Understanding Academic Prominence and Influence Through the Concept of Academic Charisma: The Voices of Canadian and Chinese Professors

By

Zhe Li

BSPH, Kunming Medical University, 2008

M.A., Mahidol University, 2010

A Dissertation Submitted in Partial Fulfillment of the

Requirements for the Degree of

DOCTOR OF PHILOSOPHY

in the Department of Curriculum and Instruction

University of Victoria

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Supervisory Committee

Dr. Ralf St. Clair, Supervisor

(Department of Curriculum and Instruction)

Dr. Tim Anderson, Member

(Department of Curriculum and Instruction)

Dr. Tatiana Gounko, Outside Member

(Department of Educational Psychology and Leadership Studies)

Dr. Michael C. Webb, Outside Member

(Department of Political Science)

Abstract

Academic ranks or professorial appointments are considered the primary form of formal recognition in the academic profession, and the criteria for appointment and promotion are used to make suggestions for career development (Teichleret al., 2013). However, academic ranks alone areinsufficient to explain the fact that some academics are able to gain prominence over colleagues, lead the development of an academic field, or exert influence beyond that entailed in their formal positions. I believe the concept of academic charisma developed by Clark (2006), based on Weber's (1947) idea of charismatic authority, can shed light on the explanation of variations in academic reputation and influence.In the context of academia, charismatic authority takes on a special form, conceptualized in this research as academic charisma.Thisstudy's primary aim is to better understand why the prominence and level of influence exercised by professors vary beyond what can be accounted for by differences in formal academic recognition, such as academic ranks and research productivity. The study seeks to explore whether the concept of charismatic authoritycan work alongside the other forms of authority Weber identified—namely, traditional and bureaucratic authority—in explaining theobserved variances of academic reputation and influence. The study will contribute to the existing literature in its area of research by examining and illustrating how the concept of academic charisma can be used to capture the working of academic prominence and influence in a variety of contexts.

Using a qualitative research framework, drawing as well on elements of comparative research to reveal contextual influences, this research focused on the experience of 22 professors working in the engineering discipline at four universities: specifically, a World-Class University (WCU) in Canada, a non-World-Class University (non-WCU) in Canada,a WCU in China, and a non-WCU in China.

The study shows that the concept of academic charisma can work alongside traditional and bureaucratic authority to explain the working of academic prominence and influence. Participants believed that social capital significantly contributes to academic prominence and influence. As social capital is closely connected to charismatic authority (Weber, 1947), it seems reasonable to contend that promoting social capital can effectively encourage academic charisma. Comparisons between WCU and non-WCU professors interviewed show that prestigious university status contributes to personal prominence and influence by amplifying thesocial capitalof WCU professors. Similarly, comparisons between interviewedprofessors working in the highereducation systems of Canada and China show that, although the routinization of academic charismaprovides insights into contexts determined variations-professors interviewed in Canadarely primarily on traditional authority to routinize their prominence and influence, while professors interviewed in China rely primarily on bureaucratic authority.

The concept of academic charismaserves useful analytical purposes: it helps us understand the divergent paths of academic career development, as well as the strategies used by professors inestablishing and maintaining their prominence and influence. Moreover, the concept of academic charisma can extend to the interpretation of the shaping and reshaping of institutions and entire systems of higher education, since these processes are very often affected by the influence—and sometimes the direct personal intervention—of prominent professors.

Keywords: academic charisma, academic career development, social capital, higher education, world-class universities

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Acknowledgment

Words cannot express my gratitude to my supervisor, Dr. Ralf St. Clair, for his guidance, encouragement, and patience. And special thanks to my committee members, Dr. Tatiana Gounko and Dr. Michael C. Webb. I could not have undertaken this journey without them. Thanks should also go to the professors who accepted my interview and generously spared their time to share their thoughts, whose support allowed my study to go the extra mile.

I am also grateful to the students I taught and tutored in the past seven years for the enthusiasm and vigor they expressed, which cheered me up throughout the journey. This teaching experience allowed me to engage deeply with British Columbia's high school curriculum. With my students, I learned the history of First Peoples, re-read the greatest tragic plays of Shakespeare, and encountered numerous interesting novels and short stories written by Western authors. All these experiences impacted and inspired me and allowed me to take a deep look atthe differences between Canadian and Chinese educational systems.

This endeavor would not have been possible without the support of my family. Their belief in me has kept me elevated during the journey. I would be remiss in not mentioning my friends, with whom I had many incredibleexperiences that are unlikely to be encountered otherwise, especially the buried oil tank excavation.

Mylastwordsare written in memorizing my beloved dog who couldnot wait until the reunion moment. He taught me unconditional love and provided me with enormous emotional support. Helen Keller said, "What we have once enjoyed we can never lose; all that we have loved deeply, becomes a part of us." You are part of my family and part of me!

Dedication

It is the width of life that matters, not the length.

Even though we know lives have an expiration date,

we can choose to live up our “best before” date.

Chapter One Introduction

"Hence, [charisma] is the wild card, the least systematic and most unpredictable form [of authority]."

(Clark,1983, p.123)

In academia, considerable attention has been paid to the way in which professors seek to establish and maintain their academic recognition as part of their career projection (Becher, 1989; Cole & Cole, 1967; Correll et al., 2011; Gould, 2002; Merton, 1968; Reskin, 1977; Sauder et al., 2012; Simcoe & Waguespack, 2011). Academic ranks or professorial appointments are considered evidence of formal recognition by the academic profession. In many countries, academic ranks directly affect professors' income and time committed to academic roles and are carefully examined when considering career development (Teichler et al., 2013). However, academic ranks alone are insufficient to explain the fact that some professors, regardless of their professorial position, are more reputable and influential than others. To date,little explanation has been offered forthe extension of academic recognition beyond the formal professorial ranks.

Max Weber (1947) analyzes three forms of authority, namely traditional authority, bureaucratic authority, and charismatic authority. Traditional authority is rooted in the traditional and long-standing beliefs and practices of a society. Bureaucratic authority derives from a society's rules and regulations, and leaders act under these rules to make decisions and formulate policy. Charismatic authority derives from an individual's extraordinary gifts and is considered an "irrational force, challenging the iron cage of rationalization" (cited in Potts, 2009, p. 3).

In academia, traditional authority can be seen as "discipline-rooted authority" thatis based on professional expertise and collegial designation (Clark, 1983, p.110). Typically, traditional authority can be measured in terms ofpublished works and citations, and it is mediated

bysupervisors, training environment, and university affiliation. Meanwhile, bureaucratic authority in academia is “rooted in universalistic and impersonal criteria” drawn from the formal, institutional organization of academic ranks and promotions (Clark, 1983, p.115).Bureaucratic authority rests uponacademic assessment, standard academic ranks, and promotion criteria; managerial position, such as university president, dean, or departmental chair, also carries this form of authority. The existing literature tends to associate differences in academic reputation and academic influence withthe effects of traditional and bureaucratic authority. However, I argue that these two forms of authority cannot account for the full picture of the variations among individual professors, andthat what is absent from such an account is the form of authority that Weber (1947) identified as charismatic. In the context of academia, charismatic authority takes on a special form, conceptualized in this research as academic charisma.I believe the concept of academic charisma developed by Clark (2006), which is based on Weber’s idea of charismatic authority,provides insight into variations in academic reputation and influence. Thus, in this research, I intend to see how the concept of charismatic authority can contribute to the understanding of these variations.

Rationale and Benefits of This Study

Theoretical Considerations

The existing literature tends to associate differences in academic reputation and academic influence with academic activities and academic environments, especially measurements of the outputs of academic activities,professional training, and institutional affiliation. The literature tends to divide the factors contributing to academic recognition into two categories: (1) individual determinants, such as gender, age, academic role and obligations, and internet use

(Baccini et al., 2014; Barjak, 2006; Blackmore, 2016; Cole & Zuckerman, 1984; Fox, 1983; Fox,2005; Nicholas et al., 2015; Prpic, 1996, 2002); and (2) environmental characteristics, including one's training environment, the prestige held by the institution with which one is affiliated, its organizational structure, one's scientific discipline, and one's country (Altbach, 2002; European Commission, 2003; Fox, 1983; Hollingsworth & Hollingsworth, 2000; Ramesh & Singh, 1998).

Max Weber's (1947) analysis of traditional, bureaucratic, and charismatic authority provides a theoretical foundation for this study. Typically, traditional authority is recognized in academia based on published works in one's discipline, the frequency with which these works are cited by other academics, one's training environment, and one's academic affiliation. Academic promotion and recognition often reflect a desire for quality or academic productivity based on peer review (Teichler et al., 2013), which is a classic form of traditional authority (Clark, 1983). Meanwhile, bureaucratic authority is "rooted in universalistic and impersonal criteria" drawn from the formal organization of the assignment of academic ranks and promotions (Clark, 1983, p.115). There is a close connection between administration and faculty in the "chair-based systems" found in universities, which is a reflection of collegial authority and bureaucratic authority (Clark, 1983; Clark, 2006). By affiliating with higher-education institutions, usually characterized as "impersonal and bureaucratic" (Clark, 1983, p.110), individual professors can exercise influence over the work of students, junior faculty, and other researchers (Trippl & Maier, 2011; Schiller & Diez, 2010; Yin & Zhi, 2017).

However, the literature cited above provides little explanation of why some academic individuals gain greater prestigious status than do their colleagues and thus acquire an ability to affect the development of a field or the formation of policies beyond that which is entailed by

their formal positions.I argue that explanations framed in terms of traditional, discipline-rooted,and collegial-oriented authority, and/orin terms of bureaucratic, institutional, and governmental authority cannot fully account for such variations in influence among professors. I believe the concept of academic charisma developed by Clark (2006), based on Weber's idea of charismatic authority, can add insights into the variations in academic reputation and influence.

The concept of academic charisma is derived from the concept of charismatic authority elaborated in Weber's sociology (Clark, 1983; Clark, 2006). Weber (1947) formulated the idea of charisma as one of three legitimated forms of authority (the others being traditional and rational authority) and describedit in terms of an individual's extraordinarinessand ability to attract a following (Friedland, 1964; Potts, 2009; Smith, 2020; Zúquete, 2020). In an important monograph, *Academic Charisma and the Origins of the Research University*, William Clark (2006) uses the term "academic charisma" to describe perceived "extraordinary abilities or powers" that can "rationalize and routinize" structures and support the development of university systems (pp. 15–18). For B. R. Clark (1983), charismatic authority in academia refers to "uncommon personal qualities" ascribed to academics that enhance their ability to influence others (p.123). He describes it as a wild card or an unpredictable factor in the higher-education system and in society at large, the possession of which aids academics in obtaining legitimacy. As a form of personal authority, academic charisma plays a vital role in influencing individuals, disciplines, organizations, and systems in higher education (Clark, 1983). In this research, charismatic authority takes on a special form in the context of academia, conceptualized in this research as academic charisma.I believe the concept of academic charisma is useful in thinking about why some academics attain prestigious status and influence in their field while others, equally skilled and ranked, do not.

Contextual Considerations

As Potts (2009) suggests, contextualization is critical in reflecting upon the social needs and cultural interests that are important factors in the analysis of charisma. My position, conversely, is that academic charismamay in turn help to explain variations in contextually determined practices and interests. The concept of academic charismacan assist in understanding the way well-recognized individuals attain and prolong their status and personal influence.

Contexts, including organizational structures and value systems, influence academic practices extensively (Altbach, 2011; Teichler et al., 2013). Scholars have pointed out that changes in the global educational environment, which includes national policy, government funding, university governance, and communication technologies, have brought inevitable impacts on academic work and life (Altbach, 2011; Broucker & De Wit, 2015; Jamali et al., 2016; Locke, 2014; Meyer, 2012; Slaughter & Rhoades, 2004; Teichler et al., 2013). Also, Conger (2020) suggests that contextual factors can shape academics' perceptions in terms of salient and valuable practices in an organization, although research on the roles that context plays has so far been limited.

The development of research universities has held a high position on the policy agenda of various stakeholders across the globe since the mid-20th century (Altbach & Balan, 2007; Marginson, 2016). The rising notion of the world-class university (WCU) is becoming highly influential in shaping how contemporary universities are governed, what activities are considered and undertaken as their core components, and who is eligible to join the game (Anderseck, 2004; Mok, 2005; Deem et al., 2008). The construct of the WCU is gradually changing the dynamics of the university and academic culture and challenging previously viable models of academic

recognition and career development, which opens enormous opportunities and spaces for exploration.

Higher education is subject tosubstantial historical and global impacts but, at the same time,is locally shaped (Clark, 2006; Meyer et al., 2007). Since the 1990s, building research capacity and developing WCUs have become significant priorities in many countries (Marginson, 2016). By exploring the contextual factors, my research provides a deepened understanding of how institutions and systems have shaped the ways academics value certain practices that can influencethe way they attain prestigious status and exercise their influence.

In summary, this study aims to better understand why professors' prominence and levels of influence vary beyond what can be accounted for by differences in formal academic recognition, such as academic rank and research productivity. The study seeks to explore whether bringing in the concept of academic charisma can add a perspective to the understanding of traditional and bureaucratic authority in affecting variances in academic reputation and influence. The study will contribute to the scholarly literature in its field by examining and illustrating how the concept of academic charisma can be used to capture the functioning of academic prominence and influence in various contexts.

Moreover, considering that career-development practices in academia differ substantially from those in other contexts, such as industrial organizations, public service, or the military (Baruch, 2013; Huisman et al., 2002; Roach & Sauermann, 2010), I believe this study can provide an insight into discrepancies in academic career developmentand the possible pathways for academic career development.

In order to address my general research question—"How does the concept of academic charisma help to explain the working ofacademic prominence and influence beyond that

associated with professors' formal positions?"—and to deepen the understanding of the ways in which professors attain prominence and manage their personal influence, this research poses three subsidiary questions:

- How do professors describe the paths that lead to academic prominence and personal influence?
- How does the concept of academic charisma help to clarify the strategies used by professors to obtain prominence and preserve their influence?
- How does academic charisma capture the functioning of academic prominence and influence in various contexts, specifically WCUs and non-WCUs in Canada and China?

Research Framework and Process

In this research, I see academic charisma as a way to understand why certain academics are seen by their peers as having an unusual level of prominence and influence in their academic contexts.Drawing on Weber's theoreticalanalysis,in which charismatic authority rests on the social recognition of a claim (Weber, 1947),the concept ofacademic charismacan help us understand academics' perception of valuable practices that can contribute to academic prominence and allow the exercise of personal influence.To some extent, the concept of academic charisma can be seen in Bourdieuian terms as the concentration of cultural and social capital in the academic context.Adopting Bourdieu's (1986) notion of capital mayfacilitate the application of the concept of academic charisma.Within the academic community, cultural capital refers to academic qualifications, competence, and accomplishments obtained by professors. Social capital consists of resources available to professors in the form of networks or relationships through which they may gain access to support, information, or funding to facilitate

the acquisition and maintenance of academic prominence.Social capital is also a carrier of personal influence, and the acquisition of social networks enhances the visibility of academics.

To address the research questions, a qualitative research approach was adopted.I believe academics' self-reported perceptions and experiences constitute direct evidence I can use to understand howthe idea of academic charisma can serveto capture the complexity of attaining prominence and personal influence in specific contexts. For this study, 22 professors of engineering in four universities were interviewedwith a view to investigating the paths professors can use to attain academic prominence and personal influence,as well as the strategies they use to preserve such prominence and influence once attained. Theprofessors interviewed represent both world-class universities (WCUs) and non-world-class universities (non-WCUs) in both Canada and China. Participants in these varied circumstances were chosen to helpme investigate the contribution ofacademic charisma in explaining thevariationsin academic prominence and influence in a range of contexts.

Guiding Concepts and Definitions

Several technical terms are widely used in higher-education research. It is necessary to explain them to ensure a common understanding of the critical concepts they are meant to convey.

Academic Charisma

Academic charisma is used to capture an aspect of power in the academic world, created and certified by institutions and deeply embedded in academic practices (Clark, 2006). In the context of academia, charismatic authority takes on a special form, conceptualized in this research as academic charisma.The concept of academic charisma is used to help me understand why certain

academics are seen by their peers as having an unusual level of prominence and influence in their academic contexts.By using academic charisma as an analytical tool, I can explore the means academics adopt to attain an advanced academic reputation and how they use it to generate social effects.

Academic Reputation

The *Oxford Advanced Learner's Dictionary* (n.d.) defines reputation as "the opinions people have about what somebody/something is like, based on what has happened in the past." In this study, academic reputation refers to one's academic status being recognized in one's field and academic community.Academic reputation plays a vital role in how academics perceive each otherin terms of their academic competence and their contributions to a scientific field.

Academic Prominence

Academic prominence is the elite or advanced form of academic reputation that not all academics can obtain. Unlike academic ranks or positions,whichare formal tokens of recognition of academic performance as defined and measured within the higher-education sector of specific countries (Fumasoli & Goastellec, 2015; Hammarfelt & Rushforth, 2017; Teichler et al., 2013), judgments of academic prominenceare rendered according to the perceptions of an academic's colleagues in his or her field and in the academic community at large.

Professor

In this study, "professor" is broadly defined.The term is used in reference to full-time university faculty at all ranks, including those holding the formal titles of"full professor," "associate professor," and "assistant professor."

Dissertation Structure

This study is structured in the following way: first I establish its conceptual foundations, then I discuss methodology and research procedures, and finally I present and discuss the study's findings. Aside from this introductory chapter,the dissertation's main sections are as follows:

Chapter 2: Literature Review,wherein I establish a conceptual framework for the study by drawing on Weber's idea of charismatic authority and Bourdieu's concept of the forms of capital. Also, to clarify possible factors that may affect the use of academic charisma, this chapter reviews, summarizes, and synthesizes the existing literature on the attainment ofacademic reputation and personal influence.

Chapter 3: Methodology, wherein I present the profiles of my participants, discussesthe research process, and describe the approachesused in conductingthis study.

Chapter 4 and Chapter 5: Findings. In Chapter 4, I present the key themesemerging from my research, which concern similarities in the paths participants followed and the strategies they adopted in pursuit of prominence and influence, illustrating the themes by providing descriptions and quotations. In Chapter 5, the themesarefurther explored in acomparative context, showing the variationsthat occur between WCUs and non-WCUs andbetween Canadian and Chinese higher-education systems.

Chapter 6: Discussion, in which Iinterpret the significance of my findings in relation to relevant scholarly literature.

Chapter 7: Implications and Future Research,in which I draw the discussion together, summarizing the key findings. Suggestions are put forward regarding the implications of this study and how those implications may bear on future research in academic career development, university governance, and policymaking in higher education.

Chapter Two Literature Review

This literature review covers research related to the focus of this study. Its aims are to review the literature on academic charisma in order to provide a theoretical foundation for my study; to arrive at a working definition of academic charisma by summarizing and critiquing existing literature; to identify knowledge gaps within that literature; and to propose a conceptual framework for using academic charisma as a concept to explain the prominenceattained and the influence exercised by academic individuals.

The Theoretical Background of the Research

Weber's Idea of Charismatic Authority

Weber (1947) defines charisma as one of the three forms of authority, alongside bureaucratic authority and traditional authority. Unlike bureaucratic and traditional authority, which are based on existing rules and traditions, Weber sees charismatic authority as a quality that makes individuals extraordinary. Followers choose charismatic leaders out of a belief that such individuals are extraordinarily gifted, so they are willing to accept theleaders' authority and believe in their capability. Weber focuses on the manifestation of charismatic authority, a process that requires recognition of leaders' extraordinariness, acceptance of their influence, and consolidation of their authority.

Recognition of charismatic authority is based on demonstratingan individual's exceptional capacity and ability to provoke change in a specific area (Weber, 1947). In academia, academic reputation is considered a form of recognition, which indicatesa person's outstanding capacity to pursue, advance, and share certain types of knowledge. Weber's conceptualization of charismatic

authority goes beyond recognizing someone's extraordinariness to include understanding the influence of charismatic authority in generating changes. Weber (1947) states that the influence of charismatic authority can serve as a force for change and that charismatic individuals are intrinsically drivers of change. He believes that the orientation of charismatic authority is toward change and revolution (Conger, 1993). Charismatic authority has the potential to resolve crisis situations or transform people's attitudes and courses of action (Weber, 1947). Thus, charismatic authority is able to influence others, leading them to change their actions or to resist existing rules.

For Weber, the acceptance of charismatic authoritydepends on the followers or audiences having a "willingness to obey . . . by virtue of which, persons exercising authority are lent prestige" (Weber, 1947, p.263; Potts, 2009). The influenced give legitimacy to and are subject to the influence of charismatic authority through social interactions and communication (Zúquete, 2020). Central to the manifestation of charismatic authority is the implicit belief that the authority is justified, and social validation is a key to the acceptance of charisma: "[it] is only when the message conveyed by charismatics to social groups is relevant and meaningful within the social context that authority emerges" (Friedland, 1964). The influence of charismatic authority is accepted not because it is legal-rational (bureaucratic authority),nor because itfollows tradition (traditional authority), but because the claim made is inspiring and is legitimated by the charismatic's followers. Therefore, charismatic authority inheres within social interaction and depends on the viewpoint of those being influenced.

