small plant, forming a receptacle-like protective shield around it to hedge it from external threats, and help it grow. In combination with the PD, the LM creates the multimodal metaphor, THE UNIVERSITY STAFF IS A PLANT, with a linguistic TD (staff) and a pictorial SD (plant). By extension, the fingers of the hands of the University leadership protecting the plant construct a FINGERS FOR PROTECTION/NURTURANCE metonym. The domain of botany capitalized upon by this multimodal metaphor is a rich, familiar domain in the experience of human beings at large, and is very likely to carry a high degree of persuasiveness among staff members. The CM here contributes to the PATH and GOAL sub-schemas of the metaphoric scenario.

The ad in (4b) continues with the theme of communication channels between a leader and the staff members, stating that the success of the leader goes by the collaboration of the members. The PD shows rocks holding together in a Roman-like design at an arc-style entrance, with one rock standing erect on top of the arc. This type of building style in the PD spells out the concept of "unity among members" linguistically, which makes (4b) a multimodal metaphor. The fact that in the PD a rock stands erect on top of the arc signifies that the other rocks serve as support to the erect one, i.e. leadership. The PM and LM suggest the CM, LEADERSHIP IS A COLLABORATIVE BUILDING WORK. The CM may be motivated by the Islamic culture,[10] and largely contributes to the GOAL sub-schema of the metaphoric scenario.

The ads in (5) below target the educational environment, co-participation in managing KSU, and the quality of the health service:

(5)
    a)   KSU2030 cares for forming a suitable educational environment which serves all stakeholders.
    b)   KSU2030 encourages talent, and cares for developmental ideas and initiatives.
    c)   KSU2030 is determined to render outstanding medical and health services, and feels proud to render its services to over one-million citizens annually.

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[10] One of Prophet Mohamed's saying about solidarity among believers says: "A believer is for other believers as the parts of a building tightly holding each other" (translation mine).
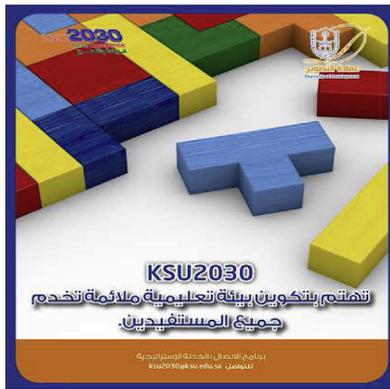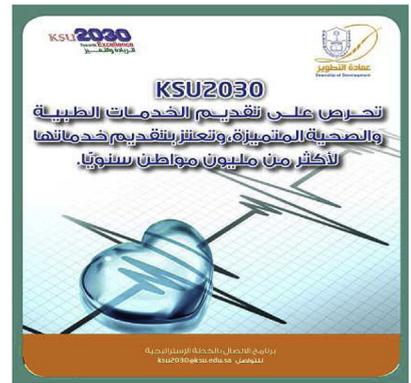
(5a)   (5b)   (5c)

Fig. 5. (a) A suitable educational environment as a puzzle-like construction. (b) Encouraging talent as an open door. (c) Cardiogram as a means to medical and health services.

The PD in (5a) shows multicolored pieces of a Lego puzzle, whereby color has neither symbolic nor cultural value. In order to succeed in building a puzzle, children are expected to be able to fit the pieces together in such a way that they do not fit "a square peg in a round hole." If linked to the LM, the pieces may be said to represent the different components of the educational environment, which brings to mind the CM, A SUITABLE EDUCATIONAL ENVIRONMENT IS A PUZZLE-LIKE CONSTRUCTION, where the TD is spelled out linguistically while the SD is depicted pictorially, which contributes to the GOAL sub-schema of the metaphoric scenario.

The PD in (5b) shows a slightly open door in an open field covered with grass. The door being ajar in the PD may tie up with the concept of encouragement, which suggests the CM, ENCOURAGING TALENT IS AN OPEN DOOR. This CM is motivated by the linguistic metaphor, "the door is open," in many dialects of Arabic, which is a mapping onto "the door of opportunity." The grass suggests that DEVELOPMENTAL IDEAS AND INITIATIVES ARE AGRICULTURE, whose SD is cued pictorially through the growth of grass as represented here by greenness. Both CMs contribute to the PATH sub-schema of the metaphoric scenario.