Weber (1947) acknowledges a contextual and relational basis for charismatic authority. Charismatic authority arises and is recognized under certain "psychic, physical, economic, ethical, religious, or political" conditions (Weber et al., 1978, p.1112). The implicit assumption

is that external factors can influence the manifestation of charismatic authority or that the recognition of charismatic authority can be contextually specified.

Weber's idea of the routinization of charisma adds significance to his conceptualization of charismatic authority. Weber (1947) holds that charisma is a temporary phenomenon and must be demonstrated constantly; failing to demonstrate it can result in a reduction of the authority. If charismatic authority is to be sustained or stabilized, it must be routinized by being transformed into bureaucratic or traditional authority. Charismatic authority is consolidated when the directions or commands of a charismatic individual are perceived as rational(bureaucratic) or are recognized as what has always been done in the past (traditional). Bureaucratizationlegitimizes the practice and the position of charismatic individuals so that they"become embodied in a permanent everyday structure [and thus] become institutionalized" (Parsons, 1968, p.663). In a traditional structure, authority adheres to practices that have always been done in the past or are based on traditional norms, and charisma is attributed to those who preserve the practices (Weber, 1947). It is only when charismatic authority transforms into bureaucratic or traditional authority that it becomes permanent (Giddens, 1971).

Charismatic Authority and StatusCharacteristics

As Weber, Roth,and Wittich (1978) point out, status is a manifestation of evaluative ranking among individuals and groups based on social value, esteem, and respect. One's status is based on others' judgments or assumptions about the rank merited by one's worthiness and competence (Anderson & Kilduff, 2010; Ridgeway, 2014).Ridgeway (1993) defines "status characteristics" as attributes that individuals possess to differing degrees, based on which individuals attract differential amounts of esteem and worthiness. In this vein,charismatic authority can help to

capture a specific status characteristic that allowsindividuals toreceive a differential level of recognition and acceptance.

Researchers have developed status-construction theory to explain the potentially systematic social process of forming and spreading shared beliefs about social status. Status-construction theory argues that social interaction is essential for “the creation, spread, maintenance, or change of social status” (Ridgeway & Erickson, 2000, p. 581). According to Anderson and Kilduff (2010), social groups develop an implicit consensus on what characteristics are valuable and then allocate status based on how much an individual possesses these valuable characteristics. Social interactions are essential to the dissemination of status beliefs because they allow individual and group distinctions to be acquired and legitimated quickly (Ridgeway & Correll, 2006; Ridgeway & Erickson, 2000). In other words, situations open to social interaction are situations that create consensually accepted understanding and encourage the transformation of social beliefs.Hence, status beliefs are not solely dependent on individuals’ achievements but on their social interactions as well. To assume that academic status is entirely merit-based or the product of individual competence is to underestimate the impact of the social processes involved in the formation of status beliefs.

Research has found that biased presumptions about such attributes as gender, race, and age play a pivotal role in shaping status beliefs (Angervall et al., 2018; Ridgeway, 2019; Ridgeway & Erickson, 2000; Troyer, 2003).For example, gender stereotypes and privileging of masculine practices and norms can result in inequities in gatekeeping decisions as well as selective allocation of resources, which may affect career development (Angervall et al., 2018; Cuddy et al., 2007; Husu, 2004; Husu & Morley, 2000; Leberman et al., 2016; Leisyte & Hosch-Dayican, 2014; Fisk et al., 2002). It is often assumed that men are more competent and knowledgeable

than women and thus have more right to act as authorities than women do (Carli, 2001; Diekman & Eagly, 2000). As Ridgeway (2014) suggests, status biases shape interpersonal events, evaluation systems, and authority structures, acting as a tacit mechanism to allow the persistence of inequitable results and stratification (Ridgeway, 2014).Recent research suggests that status, along with resources and power, plays a decisive role in social stratification (Ridgeway &Correll, 2006; Ridgeway, 2014). An individual who is more highly regarded than others is likely to attract more favourable attention, have greater visibility, and have better access to resources and opportunities (Merton, 1968; Ridgeway & Correll, 2006; Ridgeway et al., 2009; Lynnet et al., 2009). Also, status serves as a signal of quality and thus may favourably affect future rewards or increase future returns. In the academic community, high-status scientists receive much greater recognition than comparatively low-status scientists (Fox, 1983; Parker et al., 2010; Nicholas et al., 2015; Yan, 2011). Also, academic prestige can engender belief in the quality of scholarly activities and legitimize the action of academics, serving as grounds for trust and credibility (Gandini, 2016). By signalling others about one's competence, favourable status enables individuals to attract better collaborators, enhances access to wider networks, and attracts funding (Fox, 1983; Parker et al., 2010). Since prestige gives high-status individuals greater control over the way others perceive them and interpret their actions (Gould, 2002), it tends to increase social and cultural stratification.

Moreover, status can be converted into external resources. Money, personnel, information, and other resources tend to be accessed easily by the well-known (Allison& Stewart, 1974; Hagstrom, 1967; Merton, 1968; Mulkay & Turner, 1971; Petersen et al., 2014; Stewart, 2015). Simcoe and Waguespack (2011) argue that status beliefs also strongly influence decision-making, resulting in unequal allocation of resources. Thus, the attainment of status can be manifested in

influence over others' decisions, and success in influencing others can yield disproportionate access to resources and opportunities, further enhancing status. To generate increasing returns to status, individuals can improve their social positioning by displaying their expertise and competence (Simcoe & Waguespack, 2011). In academia, eminent scientists are likely to use their status advantage to increase the visibility of their work and secure access to equipment, facilities, research support, and collaboration opportunities, all of which can enable future scientific productivity (Becher, 1989; Correll et al., 2011; Gould, 2002; Long, 1978; Merton, 1968; Reskin, 1977; Sauder et al., 2012; Simcoe & Waguespack, 2011). Through a process of cumulative advantage, academics who secure advanced status gain differential access to resources and rewards that enhance their prospects for subsequent status and career development. Status beliefs, therefore, can act as a mechanism to allow the persistence of uneven results and play an essential role in the generation and justification of social inequality (Ridgeway, 2014).

Charisma and Informal Authority

Researchers identify two forms of authority in an organization: formal and informal (Aghion & Tirole, 1994; Diefenbach & Sillince, 2011). Formal authorityconsists in the holding of official positions and the consequent "right to decide" or to exercise positional power.By contrast, informal authority is based on one's expertise or the possession of valuable information and resources; it sometimes regarded as "real authority" that reflects the "effective control over decisions"(Aghion & Tirole, 1994, p. 1).While traditional and rational forms of authority are rooted in formal structures, "charismatic authority operates informally through relationships" (Conger, 1993, p.280). Influential individuals may have no positional authority in an organization and yet carry informal authority because "their influence stems from the respect they command from their colleagues through their expertise and practice" (Danielson, 2007,

p.16). Charismatic authority can be regarded as a form of informal authority that reflects and shapes the beliefs, values, and practices of a team or an organization; thus the role of influential individuals may become critical in organizational management (Stone et al., 2004).

Informal authority can have both upward and downward influence. Informal authority can enable individuals to have their interests reflected in practices and beliefs or to sway the decision-makingprocess of those holding formal authority (Bacharach & Mundell, 1993). Regardless of its direction, effective influence can provoke a change in actions or attitudes via the processes of compliance, internalization, and personal identification (Bunner et al., 2020; Kelman, 1958; Yukl et al., 1995).

Charisma and Bourdieu's Forms of Capital

Bourdieu's idea of capital (1986)is useful in reflecting onthe social nature of charismatic authority and the cultural competence it entails. Bourdieu (1986) identifies three forms of capital that structure the distribution of power and opportunity: cultural, social, and economic capital. By possessing and striving for these forms of capital, individuals obtain various social positions.

Cultural and social capitals correspond to skills and social networks that Weber (1947) believes are essential to the reproduction of status hierarchy. Cultural capital, reflecting an individual's cultural competence and social status, exists in various forms, including the inherited and acquired resources academics bring to bear upon their scholarly work. Bourdieu (1986) argues that cultural capital is exhibited in long-standing dispositions and work habits acquired during socialization. Cultural capital comprises recognized cultural objects, such as publications and other kinds of intellectual property, academic credentials, oreducational qualifications.

Social capital consists in networks of relationships among people, which can aggregate "actual and potential resources" and "exert a multiplier effect" on cultural capital (Bourdieu, 1986, p. 21; Aldrich & Meyer, 2015; Coleman, 1988; Putnam, 1955). Research suggests three ways personal connections benefit individuals. First, social connectionsallow people to access information and opportunities (Kalar & Antoncic, 2016; McDonald et al., 2009); second, social connections can influence decision-making (Marsden, 1994; McDonald et al., 2009; McGuire, 2002; Mouw, 2003). Third, havingthe right connections can bring status benefits (Huffman & Torres, 2002; Sauder et al., 2012). Yuksek (2018) argues that social capital isthe most important form of capital because it facilitates interactions, allows resource exchange, and secures material rewards (such as profits).

There are three types of social capital: bonding, bridging, and linking (Aldrich & Meyer, 2015; Woolcock, 2001). Bonding social capital consists in the connections among individuals who share a high level of commonalities in demographic characteristics, habits and interests, and/or ties of family orclose friendship (Aldrich & Meyer, 2015; Putnam, 2000; Woolcock, 2001). Bonding social capital can act as a very important source of social support and solidarity; it is also likely to maintain homogeneity of a group or an organizationbecause of its exclusive nature (Field, 2003; Portes, 1998; Putnam, 2000). Bridging social capital, by contrast, refers to connections among individualswho are demographically diverse, having different cultural and socioeconomic backgrounds or identities, but who share common goals and may thus establish loose friendships and work relationships (Aldrich & Meyer, 2015; Woolcock, 2001). Unlike bonding social capital that can result in exclusion, bridging social capital is generally inclusive and is often viewed as a social lubricant. It is argued to have few adverse effects; instead, it enables information sharing and exchanging as well as consensus building among diverse

individuals and groups; thus it is considered essential for promoting innovation (Putnam, 2000). The third type of social capital, linking capital, comprises the connections established among people or institutions situated at different levels of the power hierarchy (Aldrich & Meyer, 2015; Woolcock, 2001).

According to Bourdieu (1986), the three forms of capital can be accumulated over time and converted from one to another.Cultural capital accumulated in academia and dispositions acquired in societies through networking and social exposure allow for better academic recognition (Baccini et al., 2014; Rossier, 2020; Nicholas et al., 2015). Research also shows that successful social networking can be converted into academic reputation, explaining the rapidity of professors' appointments and advanced academic careers (Rossier, 2020). Economic capital corresponds most closely to Weber's (1947) notion of material goods or productive assets. It consists in financial resources and assets in tangible or intangible forms. Academics access economic capital by earning monetary income from salary, research funding, and grants or by converting cultural capital (such as publications and other intellectual property) into economic capital. As Rossier (2020) shows, academic reputation andparticipation in elite academic networksare related to economic and political capital and affect the ability to manage academic resources.

Weber's concept of charismatic authority resonates, to some extent, with Bourdieu's concept of capital. Extraordinariness can be seen as an advanced accumulation of cultural capital in one's field, and the acceptance of one's influence relies on social interaction or social capital. To maintain charismatic authority, individuals need to control capital and develop knowledge that serves the interests of the status-advantaged. By continually adapting, evolving, and changing,

those with high status can infuse their beliefs into institutional structures and thus influence future practice (Ridgeway, 2014).

Drivers of Status Difference

Merits, Achievements, and Recognition: TheInfluence of Bureaucratic Authority andTraditional Authority

The authority of the academic profession has long been considered to reside primarily in bureaucratic and traditional forms. According to Clark (1983), different forms of academic authority are rooted in disciplines, enterprises, and entire systems of higher education. To be more specific, system-based authority is a bureaucratic or rational form conditioned by national cultures. Professors are typically obliged to follow evaluation procedures and promotion criteria that treat academic individuals as cases according to strict rules of professional expertise and competence set by bureaucratic and political authorities (Clark, 1983; Liu, 2011; Nash, 2019).

Following the academic tradition, discipline-rooted authority mainly takes the forms of personal and collegial control that values expertise and draws standards from the profession rather than the formal organization (Clark, 1983).As Merton (1947) claimed, the science community has developed a reward system to give recognition and esteem to scientists who fulfill their roles and contribute to knowledge development. Recognition for one's scientific work includes honorific awards and memberships, positions in top-ranked scientific societies or academies, and attention from the scientific community (Cole & Cole, 1967).These forms of recognition are based ontraditional authority that is discipline-rooted.

Additionally, as scholars have demonstrated, the very core of academic recognition is scientific productivity (Cole & Cole, 1968; Merton, 1968; Rothgeb, 2014). Two foci have been

established in the analysis of research productivity: the first considers the distribution of publications, while the second looks at the determinants of scientific performance. Using the first focus, it has been argued that quality of work, as measured by citations, accounts for the visibility and reputation of scientists (Cole & Cole, 1968; Rothgeb, 2014). Online platforms that have emerged recently, such as LinkedIn and ResearchGate, are further means of increasing visibility. They are believed to be an effective way to facilitate and enhance personal communication, information retrieval, and information dissemination (Barjak, 2006; Nicholas et al., 2015). As online communication and social media are more popular among young scholars, these platforms are particularly useful for junior researchers in managing their reputations and building their careers (Jamali et al., 2016; Nicholas et al., 2015).

Another area of research addresses the determinants of scientific productivity. Individual-level variables, referring to the personal characteristics of a researcher and the features of their career, have received wide attention in exploring scientific productivity. From a sociological perspective, age and gender are two crucial factors. In terms of age effect, many studies identify a decrease in research productivity as age increases, though this may vary by discipline (Baccini et al., 2014; Diamond, 1986; Bonaccorsi & Daraio, 2003). As for gendereffect, empirical evidence suggests that family engagements, marital status, and discipline specificities can influence women's scientific productivity. Gender stereotypes can limit networks and mentors and affect scientific productivity (Mairesse& Pezzoni, 2013; O'Leary & Mitchell, 1990).However, as research focuseson family responsibilities and other gender-related factors that affect the scientific productivity of female academicsremains limited, especiallyresearch onthe role of female academics in a specific academic field, the role of gender in scientific

performance remains an unsolved puzzle (Albert et al., 2016; Baccini et al., 2014; Fox, 2005; Leahey, 2006; Fox et al., 2011).

The effects of career features, such as seniority or career progress and teaching and administrative roles, are considered in studies of scientific recognition. The distribution of professorial rolesis tied to the exercise of bureaucratic authority.Teaching and mentoring are part of academics' responsibilities in every national system of higher education (Clark, 1983). However, significant achievement is primarily defined in terms of research, while teaching counts for little (Becher, 1989; Bourdieu, 1988; Hermanowicz, 2016). Theresearch productivity of senior-ranking academics is higher than that of lower-ranking academics, as senior-ranking academics have easier access to funding and other resources (Baccini et al., 2014; Teichler et al., 2013). There are variations in the evidence regarding the effect of administrative work. Some scholars claim that time spent on these activities reduces research productivity (Taylor et al., 2006; Teichler et al., 2013), while others assert the contrary (Baccini et al., 2014; Fabel et al., 2008; Kelchtermans & Veugelers, 2011). Research has shown that administrative and bureaucratic tasks correlate variably with scientific productivity and visibility, depending on context (Baccini, 2014; Fox, 1992; Yan, 2012). Baccini (2014) highlights the negative effect that bureaucratic and administrative tasks have on research productivity among Italian academics. In Chinese universities, however, bureaucratic and administrative positions in the government and in higher education add to academic visibility and recognition, contributing to one's academic reputation (Yan, 2012). This suggests that the environment in which academics operate creates structural effects that need to be considered.

Some other non-individual variables have been investigated and found to affect research productivity. For example, institutional status contributes to status distinctions among individuals

(Jenkins, 2020). Early studies which investigated the presumed association between faculty productivity and the prestige of graduation locations suggested that prestigious departments or institutions increased scientific productivity (Cole & Cole, 1973; Fox, 1983; Hagstrom, 1967; Long, 1978). Also, affiliation with a prestigious university or department and membership in a high-profile research association have been found to encourage scientific productivity (Cole & Cole, 1968; Crane, 1965; Fox, 1983; Parker et al., 2010; Nicholas et al., 2015; Yan, 2012). Scholars explain that an alliance with a prominent institution is a form of certification, serving as an endorsement of an individual's competence and trustworthiness while influencing status beliefs (Podolny & Phillips, 1996; Sauder et al., 2012). Also, the unequal distribution of resources across institutions or programs can contribute to status hierarchies, which lead to differences in the amount of support offered to individuals (Jenkins, 2020).

Collaboration between researchers, as well as adequate interaction with superior scientists, has proven to have a positive influence on scientific productivity, thereby enhancing academic reputation (Abramo et al., 2009; Cole & Cole, 1968; Lee & Bozeman, 2005; Nicholas et al., 2015; Ramesh & Singh, 1998), and status differences are reproduced through the accumulation of social capital (Burris, 2004; Sauder et al., 2012). Participating in scientific events and activities, such as conferences and international research programs, can also improve the visibility of academics and foster collaboration and scientific productivity (Abramo et al., 2009; Albert et al., 2016; Cole & Cole, 1968; Defazio et al., 2009; Teodorescu, 2000).

To summarize, for at least half a century, research has focused on merit-based recognition (bureaucratic authority) or scientific productivity and collegial control (traditional authority). While merit-based recognition and scientific productivity areknown to contribute to academic stratification, I argue here that academic charisma also plays a causal role in explaining the

differential development of academic careers. As Clark (1983) argues, charismatic authority is seen as the “wild card of authority” that carries its own legitimacy, and itcan “help clarify directions of effort and . . . impel change” (pp.123–124).However, the functions of academic charisma cannot be understood in isolation from its social and institutional contexts, which affect the extentto which some claims and practices are more valued than others.

Strategies Employed to Obtain AcademicRecognition

Academicswho strive for recognition tend to employ three essentialstrategies to improve their standing: improving their competence, strengthening their social connections, and affirming their group commitment. Recent studies suggest that individuals rise in status primarily by improving their competence (Anderson & Kilduff, 2010; Simcoe & Waguespack, 2011). Also, if individuals behave in ways that convey high task competence, they tend to be perceived as status advantaged (Anderson & Kilduff, 2010; Simcoe & Waguespack, 2011).

Other research argues that status seekers can enhance their social standing by developing a wide range of social connections (Anderson & Shirako, 2008; Burris, 2004; Huffman & Torres, 2002; Podolny, 2005). Studies have shown that social connections are about exchange and communication, which enable the merging and sharing of resources (Landry et al., 1996; Walker& Yoon, 2017). Social connection can also enhance social status by increasingindividuals’ visibility (Anderson et al., 2001).

Furthermore, individuals can attain status by demonstrating a commitment to the goal shared by a social group(Anderson & Kilduff, 2010; Willer, 2007). High-status individuals signal their commitment to the group through displays of active engagement. By demonstrating sustained commitment, high-status individuals strengthen the acceptability and validity of the distinction

between themselves and those of lower status (Ridgeway & Correll, 2006). This acceptability and social validity arepreconditions for the maintenance of status beliefs.

Academic Charisma in the Transformation of Universities

Discussion of academic charisma is not new. A foundational work by Clark (2006) provides a compelling set of arguments about the roots and sources of academic charisma in the transformation of Western universities. In traditional universities, scholars held an authority that differentiated them from other groups (Clark, 2006). Academic charisma was seen as a collectively constituted authority rather than an attribute of individuals. Before the emergence of the research university, Clark argued, traditional universities nurtured a disputational culture with lectures and public debates to underpin and reflect charismatic authority (p.4). Academic charisma in traditional universities, which resided in "chairs" (or *cathedra*), was used to capture a recognition of professors' expertise and part of their authority (Clark, 2006; Le Goff& Fagan, 1993). Public lectures and seminars became essential academic activities during that period, approximately before the 19th century (Clark, 2006). Government-subsidized public lectures served as an important tool that brought bureaucratic practices into academic work and assisted in the dissemination of academic authority to a broader public (Clark, 2006; Thorndike, 1944). Meanwhile, the organization of seminars can be seen as a reflection of a professor's image and academic reputation, through which they can demonstrate their influence.

The transformation of academic culture and work in the formation of the research university shaped the sources ofacademic charisma. The transition to research universities has seen a shift in academic charisma from being exercised collectively or collegially to being an attribute of individual academics. The emergence of the research university entailed a "joint

bureaucratization and commodification of academic practices" related to appointment and advancement (Clark, 2006, p. 3; Torres, 2017). With the emergence of research universities came a shift from a culture of oral disputation to a culture of written works, especially works based on research Written examinations, seminar papers, doctoral dissertations, and printed articles were valued more highly than oral forms of discourse. Academic career success came to depend on writings or publications that manifested the "originality" and "genius" of an academic individual (Clark, 2006, p.3). As publication allowed the detachment of authors from their work, permitting knowledge and charisma to reach a much wider audience than that attending a public lecture or debate, academic charisma became more strongly tied to writing. The enhancement of academic charisma can be achieved by directing an institute or having a center to conduct academic projects.

Clark's (2006) analysis of academic charisma can be applied to study academic works and the history of Chinese universities. In the Song dynasty (960–1279), the *shuyuan,* a scholarly society or academy, was founded and headed by one great scholar and was often financially independent (Ding & Liu, 1992). The reputation and outstanding expertise of the founder's scholarship served as a means to attract disciples and colleagues (Hayhoe, 1996). The establishment of a*shuyuan*represented a major source of academic charisma for individual scholars. In *shuyuan* culture, public lecturing (*sheng tang jiang shuo* 升堂讲说) and public debate (*hui jiang* 会讲) were two key methods scholars employed in fostering and managing their academic reputations and influencing the public. Aside from giving lectures, compiling publications was a vital way to obtain academic capital for a *shuyuan* scholar (Liu, 2012). Publications allowed scholars to keep their thoughts and philosophies alive and to prolong and extend their influence.

The *shuyuan* was involved in the process of bureaucratization in China by revitalizing the classical texts that served imperial power (Hayhoe, 1996). The bureaucratization of *shuyuan* themselves changed the way they were operated and managed. The head of a *shuyuan* was no longer the founder or their successor but was appointed by the government; in some cases, a civil official was appointed as the adjunct head of a *shuyuan*(Deng, 2004). Because appointments were based on the imperial examination, scholars were seen as the incarnation of impartiality and justice (Ding & Liu, 1992). Meanwhile, the government offered subsidies to support the daily operation of *shuyuan* and provide compensation for academics, transforming*shuyuan*into largely state-run institutions. During this period, the academic charisma of Chinese scholars was tied up with the perception that scholars were representative of the best principles of government or that scholars were to embody bureaucratic authority (Deng, 2004).

In addition to bureaucratization, regular rituals and the recruitment of apprentices stabilized and routinized academic charisma and extended the survival of *shuyuan*. Rituals served as solemn ceremonies to strengthen the philosophy or school of thought espoused by a specific *shuyuan*and enhanced the identity of the school's followers (Deng, 2004; Ding & Liu, 1992). Therefore, rituals generally centred on the founders of a specific school of thought and important scholars closely related to a *shuyuan*, such as Confucius. *Shuyuan*werenot collegial bodies but were more like families, reflecting traditional models of parenthood and mutual responsibility (Ding & Liu, 1992). The idea that "one who is a teacher for a day is the father for a lifetime" (一日为师，终身为父) is deeply embedded in the relationships and interactions between teachers and students. Weber's (1947) analysis of charisma as a basis of authority noted that heredity could transmit charisma within a kinship group. In the *shuyuan*, a leading scholar is respected as a father, and values like loyalty and solidarity are passed down to students, while academic

charisma may be inherited from the leading scholar (Cao, 2004). This practice has carried on as elite mentors in Chinese universities have had a substantial influence on the career trajectories of their students by transmitting values and imparting appropriate attitudes and rigorous methods (Cao, 2004).

Chinese intellectuals are recognized and appreciated for their societal roles (Bian, 1996; Cao, 2004; Li, 2000; Zhang, 1991). Geographic location, scientific disciplines, the affiliation of universities, social relations (*guanxi* 关系), mentor-student relations, and colleague relations influence the reputations of individual academics (Cao, 2004; Chen & Chen, 2004). A unique factor affecting the stratification of the Chinese elite is political loyalty, which is rewarded systematically with career opportunities, differential distribution of resources, and other favors (Walder et al., 2000; Cao, 2004). The benefits brought by governmental positionsin China has pushed Chinese academics to resist the charismatic individual for the sake of a charismatic collective.

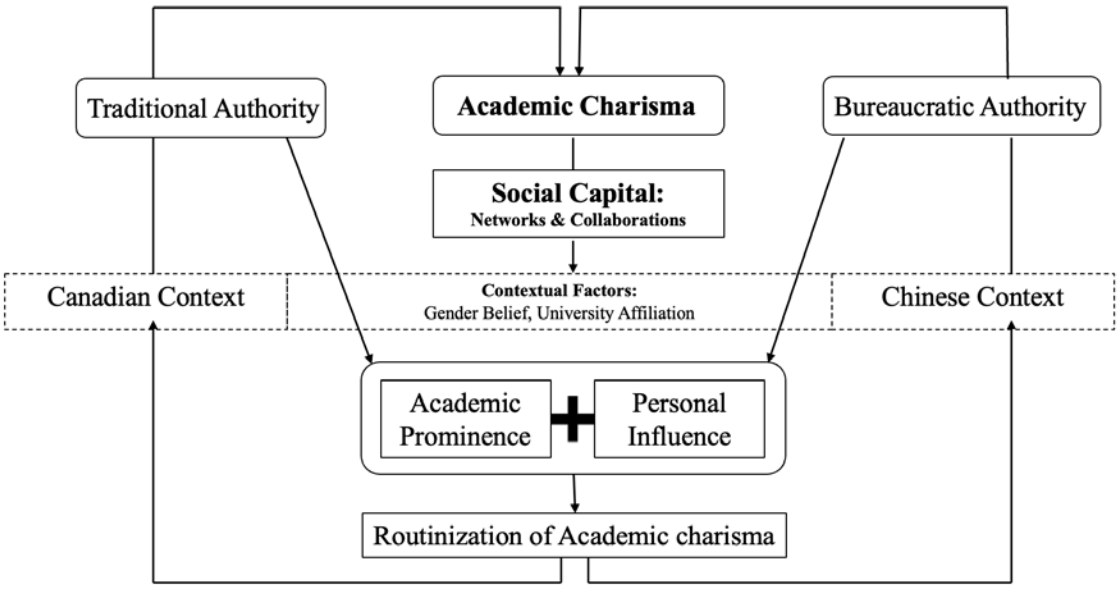
This brief review of the concept of academic charisma demonstrates its usefulnessin studying the transformations of both European universities and Chinese *shuyuan*and thus provides a promising direction for my research. I believe the concept of academic charisma, alongside the concepts of traditional and bureaucratic authority,can provide insight into how professors attain academic prominence and personal influence,thus helping to explain why some professors are able to exert a stronger influence on their respective fields of study and to affect policiesmore extensively than their formal positions would allow.

Conceptual Framework

Conceptualizing Academic Charisma

I drew upon several concepts to constitute aconceptual frameworkfor this research (see Figure 1), one that could shed light on academics' experiences in attaining greater prominence and influence than that entailed by their formal positions. According to Weber (1947), the three forms of authority—bureaucratic, traditional, and charismatic—are the sources of advanced social status and personal influence. In this research, I see academic charisma, alongside the other two forms of authority, as explaining why certain academics are seen by their peers as having an unusual level of prominence and influence in their academic context.

Figure 1*Conceptualizing the Uses of Academic Charisma*



Clark (2006) describes academic charisma as a unique form of professional authority and a special case of charismatic authority inherentin the persons of certain academics. Thus, by virtue of Clark's idea, I think academic charisma can beregarded as a way to understand why particular academics are seen by their peers as having an unusual level of prominence and influence.As

discussed earlier, extraordinariness and the ability to influenceothers are two major hallmarks of academic charisma.It is conceivable, therefore, that professors who have obtained prominence and exercised personal influenceshare specific characteristics and practices that may be captured by the idea of academic charisma.By bringing in the concept of academic charisma, I hope to provide an important supplement to the conventional understanding of variances in academic reputation and influence as resulting from variances in traditional and bureaucratic authority.

The concept of academic charisma will be used to examine the practices and characteristics shared byprofessors who have attained academic prominence and exercised influence. In this vein, the likelihood of using academic charismaas an analytical lens depends on two major criteria: (1) the level of academic reputation a professor has obtained, and (2) the level of influence a professor exercises or the importance of the change they have made in the institutional or systemic context in which they operate. For example, academic reputationis based on professional competence and expertise as recognized and valued by peer academics. As academic reputation is elevated, the likelihood of observing the roles of academic charisma increases. Similarly, the role of academic charisma is more likely to be clarifiedwhen a professor can influence decision-making at the institutional level or affect policies nationwide, or when the professor'sparticularpractices and beliefs become more salient within a specific institution or higher-education system. Such practices and beliefs and their relative importance as captured by the idea of academic charisma can differ from one context to another. In other words,in order to understandhow the concept of academic charisma can explain the working ofacademic prominence and exercising influence, onemust first evaluate the extentto which specific professors can be recognized as prominent individuals and what kind of effects they can generatewith such prominence.

In this research, I also employ Bourdieu's (1986) concept of the different forms of capitalto further specify how the concept of academic charisma enables the understanding of individual academics in theirpursuit of prominence and personal influence. In the academic context, cultural capital seems central to traditional and bureaucratic authority. Within the academic community, cultural capital refers to a professor's academic qualifications (e.g.,the Ph.D. degree), competence (adeptness at teaching and research), and accomplishments (publications and other intellectual property). Traditional authority derives from cultural practices and beliefs such as peer review and collegial rules. Bureaucratic authorityis tied to system-legitimated practices like academic qualificationsand promotions. In contrast, social capital is more central to charismatic authority. Social capital is available to professors in the form of networks or relationships, which afford them access to support, information, or funding to facilitate the attainment and maintenance of their academic reputations. Professors can repeatedly demonstrate their competence and expertise through social networks to nurture and advance theirreputations. Additionally, cultural and social capital may contribute to personal influence. When academics' expertise is recognized, personal influence may be observed in many circumstances: for example, in the supervision of the work of students or junior faculty, in peer reviews, and in the provision of expert advice to governmentofficials or departments (Clark, 1983). Importantly, one's prominence and influence can further enhance one's cultural and social capital, and Weber's (1947) idea of the routinization of charismatic authority can help us conceptualize this process.

For Weber (1947), charismatic authority is unstable, and consolidation is necessary to sustain it. Existing research tends to rely on the theory of status construction to explain continually reproduced status stratification (Ridgeway &Correll, 2006; Ridgeway, 2014). I bring Weber's analysis of the bureaucratization and traditionalization of charismatic authority into my

theoretical framework in order to clarify the strategiesprofessors use to maintain and prolong their prominence and personal influence. Traditionalization may help explain how professors justify status stratification and legitimate their influence by an appeal to academic collegiality. Also, formal structures may allow academics to wield influence and secure their prominence by bureaucratizingtheir academic charisma. As Sigelman and Dometrius (1988) suggest, combining informal resources and influence with a formal position may significantly enhance one's actual influence. Thus, the idea of consolidating charismatic authority may add to the understanding of academicstratification.

Lastly, authority differsaccording to the contexts in which it occurs (Conger, 2020; Conger & Kanungo, 1998). The effect of contexton charismatic authority has suffered from neglect andhence deservesspecial attention. Thestrategiesused to obtain prominence and influencemay differ according to institutional rank and international location. Accordingly, my research project was designed to permit a comparison between WCU and non-WCU professors and between professors working in the higher-education systems of Canada and China. Prominence and influence can be context-specific, and using academic charisma to extend the explanation of variations in academic prominence and influence cannot afford to ignore that specificity.

Research Questions

The existing research literature tends to focus on the effects of institutional and system management (bureaucratic authority) and academic collegiality (traditional authority) on academic recognition and the development of academic careers (Clark, 1986; Ferlie et al.,2009; Ridgeway, 2014). However, I think the recognition of these two forms of authority cannot fully account for variations in reputation and influence among individual professors. Additionally,

relatively little empirical research has been conducted on the subject of how academicsoperating in different institutional and national contexts act differently in obtaining and maintaining their prominence and influence, leaving ample space for further exploration.

To bridge the knowledge gap, this study aims to understand why professors'levels of prominence and influence vary beyond what can be accounted for by differences in formal academic recognition, such as academic ranks and research productivity. The working hypothesis of this study is that the concept of academic charisma can contribute to our understanding of variances in academic reputation and influence, thus constituting a valuable supplement to the conventional analysis in terms of traditional and bureaucratic authority. The study will contribute to the literature in its field by illustrating and discussing how the concept of academic charisma can be used to capture the working of academic prominence and influence in a variety of contexts.Thus, to address my general research question—"How does the concept of academic charisma help to explain the working ofacademic prominence and influence beyond that associated with professors' formal positions?"—and to deepen the understanding of the way professors attain prominence and manage their personal influence, this research project formulatedthree more specific questions:

- How do professors describe the paths that lead to academic prominence and personal influence?
- How does the concept of academic charisma help to clarify the strategies used by professors to obtain prominence and preserve their influence?
- How does the concept of academic charisma capture the workings of academic prominence and influence in four specific contexts, namely WCUs and non-WCUs in Canada and China?

Summary

Charisma is a type of authority (Weber, 1947), and academic charisma allows a professor to obtain legitimacy or act as a "wild card" in the higher-education system and beyond (Clark, 1986, p. 123). This study aims to explain why the prominence obtained and the influence exercised by professors vary beyond what can be accounted for by differences in formal academic recognition. Based on the proposed conceptual framework, I hypothesize thatthe differences between the way professors acquire and manage academic prominence and personal influence can be understood by the concept of academic charisma. The results of testing this hypothesis will, I hope,shed light on discrepancies in academic career paths and on academic stratification in general. Also, since the research is conducted in institutionally and nationally varied higher-education settings, context emerges as a meaningful background for academics' actions and interactions. Understanding the variationsthrough the lens of academic charisma helps us explain the structures that characterize the academic environment in both Canada and China.

Chapter Three Methodology

This chapter discusses the research process, presents the profiles of my participants, and describes the approaches used in conducting this study.A qualitative approach was chosen for the inquiry becauseit was the most appropriate strategy to address the above research questions. For this study, I interviewed 22 university professors in China and Canada between June 2019 and March 2020 to explore the way in whichacademic charisma can help explain variations in academic reputation and influenceamong professorsfor which the effects of formal academic recognition cannot account. This chapter outlines the research design by detailing the methodological orientation, context, rationale, ethical considerations, and methods of data collection and analysis it incorporated.

Qualitative-Inquiry Approach

As I was interested in learning why professors' prominence and level of influence vary beyond what can be accounted for by differences in formal academic recognition—and, more specifically,in determining the extent to whichthe idea of academic charisma can help explainthat variation—a qualitative approach was deemed the most appropriate for this research. Unlike quantitative research, which seeks causal explanations (Punch& Oancea, 2014), qualitative research uncovers themes and patterns; hence a qualitative-research design serves best to reveal the ways in which professors make sense of their experiences in career development and their perceptions of academic status and influence.As compared to more specializedtypes of qualitative research, such as grounded theory, narrative inquiry, phenomenology, ethnography, or case study, basic qualitative study is suitable when researchers

are interested in "(1) how people interpret their experiences, (2) how they construct their worlds, and (3) what meaning they attribute to their experiences. The overall purpose is to understand how people make sense of their lives and their experiences" (Merriam& Tisdell, 2015, p.23). For this research, professors' experiences were the primary sources ofinformation regarding the ways they attain academic prominence and exercise influence. Byadopting a qualitative-research design, I was able to clarify the contribution of academic charisma in explaining those processed, as distinct from that of traditional and bureaucratic forms of authority. I used qualitative research to describe the practices in which professors engage explicitly and the meanings they constructregarding their experiences of possessing prominence and personal influence. By comparing the experience of professors from different types of universities and higher-education systems, I attempted to identify the unity in that diversity (Tacq, 2011).

According to Merriam and Grenier (2019), qualitative research is characterized by "the search for meaning and understanding, the researcher as the primary instrument of data collection and analysis, an inductive investigative strategy, and a richly descriptive end product" (p. 5). Thus, in my role as researcher, I served as the primary instrument for data collection and analysis in inquiring into and interpreting the meaning-making process. Qualitative-research design exemplifies the belief that "the meaning of lived experiences may be revealed only through one-to-one transactions between the researcher and the objects of research" (Wojnar & Swanson, 2007, p.173). Attentive listening, interaction, and observation are essential elements of one-to-one transactions (Husserl, 1970). Professors might have experienced the influence of prominent professors in various ways and would make sense of their experiences differently. By conducting in-person interviews with academics, following an interview guideline, I was able to engage with their experiences. Moreover, a qualitative-research design allows the researcher to

analyze the data while collecting it;hence, adjustments to the methodology can be made in real time, further enabling a robust understanding of the phenomena under investigation. Specifically, by using a qualitative-research design, I could respond to my participants' responses and adapt my interview questions immediately as I conducted the interviews. This allowed me to expand my understanding through verbal follow-up and clarification. I could thus check and verify the accuracy of my understanding and interpretation with respondents when necessary.

Furthermore, an accurate understanding of professors' personal experiences cannot be obtained in abstraction from the conditions or situations within which academics are situated. Human consciousness and the natural world are inseparable and cannot be studied in isolation from each other (Moustakas, 1994; Moran, 2002). Shared experiencesreflect"the way in which members of a group or community themselves interpret the world and life around them" (Mertens, 2010, p. 235). The lifeworld of academics varies and it could affect their reflections and actions (Jay, 2009; Husserl, 1970). By looking into the similarities and differences among academics' experiences, I could see the influence of the contexts in which those experiences occurred. The activities professors engage in while making up their lifeworldscan be explored by qualitative inquiry. I asked respondents to describe what they saw, heard, perceived, and experienced within their respective contexts. Also, I paid attention to details and used inductive reasoning in an effort to recognize patterns and differences, both during the interviews and during the process of data analysis,in order to deriveconclusions. Thus, undertaking qualitative research helped me focus on subjective perceptions while taking account of context, which enabled me to provide a rich portrayal of the wayacademic charismafunctions in deepening the understanding of the research inquiry.

Establishing the Boundary ofAcademic Charisma

One epistemological difficulty in this research project is to identify the boundary of academic charisma or, in other words,to distinguish charismatic authority from other forms of authority. Academic charisma is conceptualized as a special form of charismatic authority in the context of academia.Other sources of authority that fall under bureaucratic and traditional authority, such as formal academic rank (e.g.,full professor as opposed to assistant or associate professor) or managerial positions (e.g., Dean or Chair), would not be included in the analysis. Other sources of authority may be intertwined with, contribute to, or supplementof academic charisma. For instance, if a professor holds a management position in a university, their influence may partly arise from that position. This project does not set out to definitively discriminate between sources of influence, but I made the assumption that academic charisma would enter into the analysiswhenever the following two conditions both obtained:

1. There was evidence of recognized academic prominence, and
2. There was evidence of influence beyond what peers would predict based on a formal position.

Based on the proposed conceptual framework, academic charisma could be used to explain three possible results (see Table 1):

1. That professors were able to accessand mobilize resources,
2. That vertical mobility across hierarchical and status boundaries within or beyond the academy was observed, and/or
3. That horizontal mobility between areas of expertise was observed.

In each case, academic charisma was assumed to be operativein explanation when there was more accumulation of resources and higher recognition than a professor's formal academic position could account for.

Interpretation of the first resultfocuses on using academic charisma to explain the strategies professors used in accessing and mobilizing resources. For Conger and Kanungo (1998), charismatic authority promotes collaboration and commitment between leader and followers and has an incremental effect on the possession of resources. Professors can acquire prominence and influence over their colleagues by possessing and controlling resources that the colleagues, the institution, and the system value. For instance, being a prominent professor is associated with increased opportunities to access diverse resources. The resources obtained in this way would help foster the construction of status beliefs that further enhance status hierarchy. Interpreting the second result means using academic charisma to explain how professors secure dominance or influence decision-making. Academic charisma helps to explain how professors can overcome hierarchical boundaries or influence people of higher rank. For example, academic charisma may explain why some less well-known professors are highly valued in policy consultation. Interpreting the third result involves using academic charisma in explaining a gateway that allows professors to transferstatus beliefs across different fields or to extend spheres of influence. Horizontal transfer can reflect an academic's prominence and influence more than it does their specific professional expertise; for example, it may enable them to influence human resources management in an industry (Lam, 2007).

Table 1 *Examples of the Three Analytical Aspects*

Aspects	**Examples**
Access to and accumulation of resources	● Ability to attract financial and human resources (research funds, graduate students)

	● Ability to establish an academic network and international collaboration (forming academic oligarchy) ● Improvement in publication potential
Vertical ladder	● Ability to overcome hierarchical boundaries ● Ability to support individual policy decisions and strengthen negotiating power
Horizontal gateway	● Ability to work across different fields ● Exertion of influence beyond academia

In attempting to understand how professors describe the paths that lead to academic prominence and personal influence and the extent to which academic charisma can be used to explain their paths and strategies, emphasis was placed on the subjective experience of academics. An account of using academic charisma as an analytical lensneeds to interrogate (1) what counts for and contributes to academic prominence in contemporary universities, (2) what strategies professors use to facilitate the exercise of their influence, and (3) how routinization of academic charisma explains the waysprofessors consolidate their prominence and influence. I argue that, while traditional and bureaucratic authority are important,academic charisma can further clarify how professors attain and maintain prominence and exercise personal influence. In this research project, I have exploredwhatcontributes to professors' prominence and personal influence. I have also investigated the strategies professors use to manage and prolong their prominence and personal influence. Finally, I have inquired into the effects of institutional and national contexts in consolidating academic prominence and influence.