While (5b) offers the opportunity for the talented among KSU's affiliates to contribute to development, (5c) targets outstanding medical care that KSU purports to offer to its community. The PD shows a heart emitting oscillation similar to that produced by a cardiogram. What makes "medical and health services" function normally is the regularity of the cardiogram-like oscillation. The collaboration between the LM and the PD creates a multimodal MEANS-END metonym, where the MEANS is the cardiogram cued by the PD and the END is medical and health services cued by the LM, which contributes to the PATH sub-schema of the metaphoric scenario.

The following two ads target financial resources, and seek to change the financial policy at the University:

(6)

    a)   KSU2030 believes in the multiplicity of the resources for funding the developmental activity, and endeavors to invent novel funding resources.

    b)   KSU2030 endeavors to increase the budget of scientific research starting from its belief in its role in the service of humanity and the attainment of an added value.

(6a)   (6b)

Fig. 6. (a) Development as a plant. (b) Funding as developing scientific research.

In (6a), the PD shows a green US dollar-shaped plant in a pot. In Forceville's terminology, it is a pictorial hybrid between a plant and a dollar symbol. If the plant is development as suggested by the LM, this creates the multimodal metaphor, DEVELOPMENT IS A PLANT. To the right of the plant, a watering can is held by a human hand to water it. Since it is dollar-shaped, the plant itself becomes funding as per the hybrid, which gives rise to the CM, INCREASING FUNDS IS WATERING A PLANT, which ties in with both the SD of botany previously introduced and the PATH sub-schema of the metaphoric scenario.

In (6b), the PD also builds on the botanical domain, showing a small plant surrounded by coins. The plant is a SD capitalized upon to conceptualize SCIENTIFIC RESEARCH AS A PLANT. In order for the plant to grow into a shrub, bush, sapling, and full-grown tree, it needs to grow bigger. The coins surrounding the plant, which are the funds allocated for scientific research, suggests the CM, FUNDING IS DEVELOPING SCIENTIFIC RESEARCH, which enables scientific research (i.e. the plant) to thrive as in (6a) above. Since scientific research is conducive to new knowledge, (6a) contributes to the knowledge-based society, which is the GOAL sub-schema of the metaphoric scenario.

To sum up this sub-section, a few points should be retained. First, multimodality has been more dominant than mono-modality. Second, metaphors have been more dominant than metonymies. Third, with very few exceptions, the LM alone has not been conducive to metaphoric meanings. It is only when the LM comes into contact with the PD that multimodal metaphors and metonymies arise. Fourth, the TDs of metaphors are spelled out mainly in the LM while their SDs are created in the PD. Fifth, most of the metaphors and metonymies develop the PATH and/or GOAL of the metaphoric scenario spelled out in (1a) above. Sixth, the SDs capitalized upon by metaphors are the domains of light, journey, building, and botany. In Lakoff and Johnson's scheme, these are highly *embodied* schemas. Last, the types of metonyms capitalized upon include means-end, symbol-symbolized, container-contained, instrument-user, and part-whole metonyms.

4.2. Restructuring the university ads

The ads analyzed so far have been shown to be directly conducive to the changes intended by the SP, which means that without them the PATH and GOAL of the metaphoric scenario in (1a) will not be served. However, the ads in the current sub-section are indirectly instrumental to the PATH and GOAL of the scenario.

The following ad targets academic and administrative performance at KSU:

(7)

One of the objectives of restructuring the University is *to raise the level of academic and administrative performance* at the University.

The ad presupposes that the level of academic and administrative performance at KSU is below expectations. The metaphor in "raise" is an extension of the UP-DOWN image-schema, which yields the CM, UP IS GOOD. Forceville (2012) suggests that "raise" reflects a CM that is not perceived as metaphoric by laypeople; the PM "refreshes" the latent metaphoric nature of "raise" through the potentially refreshing use of "mode" (p. 119). The PD in (7) below shows anchor-like arrows; pointing upwards may be said to mimic the LM. They give the impression of having different size and length perhaps owing to perspective. Thus, raising academic and administrative performance contributes to the PATH and GOAL of the metaphoric scenario.
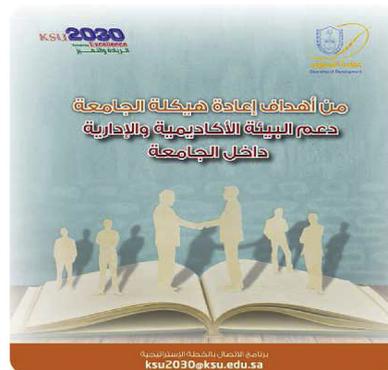
Fig. 7,8,9. (7) Up as good. (8) Strengthening the relation between university affiliates as maximizing physical closeness. (9) Supporting the academic and administrative environment as increasing its membership.