Methods and Procedures

Data Collection

Research Site Selection. This study compared the experience of Canadian and Chinese professors. Canada is considered one of the more economically advanced countries, with a solid

commitment to research and development to support an advanced science system (Teichler et al., 2013). Canada has a decentralized higher-education structure,in which each province or territory establishes its own regulatory and institutional framework for higher education. Higher education in Canada, therefore, is viewed as a collection of different provincial systems operating in parallel. China, which has one of the fastest-growing science systems in the post-Confucian East, has a relatively centralized higher-education system (Marginson, 2016; Teichler et al., 2013). Chinese universities run under a central-planning system in which the government is the sole owner, investor, and supervisor of all universities (Zhou, 2007).

The higher-education systems in the two countries differ in terms of governance, financing, and patterns of employment (Li, 2016; Rajagopal, 2002). However, I believe professors in the two countries have shared perceptions and experiences in regard to many aspects of academic activities, including the way they attain and maintain academic prominence and influence.

Comparing the Experiences of WCU and Non-WCU Professors.Commentators point out a tendency towards a single, integrated, global science system and a global model of successful higher education (Marginson, 2016). Against this background, world-class universities (WCUs) are widely viewed as incarnations of the new global model (Sadlak & Liu 2007; Teichler et al., 2013). The increased emphasis on WCUs and research capacity within a one-world science system, in which Canada and China both participate, sets the scene for this research.

The spread of the research university is spectacular, and the development of world-class universities (WCUs) has held a high position on the policy agenda of various stakeholders across the globe since the mid-20th century (Altbach & Balan, 2007; Anderseck, 2004; Cai & Qi, 2011; Deem et al., 2008; Marginson, 2016; Mok, 2005). Though WCUs may serve as a new global benchmark for contemporary universities, academic experiences in the WCUs can be different

from those found in non-WCUs. To address the nuanced experiences of academics, two universities that are regarded as WCUs and two that are not so regarded were selected. As an explicit definition of WCUs has not been universally accepted, I used university ranking to identify WCUs. Two universities ranked in the top 50 in the Times Higher Education ranking 2019 were selected, one in Canada and another in China. The other two universities included in this study were not generally regarded as WCUs, nor were they currently aiming to achieve that status.

Focusing on the Experience of Engineering Professors. I chose engineering as the field to examine within the four universities in Canada and China because I believe engineering to be a pivotal field in fostering the capacity to develop applied knowledge and scientific and economic excellence in the two countries. Engineering, as an applied science, concerns both practical and theoretical knowledge. University professors in engineering spend a substantial proportion of their overall work time serving in professional practice. This double role of engineering professors involves acting as two-way transmitters of knowledge, which sets them apart from most academics working in the pure sciences, the humanities, and the social sciences (Becher & Trowler, 2001). This unique aspect could have an impact on the way professors manage their prominence and influence.

Method of Sampling. A qualitative-research design permits the use of small samples to which a theoretical perspective may be applied. Simultaneously, it can permit a rich contextualization of experiences (Starks & Trinidad, 2007). A small number of professors provided a detailed description of their experiences and observations as regards the attainment of academic prominence and personal influence. The information collected in this mannerhelped

me distill the essence of the strategies my participants used to acquire and sustain academic prominence and influence.

The target participants of the study were individuals employed full-time in teaching and/or research in the school or faculty of engineering at the four selected universities. Through this definition, auxiliary staff (e.g., teaching assistants and laboratory technicians) and staff primarily occupied with management, administrative, and service functions were excluded. Full-time academics were classified according to their career stages: assistant professors (known as lecturers in China), associate professors, and full professors. I chose to recruit full-time academics in order to capture their experiences and observations of academic activities at different career stages.

Purposive and convenience sampling was used, with slightly different strategies adopted in China and Canada. In Chinese universities, I first secured permission from an individual who could access communication channels and serve as the recruitment gatekeeper. In the Chinese non-WCU, the gatekeeper was a senior faculty member of the engineering department. Fortunately, this person supported my research and advertised it through email circulars to other faculty members. With the gatekeeper's assistance, six participants accepted interview invitations. The gatekeeper of the Chinese WCU was a faculty member outside the School of Engineering who had contacts with engineering-faculty members through collaboration in interdisciplinary research. He provided me with a list of approachable, qualified professors. With his support, six participants accepted the invitation to be interviewed.

The recruitment process in Canada relied entirely on email invitations (see Appendix A). As the response to email recruitment was limited, with few positive responses, I asked participants to provide potential referrals, but none were forthcoming. Thus, the recruitment process lasted

longer in Canada than in China, taking approximately seven months. In total, 11 participants were recruited from two Canadian universities, six from the non-WCU, and five from the WCU.

Purposive sampling was also applied in participant recruitment to address concerns with generalization arising from convenience sampling. The purposive sampling strategy ensures that key groups are represented in the sample(Etikan et al., 2016; Robinson, 2014). At least one participant was recruited from each of the three ranks—assistant, associate, and full professor—from three of the four universities. In the remaining university, the WCU in Canada, there were few associate professors in the engineering department at the time of recruitment, and none was both qualified and available to participate; therefore, only assistant and full professors were recruited.

Eliciting female representation in the research was a challenge. I tried to include at least one female professor from each institution in the research. In the two Chinese universities, I asked for assistance from the two gatekeepers. In the end, two female professors from the Chinese non-WCU participated in my research. At the Chinese WCU, although I initially recruited a female professor, she had to cancel the interview at the last minute to attend a hastily arranged department meeting. In total, I recruited and interviewed six female participants from the four universities. Five or six professors from each designated university were involved in this research, representing professors from different career stages, giving a total of 22 interviewees. Table 2 and Table 3summarize the profile information of the 22 participants.

Table 2 *Profile of the Participants in China*

Professor 01, non-WCU in China (F)	She is an alumnus of the non-WCU. Before joining the faculty of the university, she served as a member of the administrative staff for eight years,beginning in 1988. After she became interested in teaching and pursuing an academic career, she obtained her master's degree, and she has since worked as a faculty member. Currently, she is an associate professor at the university.
Professor 02, non-WCU in	He has worked at the university since 2010 after obtaining a Ph.D. from a 985 university. He has a strong commitment to teaching and has been working as a lecturer since he

China	started his academic career at the university without aiming for promotion.
Professor 03, non-WCU in China	After graduating from a 985 university, he worked for a research institution for three years. Receiving an offer from the non-WCU, he started his academic career in 2006. While working as a lecturer at the university, he pursued his Ph.D. at the university and studied as an exchange student in France during the academic year 2015–2016. Now he is a full professor.
Professor 04, non-WCU in China (F)	She graduated from a 985 university with a bachelor's degree. After graduation, she worked in industry for two years; then she returned to her studies,completed a master's degree, and accepted an offer to work as an assistant lecturer at a university. Since she could not be promoted without a higher degree, she went back to the university where she had obtained her bachelor's and master's degrees, entered a Ph.D. program, and graduated in 2011. After that, she was hired by the non-WCU and has since served as a lecturer at the university without promotion.
Professor 05, non-WCU in China	He started to work with the non-WCU after obtaining a master's degree at a 985 university in 1998. While working at the non-WCU, he studied as a Ph.D. student at the 985 university. Upon graduation from the Ph.D. program, he went to France to work as a postdoctoral fellow from2004 to 2005. Then he returned to the non-WCU. Now he is a full professor there.
Professor 06, non-WCU in China	He is an alumnus of the non-WCU. After obtaining an undergraduate degree, he stayed on for his master's and Ph.D. degrees,obtaining the latter in 2011. With the support of his supervisor, he started his academic career at the same university and has just been promoted to be an associate professor.
Professor 01, WCU in China	He has been affiliated with the WCU since he was an undergraduate student. He spent ten years studying thereand received his Ph.D. degree in 2015. After that, he stayed on for another two years, working as a postdoctoral fellow. Then he obtained a faculty position at the university and is currently employed as an assistant professor.
Professor 02, WCU in China	He completed his undergraduate study in a 985 university and then worked in industry for two years. In 1999, he moved to Germany for his graduate studies. He spent four years in Germany and obtained two master's degrees. Following graduation, he went to the United States for his doctoralstudies. After gaining his Ph.D. degree, he stayed in the U.S.working for a research institute for a year. He then returned to China and started his academic career at the WCU in 2012. Currently, he is an associate professor there.
Professor 03, WCU in China	He entered the WCU as an undergraduate student in 1995 and spent 11 years studying there before graduating with a Ph.D. degree. From 2006 to 2008, he worked as a postdoctoral fellow at the university, and then obtained an appointment as a faculty member. By the time the interview was conducted, he had worked as an associate professor there for eight years.
Professor 04, WCU in China	After obtaining his undergraduate degree, he worked for a research institute for five years after. He then began graduate studies at the WCU,graduating with a master's degree. He then continued his studies in Japan, where he received his Ph.D. degree in 2004, after which he worked at a Japanese university as an assistant professor for five years. In 2009, he accepted an offer to work at the WCU as an associate professor.
Professor 05, WCU in China	He has been studying and working at the WCU since 1992. After receiving his bachelor's, master's, and Ph.D. degrees, he worked in a postdoctoral capacity for two years and then obtained a faculty position. He is now a full professor at the university.

Table 3*Profile of the Participants in Canada*

Professor 01, non-WCU in Canada	He completed his bachelor's and master's degree in China and got his Ph.D. degree from a university in the U.S. in 2011. Before working with the non-WCU in Canada, he worked in the engineering industry for three years. Now he is an assistant professor at the university.
Professor 02,	She completed both her undergraduate and graduate studies in the U.S. Then she got a

non-WCU in Canada (F)	postdoctoral position that turned into a research-faculty position at a U.S. university. After that, she obtained a faculty job at another university in the U.S. In 2007, she began working at the non-WCU in Canada and is now an assistant professor there.
Professor 03, non-WCU in Canada (F)	Her academic career began right after completing her Ph.D. in 1998. By the time she joined the non-WCU in 2008, she had obtained a full-professor position at another Canadian university and had worked there for about 11 years. She then transferred to the WCU and has been working as an assistant professor there for 2.5 years.
Professor 04, non-WCU in Canada	He worked for an engineering company for a year after graduating with his bachelor's degree in India. Then he moved to Canada for graduate studies. He received his master's and Ph.D. degrees from a WCU in Canada. He then worked as a program coordinator and sessional instructor in a number of higher education institutions. In 2013, he obtained a faculty position at the non-WCU, where he is now an associate professor.
Professor 05, non-WCU in Canada	He undertook both his undergraduate and graduate studies at the non-WCU. Around the time he obtained his Ph.D. degree, three professors retired. He was interviewed and hired to fill one of the resulting vacancies. He is now a full professor at the university. He also owns a small, local engineering enterprise.
Professor 06, non-WCU in Canada (F)	She completed her undergraduate and graduate studies in the U.S., and then accepted a postdoctoral fellowship there. After graduating from the postdoctoral program, she moved to the Canadian non-WCU in 2010 to become an assistant professor. She is now a full professor at the university and the director of a research centre.
Professor 01, WCU in Canada (F)	She studied for her bachelor's, master's, and Ph.D. degrees in the U.S. She has worked at the Canadian WCU for 18 years and has recently obtained a full professorship.
Professor 02, WCU in Canada	He completed his undergraduate and graduate education in Europe. After receiving his Ph.D. degree in 2014, he joined the WCU in 2015. Currently, he is an assistant professor at the university.
Professor 03, WCU in Canada	Before beginning his graduate studies, he worked in the engineering industry for two years. He received his Ph.D. degree from a European university and spent four years working as a postdoctoral fellow in Europe. He joined the WCU in 2015 and has served as an assistant professor for four years.
Professor 04, WCU in Canada	He was born and studied in Europe for his bachelor's, master's, and Ph.D. degrees. He then spent three years in the U.S. as a postdoctoral fellow. In 2017, he joined the WCU as an assistant professor.
Professor 05, WCU in Canada	He obtained his Ph.D. degree at a European university and then held a postdoctoral research position at the same university. After that, he worked for a year as a lecturer at another European university. One year ago, he joined the Canadian WCU as an assistant professor.

Note. An F in parentheses indicates a female participant; A 985 universityreceived research funding from the 985 Project initiated by the Ministry of Education and the Ministry of Finance of China to support their developments in science and engineering subjects (Qi, 2011)

Sources of Data. In this research, semi-structured interviews with the participants were the primary data source.In line with Patton's (2002) guidelines, my data consisted of "direct quotations from people about their experiences, opinions, feelings, and knowledge" and "detailed descriptions of people's activities, behaviors, and actions" (p.4). The interviews aimed to gain an

in-depth understanding of participants' experiences as described in their own words and with their own emphases. During the interviews, the participants were asked to recover specific moments experienced in the past (Gallagher, 2012; Eddles-Hirsch, 2015) in response to questions related toacademic prominence and personal influence. Verbatim transcripts of these interviews form the evidentiary basis of my study.

Most interviews were held in participants' offices, where they felt comfortable. One interview was conducted online, using the Zoom platform, because of COVID-19 restrictions. An explanatory letter and an informed-consent form were sent electronically to each participant beforethe interviews were conducted.During the recruitment process, participants raised concerns about time constraints and requested that interviews last no more than two hours. In the event, the interviews lasted from one to two hours. Follow-up interviews were conducted with three of the participants, each lasting for about 30–40 minutes.

As a bilingual researcher, I am fluent in English and Chinese, the languages of the participants. Interviews with the professors who worked at Canadian universities were conducted in English,except for one interview in Mandarin, and Mandarin was used to interview the professors who worked at Chinese universities. All interviews were recorded withthe participants' permission, and they agreed to my use of the data in my dissertation and future publications. After each interview, a verbatim transcript was emailed to the interviewee. Participants were given opportunities to adjust, add to, or clarify points from their interviews before the process of data analysis occurred.

The interviews comprised three thematic components. They started with questions about contexts and perceptions of academic prominence and influence. Then, participants were asked to reflect on their observations of others. Finally,they were asked about their own experiences. A

general interview guide (see Appendix B) was used instead of a list of specific questions; this allowed participants to codetermine the course of the dialogue, and it helped me obtain substantive descriptions (Cohen et al., 2007; Moustakas, 1994). The most important questions in the interviews concerned the participants' observations and experiences of attaining and managing academic prominence and personal influence. Each thematic component consisted of 3–4 questions intended to evoke a comprehensive account of the person's perception and experience. Questions were probing and open-ended,providing participants with opportunities to voice and describe their understandings of academic prominence and the exercise of personal influence. Also, participants were encouraged to detail their engagement in enhancing and prolonging academic prominence and personal influence. Some typical questions included the following:

- Can you describe your experiences from your graduation until you landed your current position?
- Can you give me some examples to illustrate possible ways professors build up their reputation and exercise influence?
- You have talked about [such-and-such]. Can you tell me more about that?
- Can you recall an experience that involved the influence of a prestigious or prominent professor and describe it?

In most interviews, I asked a broad question followed by a series of follow-up questions derived from the dialogue. The questions varied in accordance with the participant's responses. Not all of the questions listed in the guideline were used in every interview. During each interview, I endeavored to remain present and allow the individual's experience to be shared. Sometimes indirect prompts were offered to assist participants in addressing various experiences

that arose in a given academic context. For example, I inquired about participants' experiences when meeting with governmental officials or industry executives, or when meeting with committee members for the purpose of allocating research grants. Overall, this approach focused on investigating themes while permitting flexibility and adaptability in collecting more in-depth information from the participants.

During the interviews, the imaginative-variation technique was applied to help me establish a boundary between academic charisma and positional power while assisting participants to "provide clarity for the presentation of [the] phenomenon" (Bevan, 2014, p. 141). Participants were asked imaginatively to remove interfering elements, such as influence deriving from administrative or managerial positions. They were asked to clarify whether the same outcome would have occurred with the element removed. For example, a participant was asked, "If[a certain person]had not been serving as chair, how would the result have changed?" By clarifying the source of influence, I was able to bracket the interference of authority derived from administrative or managerial position in investigating the factors that affected participants' perceptions of personal influence.

Formal ethical approval was obtained before beginning the research. In addition, the criteria of informed consent were explained to each participant before starting their interview, even though they had signed a consent form (see Appendix C) before the interview was scheduled. Participants were informed about the voluntary nature of participation,and they had the right to withdraw from the research at any time without conditions.

Organizing, Analyzing, and Synthesizing Data

Preparing Transcripts for Analysis. Interview data transcription and analysis followed Moustakas's (1994) recommendations. The transcription process required repeatedly listening to

the recording of each interview, which helped familiarize me with the details of each participant's experience. Repeated listening to the recordings also assisted me in becoming more aware of the emotional change conveyed by their tone of voice as they recounted theirexperiences. For example, Professor 02 at the WCU in China became very excited when discussing his experience and perception of academic prominence. However, he became indignant when the conversation veered towards observing a hierarchical interaction between prominent professors and other academics at a conference where some professors choose to depreciate themselves to please prominent professors for collaboration opportunities. While reviewing the interviews, I kept the research questions in mind, which enabled me to focus on which observations and experiences were common to all or most participants and which were relatively uncommon.

Preliminary Grouping. I used NVivo to facilitate the organization of data and ideas. I first created a project in NVivo and imported all the transcripts and observation notes for analysis. Then, I created three central nodes to address the research questions, one focused on the paths leading toacademic prominence and influence, one on the strategies used to acquire and maintain prominence and influence, and the third on contextual influences on prominence and influence.

The statements relevant to the questions were coded to organize a series of free nodes at the outset. I moved the nodes around to address repetitive emphasis, extractedthemes and concepts, or perceptions of academic prominence and personal influence; and I formed higher-levelnodes to capture similarities between nodes. The following is an example of the manner in which nodes were extracted:

> *. . . You have to have a supportive mountain (Kaoshan 靠山). It is important to have Kaoshan in a research team. This is how it works in academia . . .*

> *. . . It is important to be involved in the circle, work in the team, and get support from the Kaoshan . . .*
>
> *. . . It is not easy for me because I don't really have this kind of team. I have been talking with my students. If they want to succeed, they have to find a Kaoshan . . .*
>
> (Professor 05, WCU in China)

A node named "Kaoshan/supportive mountain" was created; later, this node was moved under an upper-level node named "holding big trees." Two questions were applied in assisting the process of node creation:(1) "Does it contain a moment of the reported experience that is necessary and sufficient for understanding it?" and (2) "Is it possible to abstract and label it?" (Moustakas, 1994, p. 121). After being carefully examined, the nodes that met the criteria were kept and were interpreted as the components of the experience.

Organizing Themes. In the next step of the listing and preliminary-grouping process, the components were gathered to form core themes for each participant. I gathered and organized all nodes into core themes for each of the 22 participants. These clustered themes and meanings were used to develop the textual descriptions of each participant's experiences. An example is presented below, illustrating the core and sub-themes extracted from a professor at the WCU in China.

Table 4 *Example of Core Themes of a Participant's Perception and Experience*

Academic prominence	Influences
Awards and research grants	*In academia, industry, and policymaking*
Authority in a field	*In resource allocation*

I moved from one set of respondent data to the next, adding new nodes, revisiting old ones, and adjusting the naming of the nodes to more closely fit and reflect the raw interview data. Then, individual nodes were moved under higher-level nodes, providing tentative response sets formy three specific research questions.

Constructing Individual Textural Descriptions. The next step in data analysis used the relevant themes to build an individual textural narrative of each participant's experience (Cohen et al., 2007). Quotations from the transcribed interviews were included to illustrate the unique experiences that could be related to the use of academic charisma. Below is an extract of a description of one of the participants:

> Professor 05, non-WCU in Canada, is an associate professor at a university and is recognized as a "star professor" by his colleagues and students. He is now running two research labs and managing a research team of ten or more individuals. In the interview, he pointed to two significant contributors to his reputation and influence: persistent endeavour in a specific field and intellectual engagement within and beyond the academic community. He used the word "patient" to describe his persistence in a field and the quality allowing him to assume the status of an expert:
>
> *You've got to stick with it. . . . I stayed in that sector now for 13 years. So there's a little bit of power of time accumulating impact right over a long time. So you have this name, that's where the power comes from. (Professor 05, non-WCU in Canada)*
>
> He detailed the process of acquiring a personal reputation, with limited emphasis on cultural capital but a firm reliance on social capital. His engagement began by providing assistance to local communities, so he described the development of his career as starting

from the “grassroots” level. With the growth of his social capital, he has become a leader in his field and is wellrecognizedboth locally and internationally.

Composite Textural Understanding and Description Synthesis. The subsequent step was to develop a composite textural understanding from the individual textural descriptions. This involved integrating and synthesizing the individual textural descriptions to draw out the essence of paths to and strategies for the attainment of academic prominence and personal influence. I applied the constant-comparative method, as suggested by Merriam (2015), which involves constantly comparing one segment of data with another across a single transcript and individual textural description, and then comparing one respondent’s transcript and individual textural description with another's. Based on this, I analyzed and reflected on the transcripts and individual textural descriptions to seek patterns and abstract meanings of shared experiences.