Ad (8) targets relationships among the affiliates of the University:

(8)

One of the objectives of restructuring the University is *to strengthen the bond* and enhance communication within the university community.

Although "strengthen" presupposes that a bond exists among the different affiliates of KSU, it acknowledges that this bond is not strong enough. The PD shows all affiliates standing on a "node" that equally distances them although it might be argued that they are closer to each in the background and more distanced in the foreground under the effect of perspective. The relation urged for is embodied, whereby physical closeness is taken for intellectual or social closeness, which gives rise to the CM, STRENGTHENING THE RELATION BETWEEN UNIVERSITY AFFILIATES IS MAXIMIZING PHYSICAL CLOSENESS, which is a culturally embodied realization of the CM, INTIMACY IS PHYSICAL CLOSENESS. Although (8) does not directly contribute to the metaphoric scenario, strengthening the relation between the affiliates might generate interdisciplinary research.

The LM in (9) targets human resources in academia and administration at KSU:

(9)

      One of the objectives of restructuring the University is to support the academic and administrative environment within the university community.

Like (7) and (8), (9) is governed by pragmatic presupposition, whereby "to support" presupposes that little or no support is provided to the academic and administrative environment. As the emblem of the University, the book is a SYMBOL-SYMBOLIZED metonym for KSU. The support, which is the TD of the mapping, is conveyed through the LM whereas the SD is pictorially conveyed as a shadow for each silhouette on the book, whereby shadows might metonymically stand for extra human resources. The PD shows what could be faculty members and administrative staff on the two ends of an open book, with two of them holding/shaking hands. Doubling each silhouette with its shadow suggests the primary metaphor, MORE IS GOOD, which is culturally rendered as, SUPPORTING THE ACADEMIC AND ADMINISTRATIVE ENVIRONMENT IS INCREASING ITS MEMBERSHIP. Increasing human resources at KSU would contribute to the metaphoric scenario.

The next three ads deal with sharing power and support to affiliates at KSU. The LM in (10) focuses on associating female faculty members in decision making:

(10)

      One of the objectives of restructuring the University is to ensure effective participation of the female branch in decision making.
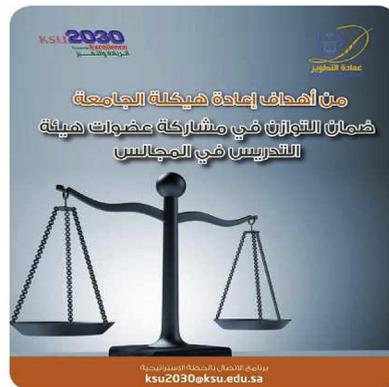
(10)   (11)   (12)

Fig. 10,11,12. (10) Associating women in decision making as for men and women to join hands. (11) Associating women in councils as striking a balance between them and their male counterparts. (12) Thumbs up as a symbol for satisfaction with support services.

The PD in (10) shows male and female silhouettes joining hands and forming a circle, which seems to embody the participation of women in decision making, and suggests the CM, ASSOCIATING WOMEN IN DECISION MAKING IS FOR MEN AND WOMEN TO JOIN HANDS. In order for women to be associated in decision making, men should agree to concede to give them equal opportunity, which is represented pictorially by lending their hands to women since Arab societies are patriarchal ones. The LM presupposes that the participation of women in decision making is a figuration, which the ad seeks to change into "effective participation." The ad contributes to the metaphoric scenario by suggesting that women constitute a great potential to be used towards building a knowledge-based society.

The LM in (11) shares the same gender theme as (10), whereby an imbalance in the participation of females is presupposed:

(11)

      One of the objectives of restructuring the University is to ensure *a balance in the participation of female faculty members in councils.*

The balance claimed by the ad linguistically and pictorially does not exist in reality. The ad aims to change this reality by establishing a metaphoric academic and social balance between males and females regarding participation in councils. Johnson (1987) argues that we "know the meaning of balance through the closely related experience of bodily equilibrium, or loss of equilibrium" (p. 75). The PD shows a scale, reflecting the social balance aimed at between males and females. The fact that the scale on the right is smaller than the one on the left is a matter of perspective. To establish the academic balance means to give the same weight for females, which suggests the CM, ASSOCIATING WOMEN IN COUNCILS IS STRIKING A BALANCE BETWEEN THEM AND THEIR MALE COUNTERPARTS, which links up with the more generic metaphor, GENDER ACADEMIC EQUALITY IS BALANCE. Ad (11) ties up with the metaphoric scenario in the same manner (10) does.

The LM in (12) addresses support services rendered to the affiliates of KSU:

(12)
> One of the objectives of restructuring the University is to improve the support services rendered to all the affiliates of the University.

The LM of the ad presupposes that support services are below the level of satisfaction as indicated by the use of the verb "to improve." However, the PD, which shows "thumbs up," builds a SYMBOL-SYMBOLIZED metonym as a way of reversing this trend. "Thumbs up" is conventionally used as an indication of satisfaction or approval in many cultures. Thus, the SYMBOL is "thumbs up" and the SYMBOLIZED is satisfaction with support services. Therefore, this low degree of satisfaction is what the ad commits to and promises to change into a higher level of satisfaction. It is very likely that improving the support services increases productivity at KSU, which contributes to the metaphoric scenario.

The last batch of ads in this sub-section is represented by the following displays, whose LM is rendered below:
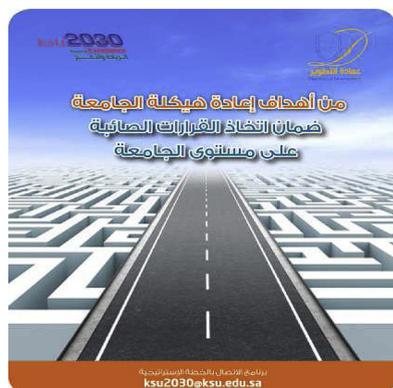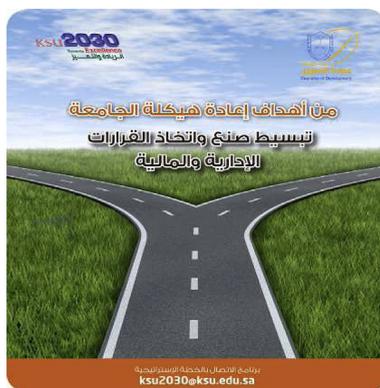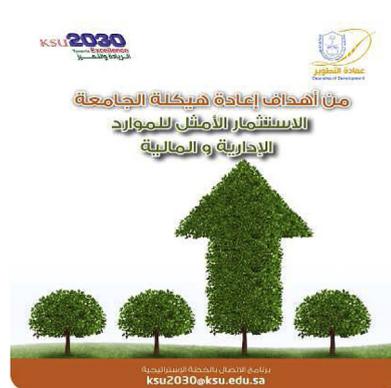
Fig. 13. (13) Making the right decisions as taking a straightforward path. (14) Simplifying administrative and financial decision making as following fewer pathways. (15) Optimizing investment in administrative and financial resources as following a straight path.

(13)
> One of the objectives of restructuring the University is to ensure making the right decisions university-wide.

(14)
> One of the objectives of restructuring the University is to simplify administrative and financial decision making.

(15)
> One of the objectives of restructuring the University is to make optimized investment in administrative and financial resources.

The PD and the LM in (13) suggest a metaphoric reading. The LM spells out the TD: decision making. The PD announces the SD – a straight two-lane road disappearing in the horizon. The ad seems to map the "right" decisions in the LM onto the "straight" path in the PD, suggesting the CM, MAKING THE RIGHT DECISIONS IS TAKING A STRAIGHTFORWARD PATH. Thus, (13) establishes that making the "right" decisions should go by the one path that is immune from monkey business and going round the regulations. This may be critical of previous unorthodox practices in decision making, represented pictorially by the labyrinth-like narrow paths on both sides of *the* path. Obviously, the PATH sub-schema is part of the JOURNEY image schema, which suggests that DECISION MAKING IS A JOURNEY. This ad certainly ties up with the SOURCE-PATH-GOAL metaphoric scenario.