To form composite textural descriptions, I analyzed and integrated the invariant meanings and themes to describe the commonalities of professors’ experiences. The composite description provided a means of understanding and describingthe ways in which the participants experienced academic prominence and influence. The individual textural descriptions of general perceptions were combined to identify common themes. Then, those relating to single participants were organized into separate categories. The same process was applied to manage and identify common themes across the contexts of Canadian and Chinese professorsinterviewed in WCUs and non-WCUs. Using this technique of composite textural description “enabled the individual descriptions of each participant to be represented as a whole” (Eddles-Hirsch, 2015, p.257) while assisting me in understanding the commonalities and variations in participants’ perceived prominence and experienced personal influence. An example follows under the theme of *preserving prominence and influence*:

> Academic pedigree has been a long-standing phenomenon in China since ancient times and "is highly weighted in the academic community" (Professor 01, WCU in China). Professors are compared to fathers, who have a superior status. In this connection, I believe academic charisma can be passed down through generations. Professor 04, WCU in Canada, describes his supervisor's inheritance of academic prestige. A similar experience was described byProfessor 03, WCU in China. With the support of his supervisor, Professor 03 was hired by H University and joined the research team of his supervisor. A year after his graduation, his supervisor passed away, but his influence continued through one of his former students, known as "the chief disciple" (大弟子 da dizi).

To overcome the challenges of cross-language research and to ensure the trustworthiness of the results, I was the sole researcher involved in the processes of interviewing, data analysis, and translation. Also, to address the concerns of conceptual equivalence, I chose to conduct the analysis in the languages of the participants and to postpone translation into English until the data-presentation stage;in this manner, significant themes were determined in their original phraseology and authentic meanings (Squires, 2008, 2009; Temple, 2006).

Position of the Researcher

In this research, I believe I occupy both outside and inside positions. In short, I position myself as an "inside-outsider." I work in higher education and belong to the global academic community. I am a potential candidate for a career as a professor, learning from the experience of professors and exploring the life of being a professor. I have become familiar with my research topic by engaging in day-to-day interaction with professors, by observing their academic life, by reading academic literature, and by attending academic conferences. However, I do not hold an academic position and have never experienced the life of a professor first-hand.

According to Fay (1996), “knowing an experience requires more than simply having it; knowing implies being able to identify, describe, and explain” (p. 20). I believe my knowledge of the research topic laid the basis for understanding the experiences of my participants. At the same time, the “outsider” position has assisted me in bracketing my previous knowledge of academic prestige and influence, lessening its interference in the processes of interviewing, analysis, and interpretation. Thus, my inside-outsider position can be seen as a benefit in conducting this research.

Validity and Reliability

According to Cohen, Manion,and Morrison (2007), validity can be reflected by “the meaning that subjects give to data and inferences drawn from the data” (p. 134). It needs to be considered in terms of two primary criteria: internal validity and external validity (Campbell, 1947). Internal validity focuses on significant differences, and I adopted the following strategies to ensure and improve the internal validity of this study. After an interview was transcribed, an electronic copy of the transcript was sent to the participant, allowing them to edit and modify it to ensure that representations of their experiences were accurate.Self-reflection was carried out throughout the research to facilitate the creation of an open and honest narrative of the research (Leung, 2015). During interviews, I made a conscious effort to follow the direction of the interviewees, minimizing the influence of my judgment over what participants shared. I asked the participants to clarify definitions, slang words, and metaphors so that they could explain the experiences underlying their words. In addition, an inclusive and comprehensive discussion can add to the validity of the study. I did my best to be always on guard for biases and assumptions that I might bring to the research. I avoided using data selectively and non-representatively in

reporting the findings. As the participants' experiences and perspectives vary, they were included in the discussion regardless of whether they were positive, negative, or discrepant.

I was also aware of external validity when analyzing the data and reporting the findings, so asto ensure transferability and diminish the possibility of generalizing findings to broader contexts. To ensuretransferability, I constantly presented the background of the participants and provided as much information as possible about the context in which the participants conducted their academic activities so that their experiences would be meaningful to an outsider (Burchett et al., 2011; Korstjens & Moser, 2018). I believe that when outsiders are provided with sufficient contextual information and description, they can infer the extent to which the results of this research resemble their own situations and thus determine how transferable these results are (Rodon & Sesé, 2008). For example, during the analysis, I carefully considered whether the experience of a Chinese professor affiliated with the non-WCU was applicable or transferable to other Chinese professors in the WCU or to Canadian professors. In the discussion chapter, I assess the extent to whichthe findings of my research are congruent with other studies or are specific to this investigation.

Researchers acknowledge that the reliability of qualitative research can be assessed in terms of "a fit between what researchers record as data and what occurs in the natural setting that is being researched" (Cohen et al., 2007, p.149). I believe that reality is multilayered and subject-oriented. In other words, researchers who study a single setting may come up with different interpretations and findings. In this research, improving reliability means achieving a high degree of accuracy and comprehensiveness of coverage, accurately presenting the professors' personal experiences, thoroughly analyzing the collected data, and presenting the findings with as little bias as possible. To improve reliability, I have provided a dense description of the research

design, including data-collection methods, inclusion criteria for recruitment, and the demographics and geographic boundaries of the study. Also, during the data-analysis phase, every attempt was made to document all aspects of the analysis. I constantly compared the interviews in the coding process to ensure the accuracy of the codes, with emerging codes being continually developed and checked for relevance.Once the data had been coded, all efforts were exhausted to extract and illuminate themes; constant comparison was also applied in this stage to test and increase the validity of the research. Myhypothesis was that the concept of academic charisma would help to explain the participants' experiences of academic career development, and the goal of my research was to test that hypothesis.

Limitations of the Study

This research project has several possible limitations. The criteria and methods used to recruit participants may have limited the scope of understanding. Only full-time professors are the focus of the study; part-time and short-term academics may have different experiences regarding academic prominence and influence. Moreover, some of the inherent limitations of qualitative research are embedded in this study. For example, I had little control over outcomes, as "research must allow the subjects to speak, in their way and their own time, about those aspects of the experience in question that seem relevant to them" (Dukes, 1984, p. 200).

Summary

In this chapter, I have shown that a qualitative inquiry served as the best approach tounderstanding the paths professors took and the strategies they used to attain and maintain academic prominence and influence.It was also the best approach for revealing howthe status of one's university and one's higher-education system serve as contextual factors contributing to

the desired end. I also described the research process, including site selection, method of sampling, interview structure, and data analysis. The following two chapters present the findings of my research by describing the identified themes and providing illustrative quotations from the interviews.

Chapter Four Findings: Identifying Shared Perceptions and Experiences

Twenty-two participants shared their experiences of possessing and managing academic prominence and influence. Although these experiences varied among the participants, many commonalitieswere also found. This chapter focuses on the commonalities, aiming to allow readers to see through the lens of the professors themselves, as they were the primary sources,the pathsthey choseand the strategies they usedto attain and maintain academic prominence and personal influence. To provide an enhanced understanding of the ways professors experienced these processes, I synthesize the interviewees' perceptions and experiencesinto researcher-constructed themes that draw out the similarities identified in the interviews.

This chapter presents twosuch themes, organizedso as to underlinetwo major findings. First, under the heading of Theme 1, I illustratethe paths professors chose to attain academic prominence and influence by clarifying to what extent a professor can be recognized as a prominent and influential academic. Then, under Theme 2, I demonstrate the effective strategies the intervieweesrecognized as used by themselves and others in the attainment and maintenance of academic prominence and personal influence.

Theme1: Paths to Academic Prominence and Influence

Professorial appointment in Canada and China follows the same standardized order of academic ranks, starting from the rank of assistant professor or lecturer position, passing through that of associate professor, and culminating inthe rank of full professor. Movement through these career stages generally depends on fulfilling explicit preconditions and criteria set by universities or national higher-education systems (Hamann, 2019; Yan& Yue, 2012). However, the

participants in this investigation also spoke of academic recognition in terms thatdo not map onto the standard system of ranks. They describedthe extraordinary status of an academic by referring to his or her “prominence” or by calling him or her a “pioneer,” a “top expert,” or an “authority in the field” (Professor 01, WCU in Canada; Professor 02, WCU in Canada; Professor 05, non-WCU in China; Professor 03, WCU in China, respectively). This outstanding status, as explained by an interviewee, is an advanced form of academic reputation:

> So once you have your academic reputation, you can go further to lift it and become one of the top experts,wellknown in the field nationally or internationally. (Professor 03, WCU in China)

Thus, recognition of prominent professorial status extends beyond the standard academic ranks that academics occupy throughout their careers. Prominent professors are considered the elite of academia. Prominence is different from academic reputation because “not all can have prestige whereas all may have a good reputation” (Blackmore, 2016, p.150), and recognition of prominence has little direct relation to the criteria that determine standard academic ranks.

During my interviews, I asked the participants to share their observations regarding professors’ influence. All the interviewees commented upon the different influence levels professors can have,even when they held the same academic rank.For example,Professor 03, non-WCU in Canada, commented:

> I think it [personal influence] can have a huge impact. This is what I’ve seen in my field: if a certain person puts forward a concept, there’s always lots of [followers]. There’s a fan base that will automatically adopt it. But that’s true too, I think, in any science field; there are people who carry great weight—greater weight, anyway—in terms of what they say. And

> then the field will take many years to cut down concepts or discourses that really were not valid. So I would say the influence of these people is pretty large.

As this participant remarked, some of the professors in a field exercised a higher degree of personal influence than others.

What participants related prompted me to believe that there is a special form of recognition beyond what can be characterized as bureaucratic and/or traditional authority, and supported my assumption that the concept of academic charisma can serve as an analytical tool to assist the understanding of this phenomenon. Through the operation of academic charisma, adistinct form of academic recognitionand a high degree of personal influence, outside the formal recognition framework,are acknowledged and accepted.With these considerations in mind, I started examining thecharacteristics of academic prominence and influence, as well as the extentto which professors can be viewed as influential academics.

Academic Prominence: Defining Extraordinariness

Awards or Research Grants. Interviewees highlighted the centrality of "iconic professors," describing them as those who are "far-sighted," "sensitive," and "visionary"intheir contributions to the development of their field (Professor 04, WCU in Canada; Professor 01, WCU in China; Professor 02, WCU in China, respectively). For example, an interviewee explained:

> My favourite scientists or the pioneers of [the field] are deep thinkers who have the greatest scientific ability and vision. (Professor 02, WCU in Canada)

A few interviewees added that professors who have achieved prominence are those who received wide recognition in a field as marked by nationaland internationalawards or research grants(Professor 02, WCU in China; Professor 06, non-WCU in China; Professor 02, WCU in Canada; Professor 06, non-WCU in Canada).Interviewees pointed to award-winning or grant-

attaining as legitimate forms of recognition that acknowledge one's extraordinary achievement and contribution to one's field, and that only a few academics can obtain (Professor 02, non-WCU in China; Professor 04, WCU in China; Professor 03, non-WCU in Canada). For example:

> [H]e is an exceptionally wellknown and award-winning professor. In my field, there are a few people who are getting awards and stuff. (Professor 02, non-WCU in Canada)
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> [R]ight after I joined him, he got [an award]. He got this award. And he was really fairly famous at the time. After getting this award, he became even more famous. (Professor 04, WCU in Canada)

Governments or national funding institutions typically establish awards and/or grants, and nominated professors are awarded following a rigorous peer-review process. In China, the central government's awards or grants are recognized as a legitimate indicator ofextraordinariness (Professor 03, WCU in China; Professor 05, WCU in China; Professor 06, non-WCU in China). These awards and grants, which include "Changjiang Scholars" (Changjiang Xuezhe 长江学者), "Excellent Young Scholars" (Youxiu Qingnian Xuezhe 优秀青年学者), and "Distinguished Young Scholars" (Jiechu Qingnian Xuezhe 杰出青年学者),signify outstanding achievement recognized by the government, the Chinese academic community, and the nation's higher-education institutions. In the case of Canada, participants often referred to the Canada Research Chairs (CRC) program and the Canada Excellence Research Chairs (CERC) program as conferring recognition of extraordinariness (Professor 01, non-WCU in Canada; Professor 03, non-WCU in Canada; Professor 06, non-WCU in Canada; Professor 01, WCU in Canada; Professor 05, WCU in Canada).

Based on the interviews, I found that participants tended to ascribeacademic prominencetoprofessors whoreceived research awards or grants.Unlike standard academic ranks

or professorial appointments based on set criteria and procedures, prominence is a subjective ascription. Interestingly, this subjective ascription is relevantto the recognition legitimated by bureaucratic authority. As pointed out by Professor 04, WCU in China, awardwinning or grant attainment is like crossing a threshold, which endows academics with an elevated level of recognition that is only available to a small minority of them.

Professional Authority in a Field. Some interviewees perceived a kind of authority associated with prominent professors. They recognized that part of the authority arises from scholarly expertise,which allows prominent professors to exercise their influence. According to the interviewees, the perception of authorityemerges from one's professional expertiseand academic competence,which allow one to be seen as having superior knowledge or ability in a specific area of knowledge.

> We'll just assume that they have authority because they have this high reputation. . . . If you can be the person who has this strong academic reputation, because they've published so much and given hundreds or tons of keynotes, for example, they do get held up as an authority with prestige. It gets associated with that. (Professor 01, WCU in Canada)
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> I do think reputable professors have authority. Obviously, it depends on the context. . . . I think academics have authority in their respective fields. For instance, because I've been working in this field for so long, so I am one of the authority figures in the field. . . . Reputable academics are authority figures in their field. Like we've gone to so many years of school. Our main job is research, which means that you must be abreast of everything that's cutting-edge in your field. So, at least in your field, you should be the expert. So, certainly, the expert is the authority. (Professor 03, non-WCU in Canada)

I believe that perception of authority is partially discipline-rooted and it stems from professional expertise, which "would promote criticism, creativity, and scientific advance" (Clark, 1983, p.111). As participants indicated, recognition of academic prominence refers to the acquisition of awards and grants based on peer review, and the assessment criteria are drawn from the profession rather than the university for which a professor works. Therefore, perceptions of authority can be based on academic competence rooted in one's professional status rather than one's professorial position.

However, being perceived to have professional authority does not guarantee acceptance from peers. Interviewees helped me to untangle diverse practices associated with perceived authority. They commented onbehaviours that are unacceptable, such as controlling and unethical practices:

> I've seen some fantastic academic people who have authority; they know how to exercise it. But I've also seen some very poor in terms of using their authority and they just become like little Hitler[s]. (Professor 04, WCU in Canada)
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> I'm thinking of a lot of prominent people who tend to be kind of arrogant, and they speak with a lot of authority. . . .[Prominent professors] are well respected, but not all the biggest names in the field [are well respected]. They don't listen to other people because they think they have all the answers. . . . And it's just bad behaviour, in my opinion. But they have such ability to present themselves as the final authority. (Professor 02, WCU in Canada)

Professor 03, non-WCU in Canada, went further and expressed the opinion that the deliberate exercise of authority for purposes of dominance and control was unacceptable:

> Some successful academics I know have a corrupted sense of themselves, in my opinion. They use authoritative influence unethically on people who have lower status or hierarchy

> than they are in academia. So if you're a reputable academic, you can unduly influence junior academics, grad students, undergraduate students' emotions and performance, individual classes, or their own work.

One professor,in sharing her perception ofauthority, used the term "charismatic" to clarify a nuanced difference between acting controlling and being appealing:

> If you have prestige and you're in that [managerial] role, you have authority because of that. And you use that as your authority versus using your relationships and your interactions; the latter may seem more charismatic than the [former]. (Professor 01, WCU in Canada)

The charisma mentioned by this professor is not derived from one's profession or position for control over others but stems from interacting with others to gain acceptance.

I found that participants' perceptions of the way prominent professors engage with people were nuanced.One interviewee depicted the way "the most successful" academics present themselves:

> The most successful ones, the majority of them are friendly and open, and they are easy to work with. It's quite a pleasure to work with them and to hear them speak; you can learn a lot of things from them. You build up a reputation by doing good work. But you come to a stage where people are aware of that, and then they start following you, right? And then, if people know you are a good person to collaborate with, in that case, you can have some additional followers and impact from that because they are used to your good work and [like] to work with you. (Professor 05, WCU in Canada)

Prominent professors engage with people in a way that is likely to appeal to followers. Professor 01, WCU, in Canada, emphasized the collaborative mindset, which, I think, is critical to the exercise of influence:

> He [a colleague] is very collaborative. So he approaches things that way. It's very much about engaging with people, bringing people into the decision-making process, having a much more open and transparent process. So I am exactly that same way. I'm very collaborative and open and transparent. And I think that creates a lot of goodwill. . . . I would say collaboration is really critical. . . . Some people have tried to push things top-down, but get more resistance. I do think being collaborative in academia is the way we work. (Professor 01, WCU in Canada)

Participants acknowledged the authority associated with prominent professors, and part of the perceived authority was described asa form of professional authority. Professors were willing to follow and acceptperceivedauthority,but not if it was exercised for purposes of dominance and control over others. The perceived authorityin question did not derive from academic ranks or positions, nor was it entirely drawn from professional competence as traditionally established; instead, it stemmed from acceptable personal practice and influence.

Personal Influence

I investigated participants' perceptions of personal influence and identified different forms and degrees of influence that can affect various aspects of academic life.

Influence in Academia, Industry, and Policymaking. Participants shared their experiences of cases of notable influence that can shape a field and affect industry and government policymaking. Interviewees valuedprominent professors as "iconic individuals" who proposed and communicated their ideas to their field, to industry, or to government, mostly at conferences or governmental consulting events. Professor 02, WCU in China,observed that conferences may attract thousands of attendees nationally and globally. Academics who "have a strong influence on the development of [the field]" were likelyto be invited to speak at these events. Executives

and technicians of companies “always have their eyes on these big names” because “what [the big names] have talked about may affect the direction and practice of their company” (Professor 02, WCU in China). The function of keynote speakers was to inform the governmentof trends in the field:

> For example, in my field, there is a professor who is quite famous. Every few years, he would advocate a direction in the field. The [national funding committee] provided a considerable amount of budget to support the topic he proposed. So for the following years, most academics get in this direction. He does have a strong influence. (Professor 01, non-WCU in Canada)
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> So the field, and the community, does listen to and observe recommendations from some famous professors. . . . So they definitely have a significant say in shaping future trends by deciding what topics conferences should be organized about and what kind of people should be giving keynote speeches or making some recommendations, things like that. (Professor 05, WCU in Canada)

All the interviewees acknowledged that a small number of prominent professors could influence the research interest in a field. For example:

> One of our professors is of paramount importance in contributing to provincial research projects and policymaking. Even some funding or awards reviews and nomination at the national level would call upon him. His words are highly weighted or decisive in final decisions. (Professor 05, non-WCU in China)
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> As an authority in the field, he provides evidence, or guides the direction of research interest. Sure, his reputation has great influence. In this field, some professors are reputable, just like him. He[will] advocate a new direction every few years, and research funding institutions

> will invest in the proposed field. Then, for the following ten years or more, researchers will focus on [that direction]. . . . Academic prestige can enhance influence. Research associations led by a leading professor (大牛 Da Niu) can provide reports to the government . . . [and] some infrastructural investment will be based on the report. (Professor 01, non-WCU in Canada)

A professor observed that influence could travel beyond a research field, especially influence over interdisciplinary projects:

> And I feel pretty confident that I know what I'm doing in my field. The only times I feel insecure about the work I'm going to be doing is when I'm doing interdisciplinary work; that stretch[es] the bounds of what I do, but reputation works in this case. It is true that just having the status confers that halo that we're talking about. (Professor 02, non-WCU in Canada)

A few interviewees suggested that, by demonstrating their expertise, some professors can bolster the credibility of their claims to the government, secure support from decision-makers, and gain broad acceptance:

> So in government consultation, I would say [expertise] holds a lot of weight. . . .As an expert in your field, what you say should be accurate. . . . You are the expert, and so you would carry great influence. That's why some professors are solicited to testify in court orthings like that. So [expertise] does have a fairly big influence. (Professor 03, non-WCU in Canada)

In addition, by "[affecting] policymaking of the government," the ideas generated by some professors can "shape the formulation of operational standards" in industry (Professor 02, WCU in China). In an extreme case, what they propose can "determine the fate of a company" (Professor 06, non-WCU in China):

> Here is an example of [a prominent professor]. There was once [he] was invited to give a talk at [an exhibition]. He pointed out a technique in the field; he said this technique shouldn't be developed. Suddenly, it caused an explosion in the field because many businesses were working on this technique. His words, in many cases, had a dramatic influence in policymaking. If policies changed, downstream companies would be affected directly. They might be bankrupt the next day. [His opinion] is an alarm, it is true. In contrast, he might compliment a technique or a business, and then they could boom right after. So he has this tremendous influence. (Professor 03, WCU in China)

Thus, according to the interviewees, strong personal influenceeffects changes byin research interests, industrial standards, decision-making, and policy formulation.