Ad (14) ties up with (13), targeting the simplification of administrative and financial decision making. The PD in (14) shows a road which forks into two pathways. Creating two pathways is the way the ad intends to simplify administrative and

financial decision making, perhaps beyond the multifarious, labyrinth-like paths in (13). Thus, the TD, decision making (introduced linguistically) is mapped onto the pictorial pathways, suggesting the CM, SIMPLIFYING ADMINISTRATIVE AND FINANCIAL DECISION MAKING IS FOLLOWING FEWER PATHWAYS. What the ad perhaps seeks to change is the tedious and tortuous routines that impede the normal course of decision making at KSU. This ad contributes indirectly to achieving the metaphoric scenario.

The last ad in this sub-section deals with administrative and financial investment. The LM in (15) may be critical of investment practices undertaken by the previous leadership of the University. The PD shows a pointed arrow-shaped tall tree with trees on both sides. The trees on the side are shorter and trimmed, looking like curved, convexly shaped at the top. Optimized investment correlates with the arrow-shaped tree, which is straight, and not with the convex-shaped trees, which are curved. This thinking along an arrow-shaped tree seems to be favored over the convex-shaped thinking, which yields the CM, OPTIMIZING INVESTMENT IN ADMINISTRATIVE AND FINANCIAL RESOURCES IS FOLLOWING A STRAIGHT PATH., which coheres with the use of PATH in (13) and (14) to deal with decision making. Capitalizing on the "straight path" owes much to the pervasiveness of straight path as a Koranic theme.[11] This efficiency in optimizing investment contributes indirectly to achieving the metaphoric scenario.

In sum, this sub-section includes fewer metonyms and a majority of metaphors that are overwhelmingly cued by the PD and not by the LM, embodying the various themes of the ads by building on space. In particular, the ads have capitalized on closeness, journey, and balance as well as quantity (MORE IS GOOD) and verticality (UP IS GOOD). The other characteristic of this sub-section is the presence of pragmatic presuppositions carried by lexical items such as "raise" (7), "strengthen" (8), "support" (9), "effective" (10), "balance" (11), "improve support" (12), "right" (13), "simplify" (14), and "optimized" (15). All these presuppositions are meant as features of change in the future, and carry their own opposites on the ground.

4.3. Assumptions behind restructuring the university

This sub-section includes the last set of ads of the Campaign on which restructuring the University is built:

(16)   (17)   (18)

Fig. 16,17,18. (16) Specializations and job positions as interlocking pieces of a puzzle. (17) The University as a sick patient. (18) Materializing the strategic objectives of KSU and the needs of the community as climbing a ladder.

(16)
    One of the assumptions behind restructuring the University is the fact that restructuring does not necessarily entail doing away with a specialization or a job position.

(17)
    One of the assumptions behind restructuring the University is *to diagnose the prevailing situation*, and doing benchmarked comparisons.

(18)
    One of the assumptions behind restructuring the University is to materialize all the strategic objectives of the University and the needs of the community.

The LM in (16) above intends to pacify spirits about job stability and cuts. The PD shows an arrow-shaped puzzle. However, the puzzle shows interlocking pieces, with no missing piece inside, which suggests that each piece will stand where it belongs. Thus, the LM and the PD conceptualize SPECIALIZATIONS AND JOB POSITIONS AS INTERLOCKING PIECES OF A PUZZLE.

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[11] The Fatiha, or the Opening Chapter of the Koran, says: "Show us the straight way, the way of those on whom Thou hast bestowed Thy Grace, those whose (portion) is not wrath, and who go not astray," *The Holy Koran*, translated by Abdullah Yusuf Ali (1938), Sura I, The Fatiha, or the Opening Chapter, Verses 6 and 7 (p. 15).

Such a conceptualization promises maintenance of the status quo at KSU, and is one of the anti-change ads in the corpus, which may contribute to the metaphoric scenario by guaranteeing continuity of specializations and job positions.

The LM in (17) is one of the very few ads in this sub-section to introduce a metaphoric reading. The locus of the metaphor is "diagnose" the situation at KSU, which capitalizes on the medical domain. Using the concept of diagnosis presupposes that THE UNIVERSITY IS AN ANIMATE ENTITY, which entails that THE UNIVERSITY IS A SICK PATIENT. The PD shows a bar chart to "diagnose" the situation by benchmarking it. If the benchmarked results show KSU as ranking high compared to outstanding international universities, therefore it is healthy. If, however, it ranks low, it should need necessary treatment. This ad contributes to attaining international leadership and excellence, which ties in with the GOAL sub-schema of the metaphoric scenario.