Influence over Resource Allocation. Directing the flow of resources was another effect of influence that was commonly perceived by the interviewees. Some interviewees observed that the influence of prominent professors could have an exclusionary effect, preventing other professors from accessing resources. According to Professor 01 (WCU in China), "[government or industry] won't go for anyone else" because a prominent professor "is taking the helm of a field." As explained by the participants, in academia, "the impact of popular and prestigious academics is stunning" (Professor 03, WCU in China).Such influence could result in the *convergence of resources*:

> All the resources converge to the prominent professors spontaneously. It comes with prominence, but again, you are supposed to be easy to work with. When you have a well-recognized title, many resources will be attracted to gather around you. (Professor 03, WCU in China)

> I think if someone has a really big reputation, then I think they start to influence things in interesting ways, not bad ways. It plays out like gaining priorities. So obtaining [national funding] comes up with priorities over the coming years. And so if you're well known for being a specialist in something, you might be invited to be on that panel. That's going to be sort of set priorities. So setting that priority doesn't mean any funding actually comes to you, other than the fact that this is coming down the pipeline and you have ahead of time to prepare. And then you start to influence where science is going. . . . You see many big names who can lead big team projects, so for these big collaborative funding is not like individual Principal Investigator funding, but like team funding. I think academic prestige plays into getting those funds. (Professor 02, non-WCU in Canada)

An interviewee (Professor 01, non-WCU in Canada) disclosed that a prominent professor who holds resources could also exercise discretion to determine their allocation; such an academic could thus "influence the budget allocation" or the flow of resources based on their interests. Another interviewee stated:

> When you were a graduate student and postdoc, you're sort of like the Wizard of OZ. You're like, what's behind the curtain? And then now you're the person behind the curtain who's holding these things. . . . You are making decisions over whom you will accept to graduate school, who gets hired, things like that. And then, when you serve on grant panels, you start to decide who gets funded. (Professor 06, non-WCU in Canada)

Personal influences are not limited to mobilizing research funding and grants but also affect human resources and collaboration opportunities:

> When you become a reputable person, projects come to you rather than you go out to seek projects. Also, there will be a group of competent individuals who follow you and want to

> work with you. Taking my boss as an example, he is *yuanshi*(院士,an academician of the Chinese Academy of Engineering), with an excellent reputation. He is so popular, like hotcakes (dafeirou 大肥肉), that everyone demands him, the industry wants to collaborate with him, and the government wants him to support policymaking. (Professor 01, WCU in China)

As was acknowledged by several of the participants, students are regarded as a valuable resource that "has a positive impact on research achievements" (Professor 02, non-WCU in Canada). In many cases, an iconic professor functions as "a magnet for talent" who can provide support to colleagues in various ways (Professor 04, WCU in China), such as forming a competitive research team, writing funding proposals, and overseeing research (Professor 03, WCU in Canada; Professor 05, non-WCU in China;Professor 05, WCU in China).

Several interviewees pointed out that opportunity is the "primary resource" for academics, citing examples such as the opportunity to sit on afunding-review committee or to be the chief editor of a journal (Professor 02, non-WCU in Canada; Professor 04, non-WCU in Canada; Professor 05, WCU in China; Professor 01, non-WCU in China; Professor 02, non-WCU in China). Interviewees added that prominence could influence publication opportunities, especially "when the name[s] of prominent academics appeared on a paper" (Professor 05, non-WCU in Canada). A Chinese interviewee mentioned an extreme case to demonstrate the impact a prominent professor could have:

> Publication is a good example. Like myself, I had to publish an article to satisfy the requirements of Ph.D. graduation. At that time, my supervisor [a famous and well-respected scholar in the field] called the editor to get my paper published earlier than usual. And I've heard similar stories [about] other prestigious professors. Because some journals would

> invite these big names to write articles, what they had practiced often is like “buy one, get one free,” asking the journal to accept the paper of their student in exchange for having an article of a big name. (Professor 04, non-WCU in China)

Interviewees also observed an accumulation effect associated with a professor who is prominent and influential. The more influential academics are, the more visible they are to colleagues, industry, and the government, and the higher status they may achieve.

> There are different types of service, and that type of service, basically consulting with high-level governmental departments, can garner quite a bit of prominence for the academic who is doing it. So how they get invited again—it’s not because of a robust analysis of their expertise;it’s because they have prominence already. That gives them even more prominence. If they testify before some commission or something like that, [this] gives them even more prominence. Um, getting those opportunities is essentially just based on prominence. (Professor 02, WCU in Canada).

This shows that, at times, the resources and opportunities at professors’ disposalwere accumulated, so that their prominence could be enhanced and their influence extended.

To summarize, professors’ careersgenerally follow the standard path through the established academic ranks. However, academic ranks were rarely mentioned when participants shared their perceptions of academic recognition. Instead, participants discussed prominence as a result of the recognition accorded to extraordinary academic individuals.Participants also noticed the strong personal influenceexerted by prominent professors regardless of their formal academic ranks.Prominent professors were regarded as academics who received research funding and awards,especially at the national level. Prominence allowed professors to influence the

development of an academic field, an industry, or government policy, as well as to influence resource allocation.

Theme 2: Building Academic Prominence and Personal Influence

Under the second of the two themes that concern perceptions common to all or most of the study's participants, I present the strategies professors used in building their reputations and exercising their influence. According to the participants, academic integrity and competence were the basis of academic reputation, and the possession of academic prominence and personal influence hinged on social capital.

Academic Integrity

In the interviews, integrity stands out as the primary contributorto academic reputation. As participants suggested, "a good actor within academia is a person with integrity" (Professor 02, WCU in China), and acquiring an academic reputation "implies that [academics] hold up to a certain level of ethical behaviour" (Professor 05, non-WCU in Canada). Participants specified that academic integrity comprises several values when academics display when they interact with colleagues. These values include trustworthiness and honesty. For example, Professor 06, non-WCU in Canada, stressed honesty in conducting scientific research:

> So, I just try to be honest and transparent, and actions sometimes are difficult. . . . I always like doing science and I always want to do science that is very repeatable and reliable. So I think just trying to be authentic and sincere and do some good science.

Academic integrity also reflects professors' attitudes toward conducting academic research. A few interviewees tended to highlight examples of academic misconduct as "they are more easily pointed out, and academics are not tolerant of small faults if professors want to go further

[in their careers]" (Professor 01, WCU in China). Other interviewees described academic misconduct as "unacceptable" practice that went against the value of honesty (Professor 03, non-WCU in China; Professor 05, WCU in Canada). One interviewee explained:

> There is a bottom line when talking about academic reputation. Things like academic misconduct or plagiarism should not exist. . . . Academic work must stay away from this, and any discussion of academic reputation is based on ethical conduct. (Professor 01, WCU in China)

Academic integrity was valued by participants and regarded as a fundamental principle upon which academic reputation rests. As a moral code in academia, academic integrity allows academics to enjoy the respect that comes from honestly earned accomplishments.

Academic Competence

In addition to integrity, all the participants believed academic competence to be essential if professors want to be recognized in the academic community. Interviewees were invited to outline the competencies they believed related to a person's academic reputation.

For most interviewees, academic reputation hinges more onthe capacity for conducting academic research than on proficiency in teaching or other academic practices. One of the interviewees claimed, "reputation is the side product of [one's] interest in pursuing scientific research" (Professor 05, WCU in Canada). Others believed that scientific research is the central part of academic work, and the assessment and recognition of academic competence and performance needs to rely on research accomplishments (Professor 02, non-WCU in China; Professor 04, non-WCU in China; Professor 06, non-WCU in China; Professor 02, WCU in China; Professor 04, WCU in China; Professor 01, non-WCU in Canada; Professor 03, non-

WCU in Canada; Professor 06, non-WCU in Canada; Professor 01, WCU in Canada; Professor 04, WCU in Canada).

Publications and Citations. In most of the interviews, participants related research achievement to publications. Quality of publication is a concern for all the interviewees, who see it as part of the "standard" for promotion and the "most realizable part to keep up reputation" (Professor 03, WCU in Canada). High-quality research in the field of engineering is "relevant and important and has a good impact" (Professor 05, WCU in Canada). As interviewees suggested, the quality of a publication, at least in the field of engineering, is measured by its impact and applicability, which is often measured by citation index.Interviewees believed these two measurements serve as "hard currency," reflecting individual academics' competence (Professor 06, non-WCU in China). For instance, interviewees explained:

> High-quality publication is essential. Academic reputation relies on accumulating publications and patents, which depends on solid research and can't be done in a rush. Each high-quality publication requires the support of concrete content. (Professor 03, non-WCU in China)
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> Having reputation means you can publish a high-quality paper in SCI journals. . . . The h-index [see the following paragraph] is also important in measuring the quality of publications. . . . When talking about reputation, people primarily think about what this person has done in the field and then recognize the quality of the results. Someone has done a lot, and published a lot, for example, but others may not value his work. Then you cannot say the person has a good reputation. (Professor 01, WCU in China)
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> Publications are related to academic reputation. In general, you want to publish more. You want to publish in the journal that has the highest impact factor. . . . It's all related to how

> many times your work is cited. So it's important in that sense to publish your work and then have other people use it. At least as a scientist, as an engineer, you want your work to be seen and useful for others. (Professor 06, non-WCU in Canada)

Participants stated that the quality of research, to some extent, is reflected by citations and, more importantly in engineering, the h-index (Professor 06, non-WCU in Canada; Professor 04, WCU in China). As frequently highlighted by interviewees, the h-index is internationally recognized as a hard currency in engineering, seen as a reliable metric that measures the productivity and citation impact of a scholar (Professor 04, non-WCU in China; Professor 02, WCU in China; Professor 03, WCU in China; Professor 02, non-WCU in Canada; Professor 05, non-WCU in Canada; Professor 01, WCU in Canada; Professor 03, WCU in Canada).

Not only the quality but the quantity of publications was also a concern for some interviewees. For example, one professor argued that quantity, to some extent, is counted, but the value of research quality seems unchallenged:

> When I'm thinking about academic competency and reputation, it's all about research. . . . Reputation may be based on doing excellent research. However, [professors] also may [have reputation] just because they wrote a lot of papers. They have a network behind them to support them. . . . If you publish a hundred papers and [they contain] no insights, why bother publishing? . . . When I think about the big names in my field and how I know them, I wouldn't be able to tell you what their h-index numbers are, but I would be able to tell you [that] I see their publications show up everywhere, being cited everywhere. But, again, I think reputation and the quality of the research are inextricably intertwined. (Professor 02, non-WCU in Canada)

Another interviewee affirmed this opinion and clarified that research competence constitutes “a big part of the assessment for promotion and tenure” (Professor 01, WCU in Canada). However, he denied that quantity is critical to academic competence,holding that quality is the “gold standard” (Professor 01, non-WCU in Canada).Competence is considered the priority in evaluating academic reputation, and perceptions of competencehave little to do with quantity of publications.

Applied Research and Other Activities. In engineering, an applied discipline, it is normal for academicsto be actively involved in government-funded projects or to collaborate with industrial partners in engineering projects. A number of interviewees emphasized the introduction of new ideas on application-oriented issues as one of the indicators of academic competence:

> Working with the industry taught me that application is the key, despite the advanced or innovative technology you have. Your reputation counts on it. (Professor 06, non-WCU in China)
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> You do research for recognition. But it’s not really [that] you’re doing research only for recognition. You do research because [research] is making a contribution to the academic community and society, which is part of your reputation. (Professor 05, WCU in Canada)

Recognition of research competence comes in many forms. In addition to publication, interviewees identified three other activities that can reflect one’s research competence: being a keynote speaker at important academic events, being an editor of an academic journal or a member of specific science or engineering committees, and being the principal investigator of a well-known research project. In most cases, a reputable professor is “invited as a keynote

speaker of a conference or a chair of a session" (Professor 05, WCU in China), which can be considered as recognition of their research competence and expertise:

> I have been working in this area since my Ph.D. It may sound like a boast, but I have authority in this area on the national level, more or less. So I'm often invited to talk at conferences, present my opinion, or give lectures for professional training courses. (Professor 05, non-WCU in China)

Acting as a journal editor or sitting on a review committee symbolizes expertise or outstanding competence in a field. One interviewee explained:

> Being an editor of a journal is a recognition of one's professionalism. You won't be asked to be the editor if you don't reach a certain level of academic reputation. (Professor 04, WCU in China)

An additional form of the recognition of research competence is related to grant applications. For some interviewees, academic reputation could be recognized based on the capacity to obtain research grants or projects (Professor 03, non-WCU in China; Professor 06, non-WCU in China; Professor 01, non-WCU in Canada; Professor 02, non-WCU in Canada; Professor 03, non-WCU in Canada; Professor 02, WCU in Canada). As explained by an interviewee, a "grant is considered as a measure of the effectiveness of [one's academic work]" (Professor 03, non-WCU in Canada). Success in grant applications showed one's proficiency in "[securing] high-quality funding and [conducting] high-quality research." (Professor 03, non-WCU in Canada). Thus, the number and size of the research grants one receives is perceived as an indicator of one's research competence and "a representation of one's academic reputation" (Professor 06, non-WCU in China).

Teaching. It is interesting to note that only a few interviewees brought up teaching competence when discussing academic reputation. Compared to the importance of research achievement, teaching is much less valued. Professor 03, non-WCU in Canada, claimed that devotion to teaching is barely recognized or rewarded:

> In my field, at least in engineering and science, you must [be] excellent [in conducting] your research. No one gives a thumb if you are excellent at teaching. If you excel in teaching and suck in research . . . ,you will have a difficult time getting tenure. . . . It is unfortunate; it shouldn't be [like that], but it is. (Professor 03, non-WCU in Canada)

Unlike research, teaching competence is hard to measure. As explained by an interviewee, "the only source that tells [about] your teaching capacity is student evaluation" (Professor 04, WCU in Canada). Interviewees perceived teaching as satisfying students or "customers" and fulfilling the requirements of one's university or department. For example:

> What I can do is make efforts to meet the requirements of teaching. Doing research adds more to your reputation. I can't change anything about it. This is the reality. (Professor 04, non-WCU in China)

> If you are a good teacher, your students will like you. And that word spreads a little bit within your department or whatever. So to me, the reputation of teaching usually directly affects your local reputation. (Professor 04, non-WCU in Canada)

> I think my reputation is about my reputation as a researcher. The community I serve as a researcher doesn't care what my teaching is [like]. But 40 percent of my job requirement is teaching, which I have to fulfill. (Professor 03, non-WCU in Canada)

In addition, promotion or evaluation criteria played a role in lowering the value of teaching while highlighting the importance of research.

Although the two Canadian institutions did not specify their promotion requirements, participants complained about what they believed the main requirement to be:

> Tenure, achievements and successes in this field are all about success in research. Teaching is secondary. (Professor 03, non-WCU in Canada)

The participants in China had similar experiences. As they explained, their universities have adopted detailed promotion criteria. Professor 06, non-WCU in China, shared the performance-assessment system of his university. He regarded it as a marking system: each activity or achievement was assigned a specific score to be used in calculating a faculty member's performance. The cumulative score was used as a reference when a professor was nominated for promotion:

> Our university has this performance assessment each year. For example, each professor is required to get ten points. A published article inan SCI journal counts for eight points; if you have three to four publications in the other journals, you get six or seven points in total. But for teaching, which usually requires about 30 hours per week—and you have to teach from week one to week sixteen—you get 0.2 to 0.3 points. If you were me, which one would you choose, teaching or research? (Professor 06, non-WCU in China)

Moreover, as Professor 05, WCU in China,noted, promotion criteria recognizeseveral indicators of research competence and achievement, but recognition of teaching is merely about fulfilling the workload and perhaps receiving a teaching award granted by one's institution or the government. He shared his opinion of the uneven treatment of teaching and research roles:

> If you carefully think about the basic requirement, for example, you must not be in the *bottom* 5 percent in terms of student evaluation. That doesn't mean the other95 percent are

all teaching well. But in research, you have to be ranked in the *top* 5 percent in order to be considered for nomination for grants or awards. (Professor 05, WCU in China)

To summarize,participants generally related research work, rather than teaching, to academic reputation, and only a few of them were worried about their "personal image" as teachers (Professor 02, non-WCU in China) or about their "appraisal from students" (Professor 04, WCU in Canada). Thus, as an indicator of academic competence, research is more important to most participants as research is directly related to one's academic reputation. At the same time, teaching is perceived as a university-assigned task one has to fulfill rather than an opportunity for personal development. From the participants' point of view, it was necessary to pay constant attention to research activities, favouring these over their teaching duties, in order to improvetheir academic reputation.

Academic Prominence and Social Capital

Other than concentrated on improving research competencies, interviewees highlighted the rolessocial capital plays in assisting professors in obtaining prominence and exercising influence. Under this subheading, I use the concept of social capital to capture academic engagement, connection and networking, and relationship-building practices.I first show how social capital helped professors attain prominence and improve credibility and visibility; I then illustrate gender biases experienced by interviewees and discuss how social capital can overcome the biases; lastly, I demonstrate the robust networkingstrategies professors perceivedto be essential in boosting social capital.

Using Social Capital to Obtain Prominence. According to interviewees, adhering to academic integrity and enhancing academic competence are insufficient to ensure the achievement of prominent status. Thus, one participant remarked:

> These people all have PhDs. So these are people who have a fairly high level of ability. [So] I don't think the ability is a major contributor to prominence. If someone has strong ability and is doing good science, it doesn't necessarily lead to prominence without doing extra things that guarantee prominence. (Professor 02, WCU in Canada)

Another interviewee was pessimistic about the significance of publication in obtaining prominence. He regarded it as a conventional path to academic success whose importance has diminished:

> The classical route was publishing articles, right? There will be different opinions on this. . . . I don't really believe in that model anymore. I don't think that prestige can be built on journal articles anymore because they don't mean what they used to mean. They don't have the same level of contribution as they used to. (Professor 05, non-WCU in Canada)

As a number of interviewees expressed the opinion that improving research competence is no longer an effective strategy for acquiring prominence, they were then asked to clarify the additional efforts they considered necessary in order to achieve that goal. Interviewees acknowledged that "there's this concern about the promotion and networking stuff" (Professor 01, WCU in Canada). They believed "social and networking skills serve as an important means to prominence" (Professor 03, WCU in China).One professor stressed the essentiality of social capital in determining one's prominence. She stated:

> It's much more about the relationships and the goodwill that makes people want to work with [a person] and allows [that person] to be extraordinary. (Professor 01, WCU in Canada)

Another interviewee also affirmed that achievement of academic prominence requires the support of social capital:

> So the professor who is objectively successful is a person who has got these prizes and has high citations. Like my supervisor in S University, he is both intellectually very valuable and very deep at the same time, very famous in this field, very clever politically. He can merge the two, [by which I mean] his intelligence and [his] social skills. [Having both intelligence and excellent social skills] is a basis to be a successful or so-called charismatic academic who has a good reputation, but sometimes it's difficult to have both. (Professor 04, WCU in Canada)

Interviewees generally believed that active academic engagementand other forms of social capital were essential in ensuring a positive evaluation of one's academic efforts, verifying one's competence, and advancing one's academic prominence. For example, one participant reported:

> Sometimes, at a conference, I've had conversations with [prominent academics], and that tells me [whether] they're deep thinkers and influential scientists or not. (Professor 02, WCU in Canada)

Interviewees described active engagement as an essential means of maintaining relationships and collaboration. A professor suggested:

> To be successful, you have to be more collaborative. . . . Networking gets you further in terms of academic prestige. (Professor 05, WCU in Canada)

Another interviewee affirmed the importance of connectivity and added that one way of signifying academic prominence is through active engagement:

> Again, not everyone does it. But they tend to talk a lot. They tend to be people who speak quite often in public and speak to powerful people quite often because they're trying to get grants or because they're involved in some important committees or something. So they tend to be very good speakers and [good] public speakers. (Professor 02, WCU in Canada)

In addition, active academic engagement occurs in various academic activities and involves different stakeholders, such as students and peers, for example:

> Obviously, you need to take care of the students you mentor and help their career and give feedback and things like that. . . . I think your behaviour or reputation plays a role in the mindset of people. (Professor 06, non-WCU in Canada)

Another participant described prominent academics as "people who reply to emails when you collaborate with them, do at least their fair share of writing the paper or reviewing them, and don't blow things off" (Professor 02, WCU in Canada).

In discussing collaboration with industry and government, interviewees provided evidence of the importance of social networks for lifting academic reputation. There was broad support for the view that collaboration beyond the academic community can positively contribute to academic prominence. This collaboration, as interviewees specified, was essential for initiating applied research, which facilitates the transfer of knowledge between academia and industry and can potentially add to one's publication productivity (Professor 05, non-WCU in Canada).