The LM in (18) states that the raison-d'être of restructuring KSU is to materialize its strategic objectives, but it does not introduce a metaphor. The PD shows concentric circles, very similar to a target for shooting with bow-and-arrow in the game of darts but without radial sections, with a ladder set up at the very bull's eye of the dartboard. The ad seems to map the steps of the ladder onto materializing KSU's strategic objectives and the needs of the community, but in sure and small steps as in (1c**) above. However, it cannot be said that the TD is conceptualized as a game of darts since this is a game of skills in which players can miss the target. Besides, there are no darts in the PD. But hitting the bull's eye of the dartboard with an arrow is still more difficult than reaching it with a ladder, which makes the materialization of the strategic objectives via the ladder within KSU's reach. This may suggest the CM, MATERIALIZING THE STRATEGIC OBJECTIVES OF KSU AND THE NEEDS OF THE COMMUNITY IS CLIMBING A LADDER, which are cultural realizations of PURPOSES ARE DESTINATIONS and UP IS GOOD. The ladder conceptualization of the materialization of the strategic perspectives intends to change the policy and practices of the pace of development so far followed by KSU's management into a "make haste slowly" culture.

5. Discussion

The objective of this section is to discuss modality, metaphor vs. metonymy, the instrumentation of LM and PD, the semantic domains capitalized upon, and the persuasiveness of the Campaign in light of persuasion knowledge theories.

The current article has used mono-modal and multimodal ads to bring change to KSU's policies and practices. However, owing to the fact that the Campaign for restructuring KSU's SP is pictorially based, multimodal metaphors and metonymies (27) have outnumbered their mono-modal (16) counterparts. When metaphors occur as mono-modal, they have been exclusively verbal such as the metaphoric scenario PURPOSEFUL ACTIVITY IS MOTION TOWARD A DESTINATION in (1a). When they are multimodal, metaphors cue their TD verbally and their SD pictorially such as in (4b), LEADERSHIP IS A COLLABORATIVE BUILDING WORK. On the other hand, when they are mono-modal, metonymies occur exclusively as pictorial such as in all the cases of SYMBOL-SYMBOLIZED metonyms. Since the SYMBOL-SYMBOLIZED metonyms carry their symbolism pictorially, they do not need verbal support. However, when they are multimodal, metonymies cue one part of the metonym pictorially and the other verbally such as in (2b), where the MEANS is the training programs (cued pictorially) and the END is human development (cued verbally).

Preference for capitalizing on the non-verbal mode in multimodal metaphors in this article has been summed up by Forceville (2012) as follows: (i) communicating on a more directly emotional level than words do, (ii) requiring the addressee to construe the metaphor features, which results into more cognitive effort and more attention to the message, (iii) enabling the creation of metaphors that would have been impossible without the non-verbal mode, and (iv) steering the addressee to make personalized inferences at discretion (p. 129).

To the dominance of multimodality should be added the dominance of metaphor (34) over metonymy (9). Relying on metaphor in advertising for KSU's SP may be felt to be more creative of unheard of mappings between discrepant SDs and TD such as between DEVELOPMENT and LIGHT, EDUCATION and BUILDING, YOUTH and ECONOMIC ASSET, etc. but not without risk of being unsuccessful. However, relying on metonymy carries at the same time restrictedness and minimal risk. Metonymy, by definition, occurs within a single domain of knowledge, which may restrict its use to certain contexts. Kövecses (2002) notes that "in metonymy we use one entity, or thing … to indicate, or to provide mental access to, another entity" (p. 144). On the other hand, metonymy carries its own internal logic, which may ensure its success when used in an appropriate context.

Regarding the instrumentation of LM and PD in metaphor and metonymy, the findings suggest the following. Fewer CMs have been cued by the LM. Indeed, out of 34 CMs in the corpus of ads, only 9 have linguistic cues as can be seen through the few italicized expressions in the ads. The rest of the CMs in the current article have been cued either by the PD or a combination of both PD and LM. In particular, the PD has been a carrier of most of the SDs of the metaphors in the corpus while the LM carries the TD. Thus, the PD has been more instrumental than the LM in cueing CMs and metonymies. All metonymies have been cued either pictorially or by a combination of PD and LM.