As perceived by interviewees, outcomes of collaboration are not limited to publications but contribute to the established industrialcodes and standards. These codes and standards can generate a broader and stronger influence than publication can. As one participant put it:

> Actually, applied research with industry is hard to get published in journals . . . , but I could technically contribute to codes and standards. . . . So I think the contribution to those codes and standards actually has much more impact than journals. Because if I contribute a little bit to a standard, that standard gets used around the world. . . . They're testing standards in my field, and any contribution that we have is like thousands of people who get affected by

> that. So I think contribution to codes and standards is a big thing in building up my reputation. (Professor 04, WCU in Canada)

Another interviewee shared a similar view and added that community-based research can have an important impact when social capital is involved:

> Sometimes it's hard to publish articles that way, because you're dealing with companies. . . . I don't have the greatest publication track record. . . , [but] I have a faith that will help by having this community focus and application-specific programs. Projects we run like this will all build a reputation because we will have done something in the world. . . .It's locally relevant work that's helping local communities and local companies to advance themselves. Then, if you do enough of that, people around the world notice the people we work with, and then, [through] word of mouth, they say, "Have you heard about what this group does?" and they go to the website. And then they look at what we've written. (Professor 05, WCU in Canada)

Professor 01, WCU in Canada, contrasted applied and fundamental research. She believed that collaboration and engagement are essential to prominence, and conducting applied research is a form of engagement that contributes to one's status:

> So I think it is very different when you're an applied scientist versus just a regular scientist or a normal scientist. Right? So when you're doing applied research, you do have choices about whether you focus more on things that you could do in the lab versus things that you can do in the real world. . . . And so that affects your reputation. And I would say industry engagement could really amplify or strengthen anyone's academic success. So if you're very theoretical and no one's really adopting what you're doing, it's not being used in industry at

> all. Then it tends to make you less [recognized], or it weakens your overall reputation. (Professor 01, WCU in Canada)

As a crucial form of social capital, collaboration and engagement can enhance one's reputation and contribute to prominence. As suggested by Professor 03, WCU in China, "active engagement matters" when one aims for academic prominence. In the context of the engineering field, conducting applied research is seen as a "grounding process that motivates the development of the field". At the same time, "it creates this closed loop in which your reputation can be lifted."

Thus, as suggested by most interviewees, academic prominence has a social component. Interviewees explicitly talked about needing to have "good networking skills" (Professor 05, WCU in China) and to be "smart at convincing others" (Professor 04, WCU in Canada)as specific traits that allow professors to become prominent and exercise their influence. One participant offered high praise for the "collaborative, open, and transparent" practices of prominent professors who worked in the community and integrated with peers (Professor 01, WCU in Canada).Thus, social capital is crucial to academic prominence and personal influence.

Using Social Capital to EnhanceCredibility and Visibility. According to interviewees, prominence can bring about the perception of credibility and improve one's visibility,thus yielding substantial personal influence. Academics who were perceived as having great credibility that entitled them to benefits and privileges unavailable to others. As suggested by interviewees, credibility is at the core of prominence:

> Credibility is like a positive way to represent [prominence]. It suggests that there's recognition to one's idea and contribution, and we should give more kind of credence to what people do that are from more prominent research groups. (Professor 02, WCU in Canada)

Thus, interviewees suggested that academic prominence could add credibility to and enhance the visibility of one's academic achievements.

Moreover, establishing connections with prominent professors was considered an effective strategy in obtaining research grants:

> If you're forming a big cluster to go after millions of dollars in research grants, then you want prominent people. And I've seen a lot of clusters get formed here by just throwing together a bunch of prominent people who don't actually do anything on the projects. . . . The possibility of getting your name on grants is higher if you're prominent. Everyone wants to work with people who have prestige. (Professor 02, WCU in Canada)

Professor 03, non-WCU in Canada, shared her experience of sitting on committees adjudicating and reviewing research-grant applications. She suggested that three criteria had been established for reviewing a proposal: the merit of the proposal, the quality of the research team and graduate students, and the reputation of the lead researcher. She claimed that in practice the first two criteria were less important than the third. According to her observation, the applicant's reputation added credibility to the proposal and determined the success of a grant application. She explained:

> The quality of your proposal will never trump the quality of the researcher, which means that it is very hard to get a quality of a proposal that's way better than the others. It's very hard to get a score in your proposal that's higher than the score of the other researchers. . . . The quality or reputation of the researcher is the premier, the [quality of the] proposal never trumps the quality of the researcher. So they look at the quality of the researcher and then assume the reputable professor can get the work done with better quality. (Professor 02, non-WCU in Canada)

Thus, connecting to prominent professors and having them head up a research team adds credibility to a funding application,whichincreases the probability of success. When academics were involved in collaboration, “there was a certain amount of trust that [a prominent professor] had when he showed up” (Professor 01, WCU in Canada).

In addition, sustained or recurrent engagement with WCUsstrengthens one’s visibility (Professor 05, non-WCU in Canada; Professor 05, WCU in China),allowing one’s reputation to be “quickly circulated in the field because the circle of colleagues is relatively small, and the information is transparent” (Professor 06, non-WCU in China). As observed by interviewees, building social capital is not “limited within the ‘ivory tower,’ but extends to the profession and government, involving different sorts of communication and following the cutting-edge development in the discipline” (Professor 01, non-WCU in China) For example:

> So there are different services, like consulting with the high-level government. [This] can garner quite a bit of prominence for the people who are doing it. So how they get invited again, it’s not because of a robust analysis of their expertise. It’s because they have prominence already. That [i.e., serving as a consultant for the government] gives them even more prominence, [so] getting those opportunities is essentially just based on prominence. (Professor 02, non-WCU in Canada)

Thus it appears that academic prominence adds credibility to one’s work, increases one’s visibility, and creates potential opportunities for collaboration withthe government and private companies.

> A professor in our department,for example, . . . is famous in our field, and of course he is known as a good researcher to collaborate with. All of these, his reputation, his personality, his capacity, leave a reliable impression and have huge influence on our discipline and the

> industry. In the end, companies often come to seek collaboration with him, or the government asks for his advice or invites him to review projects. From this perspective, [credibility] can bring more collaborative opportunities. (Professor 03, WCU in China)

In summation, prominence was shown in the interviews to imply the credibility of academic work. Connecting with prominent academics makes research proposals and funding applications more likely to be approved. Meanwhile, such connection can bring more opportunities for collaboration and enhance the visibility of one's work.

Using Social Capital to Overcome Biased Gender Beliefs. According to participants, gender beliefs play an essential role in affecting academic work, contributing heavily to biased perceptions of academic competence, credibility, and authority. Interviewees constantly emphasized the imbalance of female and male membersin STEM (science, technology, engineering, and mathematics) faculties:

> Obviously, we have a significant shortage of female researchers, which is a pity. And I'd say we never end up in a situation where there is true gender equality, because the STEM field is dominated by males. (Professor 05, WCU in Canada)

Interviewees indicated severalfactors contributing to the perceived differences between female and male academics.They recognized that female professorswere perceived to be good at and responsible for more supportive and service works in academia (Professor 04, non-WCU in China; Professor 03, non-WCU in Canada). As a male professor explained,"females are doing more of the kind of altruistic service tasks that don't govern the benefits for themselves" (Professor 02, WCU in Canada). As a result, female academics must invest more "time and energy to catch up with male professors" (Professor 04, non-WCU in China). For example:

> It is always different for a male than it is for a female. It is gender specific and also depends on what else they have, a supportive spouse at home, maybe a stay-at-home spouse helps, or they have children. . . . I just see a lot of gender bias in my time. . . . So nothing has changed. . . . I was on 11 search committees as a new and tenured professor, just because I'm a woman and serving on search committees has a huge amount of administrative work. (Professor 03, non-WCU in Canada)

Although concerns about gender representation were formally addressed by the participants' universities, they believed that in practice female professors had to cope with extra expectations and a heavier workloadthan male professors did. Professor 03, non-WCU in Canada,stated thatshe was expected to serve in a disproportionate number and variety of administrative roles in orderto help her university fulfill its gender-representation requirements, which hindered her research:

> And of course, as women, we are expected to do more. Indeed, we're expected, and we always do, a lot more. Women do a lot more unseen mentoring, a lot more administrative load because now they want representation by all groups, all marginalized groups. Women are included in those groups. You end up sitting on a lot of committees and doing a lot more administrative work that cuts into your ability to do your research. And the university was not even giving a thumbs-up. It took a huge amount of time. (Professor 03, non-WCU in Canada)

The most obvious sign of gender bias is that female professors were believed to be less authoritative, less reliable, and less capable than male professors:

> If you asked students to rate on a scale of one to five "How authoritative or how much is this professor and expert or an authority on the subject?" I bet everything else is equal. But

> female faculty would be rated lower because of unconscious bias and maybe some conscious bias on the part of students. And I think the same thing exists for faculty. . . . I know from conversations I had with female colleagues that there are biases against women. . . .There's bias [that] shows up in various ways. They're perceived as less prominent. They're viewed as less capable, even if they're not. All of them. (Professor 02, WCU in Canada)

In addition, since there are fewer female professors in leadership roles or decision-making positions, female faculty had trouble getting their voices heard:

> It's a bit difficult because, even in our executive committees, there just aren't that many women who are in leadership roles in engineering. You need a woman for this committee. And especially when I started and there weren't that many women. And then when you do it, I feel like you have to be very good. . . . You know about bias, just like who gets invited to give talks, [who gets] grant money, publications, and all that means, as a woman, it's just harder to be successful. And that's depressing. I think that it sort of impacts your ability to do research and to build your power effectively. . . . As you get into leadership positions . . . , there are very few women who lead. (Professor 06, non-WCU in Canada)

Interviewees disclosed the existence of a double standard for evaluating the performance of male and female academics (Professor 03, non-WCU in Canada; Professor 06, WCU in Canada). The double standard creates barriers for "women in a STEM field, and [the double standards] are everywhere, and they're in every facet of what you do" (Professor 03, non-WCU in Canada). A female interviewee described a double standard that exists in the evaluation of the performance of men and women:

> For example, discrimination, basically, at every level, they meet discrimination from people who are reviewing their work, like grant proposals. Discrimination occurs everywhere. So

> it's like in grant proposals that there's discrimination there. This discrimination is rampant. It's just discrimination. They know that you're a woman, they can tell by your name, and they will immediately review you or not assess you as highly as anyone else, because this profession is one in which, at least in North America, in which you are constantly evaluated, constantly, your work is continually being assessed more so than any other profession I could think of. And with that comes the constant scrutiny and discrimination that goes with that assessment. (Professor 03, non-WCU in Canada)

Gender bias was also represented as differential levels of tolerance towards the behaviours and practices of male and female academics:

> [Gender bias] exists. It's interesting to see what sort of bad behaviors that are OK for men, but not OK for women. We had an old dean, occasionally he just lost his temper and just screamed. . . .And I feel like if I was screaming like that, even if I screamed once, I could end up being [labelled as] an emotional woman. But men can have all sorts of emotions. (Professor 01, WCU in Canada)

It seemed to several participants that the standard for academic competence was higher for female academics than for male academics. In order to be taken seriously, female professors had to expend extra effort and show exceptional competence. Professor 03, non-WCU in Canada,stated:

> I have to do things that are different from what a man has to do. Everything I do, everything I do, I have to do it more intensely. I'm assessed at a higher bar than men are. So that alone should tell you every example you need of my work is an example of where I have to do something different, whether it's more or a higher intensity than a man.

Similarly, Professor 02, non-WCU in Canada, claimed that a female professor must constantly provide clear evidence of her academic competence in order to be considered as capable as a male professor:

> There sometimes seems to be gender in it. The male colleagues don't need to prove that much, like they were trained as one of the best. . . . A woman has to prove our expertise often, particularly in my field.

Another professor supported this observation and emphasized that even work experience, credentials, and academic rank cannot change the bias toward female professors:

> I think gender affects everything. That's been my experience. That perception about me and my work is completely influenced by my gender, and . . . my perceived authority is absolutely affected by my gender. I've been doing this job for a long time now, so I have learned to use my authority more than I used to; that helps to mitigate some of the questioning. In engineering, women always have to prove [themselves]. So I've been in this field a long time, but that doesn't mean that I haven't had to prove myself over, over, and over again. Regardless of having a Ph.D. from Stanford or being a full professor at [a prestigious university], or whatever, you still have to prove yourself over and over again.(Professor 01, WCU in Canada)

One female professor "suspected" that one of the reasons she "failed in applying for research grants" could have been her gender: "Sometimes, being a woman also means you get fewer opportunities" (Professor 04, non-WCU in China).

Several female and male interviewees had experiences in which female professors' authority, expertise, and competence were challenged and questioned by students, colleagues, and the public. According to Professor 01, WCU in Canada, male academics were trusted and favoured,

while female academics were often “ignored at conferences.”She narrated her experience of attending conferences where her male post-doctoral students, and even her male graduate students, were invited to give presentations but she was not.She felt that her professional authority had been questioned onmany occasions. Other participant observed:

> Your authority is being challenged by different people. When they review your papers, they will write criticisms that are much more critical than they would if they knew that you were a man, if they thought you were a man. Also, your undergraduates may not respect you as much, and they’ll challenge . . . statements you make. . . . There are concrete examples you can just imagine. They exist. (Professor 02, non-WCU in Canada)

> You can find women professors are more often being challenged by the public and by colleagues. So there’s [gender biases]. (Professor 06, non-WCU in Canada)

Participants thus showed that biased gender beliefsare embedded in many aspects of academic work. These biases challenged female professors’ competence and credibility. Although the issue of gender representation was addressed by universities in a variety of contexts, these regulatory efforts did little toimprove the situation of women. To the contrary, gender-representation guidelines were perceived by female participants as increasing their workload. Female participants emphasized their ongoing efforts to prove themselves and their academic competence.

To overcome the effects of gender bias, female professors had to expend extra effort investing in their social capital.Professor 01, WCU in Canada, suggested that a meaningful way to mitigategender biases was to establish strong networks and enhance social capital:

> I would say because most of the engineering departments, for example, know me. And so I don’t have to prove myself because back to that whole prove yourself again and again.

A female professor of Chinese nationality shared a similar experience. She explained that connecting to prominent professors who had resources, whether male or female, could bring her more opportunities (Professor 04, non-WCU in Canada). Another female professor believed her position and leadership role in engineering enabled her to support her female colleagues and, to some extent, improve the situation:

> And I think I was the only woman, and I always supported my female peers. . . . If I stop, then we lose all of our women. So it's an interesting situation. But I love being an engineer and it's super cool. I just wish there were more women in engineering. (Professor 06, non-WCU in Canada)

To sum up, the interviews provided evidence that, despite regulatory provisions intended to establish gender equity, gender stereotypes are still found in academia and have an enormous influence on the perception of one's academic competence and academic work. Female professors were perceived to be less competent and reliable than male professors. Since female professors faced more challenges and their competence was more frequently questioned,they had to rely on personal connections and structural support to obtain prominence and generate personal influence.

NetworkingStrategies. Based on the interviews, I drew out three strategies professors commonlyused to build and enhance their social capital: "holding big trees,"being visible in academia and industry, and broadening connections through media and online platforms.

"Holding Big Trees."Chinese interviewees repeatedly used the expression "holding a big tree" (bao dashu 抱大树) when speaking of their efforts to build connections with prominent and influential professors. "Big trees are good for shade" (dashu dixia hao chengliang 大树底下好乘凉) is a Chinese proverb that alludes to the benefits one can gain under the protection of

prominent and influential individuals. In this connection, “holding a big tree” is argued to be an effective strategy that Chinese academics use to manage their reputations and build their careers. A similar practice was also observed by the interviewees who worked in Canadian universities, although they described it in different terms.For example:

> I have some paper with some results, which I think are valuable, and I tried to publish in a reputable journal, but they gave me a very hard time. I had a situation where the results were even a bit less good to me but because it was staying with my supervisor, [who is a prominent professor in the field], to publish, then it had no problem. . . . I mean his reputation would always put more trust into his work and the work related to him. (Professor 04, WCU in Canada)

Thus, it appeared that the trustworthiness and credibility held by “big trees” could be transferred to those who work with them. One of the most apparent benefits is that connecting with “big trees” can “mitigate” the weakness of one’s work:

> So the reputation of the PI [Principal Investigator] is absolutely important. . . . I think it comes back to sort of what I said before about the assumed credibility. You don’t need to prove yourself. There’s trust. In fact, they can have a weak proposal, but because this person is leading it, the credibility of the person mitigates the weakness of the proposal. I’ve seen that happen. (Professor 01, WCU in Canada)

“Big trees” hold various positions; for example,they may lead a research grant or a project. In China, the title of yuanshi (院士,an academician of the Chinese Academy of Engineering) stands on the top, “followed by changjiang (长江,awardees of the Changjiang Scholar award), qianqing (千青, grantees of the Thousand Talents Plan), and jieqing (杰青, grantees of the National Science Fund for Distinguished Young Scholars), then awards and projects granted by

local governments and universities follow" (Professor 02, WCU in China). In Canada, although participants did not provide a single term or metaphor like "big tree" to refer to professors who wield significant influence, they noticed the well-recognized professors usually received research grants, such as those associated with the Canada Research Chairs Program, or held executive positions in professional associations (Professor 01, non-WCU in Canada; Professor 02, non-WCU in Canada; Professor 06, non-WCU in Canada; Professor 01, WCU in Canada; Professor 04, WCU in Canada).

Several interviewees explained the significance of a letter of reference provided by a prominent and well-recognized supervisor in the field. The letter of reference served as a credential carrying the legitimacy and authority of the supervisor:

> He wrote me a recommendation letter. He is kind of well-known in the field. If I didn't work with him, if I applied here, they wouldn't even call me for an interview. The reason for which I was invited for the interview was because they know the name of the professor. (Professor 04, WCU in Canada)
>
> One of my former supervisors has quite a strong reputation. So I felt that the recommendation letters of that supervisor carried a lot of weight. I was surprised that I had three applications and I got two interviews. I think the chances are quite small. Then, from the three interviews I did, I was offered the job for two; and I was surprised by how smoothly that went. . . . I was kind of surprised how successful that job application process was. (Professor 03, WCU in Canada)
>
> When I shared my intention to stay after graduation, he welcomed it. Of course we followed the procedure, requirements, and regulations, but I think his assistance shouldn't be ignored.

> He is quite influential in the field. Besides, he was the dean of our faculty. (Professor 06, non-WCU in China)

Thus, the approval of prominent professors can be regarded as an essential part of academics' social capital, and their referrals have enormous value. By connecting to or working with "big trees," academics can achieve a variety of goals: they can "get better jobs," "land faculty positions," obtain "help with networking," and "easily publish papers" (Professor 06, non-WCU in Canada). Thus, "holding big trees" is one of the effective strategies thatenhances professors' social capital and assists themin improving their reputations.

Being Visibleat Academic Conferences and Industry Exhibitions.The participants generally regarded academic conferences and industrial exhibitionsas occasions when they could establish connections and extend their social networks. Professor 02, WCU in China, stressed that such events have varied emphases. Still, they play an essential role in the strategies engineering professors use to enhance their social capital, a fact that "[has] been well discussed and agreed in the field."

Academic conferences or symposiums, especially important international conferences in one's field, can "attract top experts to give keynotes" (Professor 02, WCU in China) and "[gather] academics with similar interest in [the field]" (Professor 05, non-WCU in Canada). As stated by interviewees, attending these events brings the benefits of increasing exposure and building collaboration. Interviewees illustrated these points as follows:

> You have to go to conferences. You make connections by going to meetings, introducing yourself, getting exposure somehow to what you've done. I think it's networking, right? You want to network when you go to conferences; what you do is to meet other people in your

> field and you want to exchange ideas, bounce ideas off and get your ideas access to critique. (Professor 03, non-WCU in Canada)
>
> I'd say . . . conferences [are] a good platform for involving people working in the same fields, with similar interests, getting together and discussing their work. If you work in the same fields, that can definitely promote collaboration. It doesn't happen that much, but to some extent. And you're seeing who is doing it, because without going to conferences, it's hard to exactly follow the developments in various aspects of the fields. (Professor 05, WCU in Canada)

Communication at conferences allows academics to "understand each other's work better" and "[deepens] your understanding of the cutting-edge knowledge in the field so that you may identify the direction of a future breakthrough" (Professor 06, non-WCU in China). In this way, academics can ground and position themselves in the field, thus accumulating social capital. Meanwhile, interviewees view these occasions as a platform, especially for those who wish to uplift their reputations, on which they can "promote" or "advocate for" their research and themselves (Professor 04, WCU in China) so that their works can be "visible" to a wider audience (Professor 02, WCU in Canada). As Professor 02, WCU in Canada, explained:

> Promoting their work or improving the visibility of their work is important to make somebody to be prominent. . . . At meetings or workshops or conferences, they are always talking about what they've done in their papers and things like that. Some people do more self-promotion verbally in person and in presentationsand give more presentations. There are also some people who do things with citations that kind of ask people to cite their work.

Professor 01, non-WCU in Canada, agreed that researchers can "promote their concepts or achievements" and conferences, and "they hope others can cite their paper or apply their ideas."

Therefore, “publicizing achievements at conferences has become a common practice” (Professor 04, WCU in China). Collaboration is more likely to occur during conferences when academics “have similar research directions or interests” (Professor 02, WCU in China). Thus, attending conferences is an effective strategy to seek concrete collaboration and improve visibility,thereby increasing one’s prominence.