Metaphoric SDs include JOURNEY, BUILDING, LIGHT, AGRICULTURE, LADDER/STAIRS, ENERGY, WEALTH, PUZZLE, SCALE, SICKNESS, and PHYSICAL CLOSENESS. The types of metonymic themes include schemas such as SYMBOL-SYMBOLIZED, CONTAINER-CONTAINED, INSTRUMENT-USER, MEANS-END, etc. Most domains of knowledge are familiar in the experience of humans, which is why they have been capitalized upon to conceptualize KSU's SP. Another asset that the campaign consciously or unconsciously used to drive its point home is presumably the universal, embodied experience and familiarity of the SDs of the metaphors in cultural experience. For instance, the most productive SD is JOURNEY, which has been initiated by the metaphoric scenario, followed by BUILDING, LIGHT, and AGRICULTURE. However, the corpus has also included a respectable portion of creative metaphors that are less automatic and more engaging, requiring, as Forceville pointed out, more intellectual commitment on the part of the addressee.

A distinction is made between persuasion and persuasiveness. Persuasion is "the act of persuading or the state of being persuaded." However, persuasiveness is "the power to induce the taking of a course of action or the embracing of a point of view by means of argument or entreaty."[12] Thus, when the ads' persuasiveness is talked about in this article, it does not entail that persuasion has obtained in targets of persuasion but that the ads have the necessary ingredients to be persuasive as metaphors and metonymies.

Metaphor has been attested to have persuasive power (Siltanen, 1981; Sopory and Dillard, 2002a,b). Lakoff and Turner (1989) spell out the "persuasive power" of metaphor as:

a) *The power to structure*: Conceptualizing all of knowledge-based society, education, leadership, and the educational environment as a BUILDING imparts to these concepts an impossible mapping without the existence of metaphor;

b) *The power of options*: Although the same BUILDING schema is used with these concepts, different details are likely to fill the schema with each concept;

c) *The power of reason*: SCIENTIFIC RESEARCH IS A PLANT in (6a) enables us to borrow patterns of inference from the SD of PLANT and use it in reasoning about the TD, which is scientific research. In other words, most of the inferences that apply to plants will apply to scientific research such as care, investment, etc.

d) *The power of evaluation*: To keep with (6a), the nature of the SD of PLANT is carried over to the TD of scientific research, which means that scientific research is structured positively owing to the positivity carried by PLANT;

e) *The power of being there*: Most CMs residing in our conceptual system are alive, entrenched, and irresistible as conceptual and expressive devices (pp. 64–65).

As mentioned under semantic domains, most CMs in the current article have capitalized on entrenched SDs, with very few either venturing a creative one such as (2a) and (2c) or expressing in a cultural fashion a primary metaphor such as (1c*) and (1c**).

6. Conclusion

The current article contributes to the study of the role of mono-modal and multimodal metaphors and metonymies as devices for socio-cultural change in policy discourse. The campaign aims at persuading stakeholders about this change, which consists of re-branding or revamping KSU vis-à-vis its own SP. The domains of knowledge, as spelled out in the Discussion section, do not seem to contradict the ones the targets of persuasion believe in, which is likely to trigger least resistance to persuasion (Tormala et al., 2006). However, the Campaign has drawn more on multimodal metaphors and metonymies than mono-modal ones. Forceville (2007) notes that "apart from their greater degree of comprehensibility, metaphors drawing on images, sounds, and music … have a more intense, immediate emotional impact than verbal ones" (p. 297).

The article has shown how all the ads – be they metaphoric or metonymic – construct a homogeneous whole around the metaphoric scenario, PURPOSEFUL ACTIVITY IS MOTION TOWARD A DESTINATION, which has the form of SOURCE-PATH-GOAL image schema, with the SOURCE being KSU2030 strategic plan, the PATH "attaining international leadership and excellence," and the GOAL "building a knowledge-based society." Indeed, most, if not all, the ads have been shown to contribute to the PATH and/or GOAL as a way of cohering with the metaphoric scenario.

The article has also shown the systematic cueing of the TD through the LM and the SD through the PD, which bestows visual concreteness and enhances the persuasiveness of most of the multimodal metaphors and metonymies. Furthermore, the article has documented the concept of linguistic presuppositions which have betrayed practices at KSU that are often not spelled out explicitly in the ads, making it almost impossible for people alien to KSU to understand where the change is.

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