In addition to academic conferences, interviewees highlighted exhibitions as presenting opportunities to broaden their visibility forto establish collaborations with stakeholders outside academia:

> Actually, we have some conferences where there’s both [academic presentations and industrial exhibits] happening. So there are technical sessions happening, and there’s always an exhibition. They’ve done it for so many years that it’s become standard. The industry people get to exhibit about their stuff and at the same time back-to-back with technical sessions where academics go there to present their applicable research. (Professor 05, non-WCU in Canada)

One participant described conferences and exhibitions as “a boat” on which, in addition to sharing expertise and presenting research progress, academics could collaborate closely with representatives of government and industry (Professor 05, non-WCU in Canada). Stakeholders are all in the same “boat” since they have the same goal or destination and rarely stand or fall alone. Professor 05, non-WCU in Canada, shared his experience as an example to demonstrate the importance of exhibitions:

> In addition to academic conferences, we do participate in more industries [and] government events, so not academically dominated events. . . . Every year, a couple of representatives of the research group, including myself, would go to [a certain] symposium with non-

> government organizations and industry associations. And we go there and we talk about work that we have ongoing that impacts the sector. We talk about possibilities that are out there for us to help. We have the ability to do this. If you have that problem, we can help. That generates a lot of interest. For example, there's a company, N, they have a project on the go. . . . So we met them at that industry symposium. We ended up working with them on a proposal to the federal government. We continue to talk to them. We're trying to find ways to involve them with some of the [local] communities that we deal with. . . .It's face to face. We meet, we talk, and then we phone; we've written submissions together. We're looking for ways that all come from basically having been actively engaged in this non-government organization. So we break outside the typical academic community. And we go to different events like that.

Recognized as a well-established way to enhance social capital in academia, attending conferences and exhibitions improves the visibility of academic work and collaboration. Also, these events assist academics in better positioning themselves and engaging in the field.

Broadening ConnectionsThrough Media and Online Platforms.Interviewees discussed the use of mass media to improve visibility—to "increase the chances of exposure so that you can be known by more people"—and thus to acquire prominence (Professor 04, WCU in China). Interviewees suggested that mass media could provide academics with opportunities for promoting and showcasing their research outputs. A professor shared his observation of utilizing mass media to enhance academic prominence:

> Academics try to build up their public figure. So basically [this involves] working with the media person in the department and making sure there are some press releases every now and then. . . . Like, often, if there were something happening in the news, [the media] would

> look up the expert in that field from one of the nearby universities, and then send an email to ask for comment on it. I've seen that with some of my colleagues who have been on the radio a couple of times. One of my colleagues developed [media exposure] into a major thing. He writes a column in the national newspaper. So he really focused on public engagement in science. . . . I think they would just take the opportunity to be on TV and establish more reputation, especially if you have some political agenda. I think being in academia might give a podium for that if you want to use that. (Professor 03, WCU in Canada)

Professor 02, WCU in China, shared his experience of writing a special column for an official newspaper of the Central Committee of the Communist Party of China. He explained that being invited to share research outputs in the newspaper is a meaningful way to demonstrate that "your research is useful, it is beneficial to society." Media exposure had brought him public attention, and colleagues in academia and industry with similar research interests "started to seek collaboration opportunities."

Interviewees also acknowledged the importance of emerging channels of information, such as Google Scholar and ResearchGate, which have the potential to serve as pathways to prominence and success:

> There are people around my department who promote themselves a lot. They present in the news or through other kinds of communications, letting people know about their success. . . . [Platforms] like Google Scholar and Research Gate, these are things that absolutely have to be cultivated if you want to be successful. And I learned that very late as well, so I think it did limit the impact of my work. (Professor 01, WCU in Canada)

As noted by interviewees, some academics are active on social media, such as Twitter, through which they attract more comprehensive attention to extent the recognition of their expertise:

> I'm trying to think of some professors who write books that are more targeted toward the general public. There is a professor, she just tweets a lot of life advice and stuff. So she has around 20,000 Twitter followers. Some professors in that way build up their reputation through social media and get a lot of attention. . . . So I think that those things can contribute to one's fame. And there are definitely professors who were on the more "showman" side. They can do things like Ted Talks. . . . I think you can see that for certain professors; [for example,]there's one of the well-known professors in my field. He has again a lot of Twitter followers, very active in media, very active quotes, like being verified on Twitter and all sorts of things like that where they want to be known and be in that sphere. (Professor 06, non-WCU in Canada)

In summation, several participants highlighted mass media and online platforms as effective means of enhancing social capital, providing professors with additional channels to develop and foster their academic reputations. By using mass media and online platforms, professors are able to make their achievements visible to a broader audience and are more likely to attain academic prominence and personal influence.

Summary

According to the participants, certain professors gain higher levels of academic recognition and acceptance than they would incur based on their formal academic positions alone. They rise to prominence by winning national awards and obtaining national research grants. Theyexercise

a powerful influence in the development of their fields, inpolicymaking, and in resource allocation.

In this chapter, I presented the strategies professors commonly used to build up their prominence and exercise their influence. Interviewees acknowledged two fundamental contributors to academic reputation: academic integrity and competence.Recognition of academic integrity and competence can stem from traditional and bureaucratic forms of authority. Research activities were considered more valuable and useful than teaching or other academic activities in determiningthe perception of academic competence. To some extent, peer-based evaluations of academic performance and the receipt of research grants from the national government intensified this perception, facilitating academic recognitionby highlighting research integrity and competence. As academic reputation is closely related to research, professors who concentrate on research can enhance their academic reputations more easily than those whose efforts are focused on teaching or other academic duties.

However, traditional academic and bureaucratic authority cannot fully account for academic prominence and influence. Participants believed social capital is critical in determining one's academic prominence and influence. Participants suggested that well-managed social capital could boost academic reputation, assisting professors in obtaining prominence. They stated that social capital improved the perceived credibility and visibilityof an academic's publications and otherachievements, allowing them to easily access collaboration and networks.Female professors also shared their experiences of using social capital to overcome biased gender beliefs. They reported that female professors, if they are to attain academic prominence and exercise personal influence, require more social capital than male academics do. Female professors must invest more in their social capital to overcome gender biases, enhance credibility and visibility,gain

prominence, and exercise influence. Thus, professors who accumulate and make good use of social capital improve their chances of attaining prominence and influence.Threeeffective networking strategies for enhancing social capital were emphasized by the participants: “holding big trees” (i.e., establishing connections with prominent professors), being visible in academia and industry through conferences and Expos, and using media and online platforms to broaden their connections.

Chapter Five Findings: Context-Specific Differences

By comparing and contrasting the interviews collected from four WCUs and four non-WCUs in Canada and China, I found that institutional status and system values played an essential role in shaping academic work and in supporting and preserving academic prominence and personal influence. In this chapter, I present two more themes, the influence of university status and the strategies to preserve prominence and influence, to illustrate the context-specified differences extracted from the interviews.

Theme 1: The Influence of University Status

Professors' experiences differed according to the status of the WCUs and non-WCUs that employed them.Interviewed professors who were affiliated with WCUs perceived a positive influencefrom their universities in their efforts to attain prominence and exercise influence. Compared with WCU professors, professors interviewed who affiliated with non-WCUsdepended less on their universities' statusin pursuing those goals.

The World-Class Universityas a Reliable Form of Social Capital

Interviewees stressed the difficulties of obtaining prominence without the support of the status of a reputable institution. According to interviewees, institutional reputation was the key driver for academic mobility because "the prestigious university has [social] capital" (Professor 01, WCU in China).

Adding Credibility and Authority. Being affiliated with a WCUreinforcesacademic recognition. Such affiliationserves as a form of social capital, adding credibility to academics' work. One professor explained:

> It' a well-known university. I think it had a lot to do with its reputation. I think you get the benefit of the doubt much more than you would if you were from a lesser-known university. When [the name of the WCU] showed up, it was like they knew that [someone] had probably the credibility to be interviewing for the position or receive the grant. Right? They didn't have to prove themselves. . . . So if you come from a well-known university, I think you come in with a position of more strength. (Professor 01, WCU in Canada)

Respondents constantly stressed the positive effects of WCUsonindividual academics. "It's a supportive mountain (Kaoshan 靠山) for [professors]," stated Professor 01, WCU in China. Another interviewee similarly believed that the reputation of a university couldconfer credibility on academics:

> A more prominent institution has spill-over benefits. Right? People think they got a better education at a [prestigious] institution; that's an indicator that they have greater abilities. Probably if you look at the statistics, they might not doing a better job, but simply because of this spill-over benefit of prominence, where someone who graduates from MIT is more likely to get a research professor job. . . . It's kind of circulating credibility, I guess. Credibility is like a positive way to represent it. It suggests that there's merit to the idea that we should give more credence to what people do from more prominent research groups or institutions. (Professor 02, WCU in Canada)

Professor 02, WCU in China, used the term *beishu*(背书), or endorsement, to capture prestigious universities' positive effects. The term specifically refers to the support from an organization that guarantees one's reliability based on that organization's credibility. As an example, he mentioned being invited to a consultation:

> [University H] is a good example. It has this huge influence in academy and society. In many cases, we have authority as professors of [University H]. This is no doubt. We had a meeting less than a month ago. A well-known professor of S University and two people from the government were speaking there. Three of them supported each other, but what they said was so wrong. I think I was invited because the organizer trusts me, I think I have a reputation in the field, more or less. I felt that the tone in which I spoke wasn't very good; I was angry. . . . But,in the end, they all agreed with me. I think my academic authority is quite apparent, especially as a professor at H University. They believe that professors of H University are more rigorous when proposing ideas and conducting research. (Professor 02, WCU in China)

Another professor echoed the importance of prestigious universities, stating that their status guarantees his "academic capacity" and makes his "profile look reliable" so that he can concentrate on his research and collaborate with industry without barriers:

> Taking myself as an example, I'm an associate professor, but I'm well respected by professors from other universities just because I'm from H university. You are highly respected and your ideas are well-accepted because of the brand of H university. They believe an associate professor has higher competence than full professors of other universities. It is very common, so we have few barriers to collaboration. (Professor 03, WCU in China)

Professor 05, WCU in China, added that the prestige of a university could enhance one's professional authority in a field:

> A prestigious professor is often believed to have a high-reliability level as he has been working in a specific field for years. If the name of H University appears in front of [a professor's name], others will feel this professor has more authority.

Another professor explained that the reputation of a high-ranking university "[adds] legitimacy to [a professor's] claims so that rarely have people challenged the legitimacy of his claim" (Professor 03, WCU in Canada). Hence, WCUs, representing high rank and prestige, amplify the credibility of the professors they employ.

Enhancing Collaboration. WCUs can promote an academic's reputation by enhancing collaboration opportunities and attracting resources. Some respondents noticed the influence of prestigious university status on personal reputation. They stated that a highly reputable university could strengthen academics' reputations by helping them extend their collaboration and networking: "They just need to focus on academic work, paying little attention to applying for research projects because research projects will come to them" (Professor 02, WCU in China).

Attracting resources was perceived as another benefit of affiliating with a reputable university, one that could cement academic prominence. As described by interviewees, their university's reputation was valued when they applied for research funding. A prominent academic affiliated with a prestigious university can "lock the funding up; nobody else seems eligible except [this person]" (Professor 01, WCU in China).

Interviewees also pointed out an interdependent relationship between prominent professors and high-status institutions. In China, high-status universities receive much more funding from the government. With their allocated budgets, high-status universities can attract reputable academics "like rolling a snowball" (Professor 06, non-WCU in China).

Recognizing this, according to the Chinese interviewees, academics tend to move towards reputable universities because affiliating with them signifies resources and support. With sufficient research funding from the central government and provincial governments, reputable universities can attract prominent academics,thereby further improving their ranking. To demonstrate the importance of a university's reputation in attracting human resources, participants shared their observations of colleagues being headhunted by higher-ranked universities:

> My colleague is an excellent scholar. He just left for a prestigious university. We have nothing to do with this. Our university has such a low platform; we invested a lot to support him; our supervisor has been training him as a successor. . . . But because he has ambitions, like he wants to get *jieqing*(杰青, grantees of the National Science Fund for Distinguished Young Scholars). They [the prestigious university] have a better platform for him to achieve his ambition. (Professor 06, non-WCU in China)
>
> A reputable university poached a friend of mine. The university established a research centre for him, asking him to be the leader. The municipal government and the university offered him millions in funding. (Professor 02, non-WCU in China)
>
> Usually, you can recruit graduate students only if you have research funding. In the case of [H university], even if you don't have funding, you can easily recruit students to assist you to apply for funding. Like Professor G, he was headhunted here, and it was easy for him to call his students to follow him. The reputation of H university is a guarantee of personal reputation for everyone, including his students. There are so many grants and research projects waiting here. For professors at H University, the only concern is human resources.

> You need people to support you; you need students to help you work on the applications. (Professor 05, WCU in China)

Several professors noticed the concentration of funding and human resources at prestigious universities. One professor referred to S University, which has two or three prominent professors working in a specific field: “The reputation of the university and professors have great influence in the field and attract talents to work with them” (Professor 01, non-WCU in Canada). In contrast, a university with a lower status “has less possibility to attract research funding and talents, which is like a vicious cycle” (Professor 01, non-WCU in Canada). Professor 04, WCU in Canada, shared a similar experience:

> There is X University—the department niche was very interesting, very scientific. But X University was not very well known. Nobody knows about [it]. So I realized in terms of getting funds and getting good students, I would have a very hard time there. So I ended up getting down over here at [a world-class]University. It has a much higher reputation and a group of amazing colleagues. . . . Here is good, I prefer to stay here so I can get the first chance to get talented students. That’s pretty much the case. . . . The university can help [professors] build up their name. They get good support; like my university here, it gives you very good support, a lot of networking support. So [professors] use the position of the university to build up their reputation.

The experiences of interviewees suggested that WCUsserved as a form of social capital, and affiliating with WCUs allowed professors to access more collaboration and funding opportunities. A WCU acts as a reinforcer by which professors affiliated with it are more likely to be visible to counterparts within and beyond academia. Thusa professor’s prominence can be increased by affiliation witha WCU.

Non-world-class Universities' Status

Affecting Visibility. The situation in non-WCUs was different. Without the support of high university status, academics must concentrate on enhancing their profile in a specific field to be more visible and have more opportunities for collaboration:

> Industries and governments simply get attracted to higher-reputation institutions by default. If I want to go to work in a particular lab and work with a specific professor, which has nothing to do with the institution, if that can happen, then that individual reputation is doing really well—overcoming anything else. And I think that does happen. There are some stars in every school where individuals go because of that star. (Professor 02, non-WCU in Canada)

Professor 04, non-WCU in Canada,also indicated that university status affected the visibility of academics,adding that non-WCU academics were less exposed to potential collaboration partners:

> If [the government or industry] needs a civil engineer, an academic, to help me on this project, who should they call? Definitely, they will call the university with a better reputation. [That] is the default. Nobody will put [our university] on the map right now. So if the institution doesn't come into their mind, then how could the academics come to their mind? So they [are] starting from a prestigious university;I'm already out because I'm not there in a reputable academic institution. . . . People often think an academic person's reputation affects the reputation of the university. But I think it also goes the other way. It's almost a default. You're at a reputable university, [so] you must be good. Right? . . . So the starting point is a little bit weak already; we had a slight disadvantage.

Networking to Compensate for the Adverse Effect of Non-WCU Affiliation. Rather than concentrating on attaining prominence, participants affiliated with non-WCUs chose to invest in

networking to compensate for their institutions' lack of reputation and influence. Professor 05, non-WCU in Canada, is an associate professor and is recognized as a "star professor" by his colleagues and students. He ran two research labs and managedmore than ten people in his research team. In the interview, he pointed to two major contributors to his reputation and influence: his persistence in conducting research within a specific field and his social connections within and beyond the academic community. He detailed the process of acquiring a personal reputation, with little emphasis on cultural capital but a firm reliance on social capital. He started building his social capital by assisting local communities, which he described as a process starting from the "grassroots" level. With the growth of his social capital, he has become a leader in his field and is well-recognized locally and internationally:

> I got drawn in because of my specialty. . . . I got drawn into this association meeting because a company thought I might somehow be able to inform them of their design, which is true. I could have helped with that. So I ended up working with this company who brought me to this association. I went to association meetings; I ended up going to a conference that the association ran; I ended up dealing with another company through that; I ended up coming back to another association meeting. It was just more exposure to different people through that industry association. It was really the involvement that got everything going. I ended up becoming somebody who they asked to speak at their national event on what goes on and what's happening in [the province]. I am the representative for [the province], and that's what led to knowing of innovation on these international companies who come to that. That leads to those relationships that build a reputation up even more. . . .It's based on the projects I have with these companies, on the projects we have with local communities and trying to help those people advance their objectives. And then the government agencies that

> are watching that progress are being told by the people we work with how much we're helping. And then those government agencies talk to parallel agencies in the United States. So our ministry communicates something down to the U.S. department in charge about what's going on. And that's because we have a reputation for getting some things done in our little local jurisdiction. So to me, I think that's how my reputation is built. It's more—maybe it's specific to engineering, I don't know, but it's more grassroots. It's locally relevant work that's helping local communities and local companies advance. Then if you do enough of that, people around the world notice [that] the people we work with end up moving or they go somewhere, and then word of mouth; they say, "Have you heard about what this group does?" and . . . they go to the website. And then they look at what we've written. They then look at the articles, but it is all seated based on these very personal engagements on these projects.

Professor 05, non-WCU in Canada, stressed that "personal engagements" helped him to gain a reputation and achieve prominence in his field with limited support from the university. His experience was that his work and presentation initially triggered collaboration with the government, which later brought more opportunities and allowed him to become involved in various research projects. Since mutual acquaintance and recognition increase trust and credibility, the initial collaboration laid a foundation for resources and information to flow his way.

Professor 04, non-WCU in China, referred to a university's reputation as a "platform,"through which professors can obtain research funding and opportunities. She accepted that the reputation of her university "can't help with grant applications" or facilitate collaborations, so she had to work on her personal social capital. Another professor stated that if

an academic “wants to build up a reputation, [they] need to rely on [themselves]. . . . You have to constantly seek research funding or collaborate with those who have a better platform than you do.”

Theme 2: Strategies Used to Preserve Prominence and Influence

By analyzing the data, I found that Canadian and Chinese professors used different strategies to preserve and extend their prominence and influence. Intervieweesstressed two such strategies in particular, but nuanced differences were identified that to some extent reflected the differencein system values between the two countries.

Following the Traditions and Inheriting Influences

Intervieweesdescribed their experience of following traditions and inheriting the influence of their supervisors. Professor 05, non-WCU in Canada, recalled the time when he was appointed to a faculty position at the university. He was considered the successor of his supervisors and was expected to continue in their spirit and build on their success:

> My supervisors are either retired or moved to X University. I had three supervisors, and they were reputable and well-respected professors in the field. In the span of a couple of months, they were all gone. . . . Three of them just left, which left a huge hole. And I had trained under all these people. So in terms of my skill sets and my knowledge base, I was pretty much the academic offspring of these people. So I applied for a position, and then I ended up getting it. So I ended up staying here.

Another professor shared a similar experience of the transfer of influence and authority from her supervisor because peers often viewed her as her supervisor’s successor:

> I knew very little about research when I applied for my graduate studies, but it turns out I did my Ph.D. with one of the tops [professors in this field] in the world. . . . I had this halo for a while based on his reputation. (Professor 02, non-WCU in Canada)

Interviewees suggested that the designation of oneself as the successor of an important academic is "a long-lasting mark" that may or may not fade away with time (Professor 03, WCU in China). As long as the successors are appointed in the relevant academic field, the influence of their supervisors will be transferred to them.

Based on the interviews, therefore, academic "pedigree" or "lineage" functions as a collectively owned asset that passes influence from one academic generation to the next. An interviewee introduced the notion of an "academic family tree" in the field where she "grew up":

> If you're a professor and one of your students goes into becoming a professor, that's like they are considered as your academic children. There are academic family trees—like X,who's headed [this field], his former student was X1 who was my postdoc supervisor. And as he always says, I'm like his academic grandchild. Actually, there's a whole website where they track people who are connected to form academic families. By searching, you can see where someone was trained and whom they collaborated with. So that's one of those things tracking your academic family. (Professor 06, non-WCU in Canada)

The interviewee then turned on her computer and showed me whatan academic family tree looks like (https://academictree.org/). The website shares "the academic genealogy of current and historical researchers across all fields of academia"("About The Academic Family Tree," 2021). By typing the name of a professor, one can quickly identify his or her academic "family members."It displays professors' training relationships within a field in a "family tree" format with linkages between fields.

As suggested by the respondents, prominence and influence were preserved through the establishment of a "family-like," collective relationship. Once an "academic child" is included in the family, they can go on to form a broader family network:

> And they can take you and introduce you to people. I think [the influence] is definitely huge. For example, my advisor's advisor was N,[so] like I'm also part of the N's academic family; like for another prestigious professor, he did postdoc in N's Lab. So we're academically related. So we have a lot of academic connections. There was once I came up to become a host for a talk. I think it's pretty standard in academic fields. It might be more likely to happen in [our field] compared to other engineering disciplines, but definitely to me, it's huge. (Professor 06, non-WCU in Canada)

As was explained in Chapter 3, kinship-like academic networks have been a tradition in China since ancient times, and this tradition "is highly weighted in the academic community" (Professor 01, WCU in China). Prominent professors are compared to founding fathers in a specific research area, who have a superior status in an academic "family" or "clan" (Professor 05, WCU in China). In this way, I argue, academic charisma is passed down and inherited by the following "generations." An interviewee discussed how he had inherited influence and authority from his supervisor and how, through him, his students could benefit from the influence of his supervisor:

> My name is basically attached to the name of my mentor. So, for instance, one student I know, he is from the top school in Iran. . . . He told me that he wanted to come here because his supervisor happened to know all my previous supervisors, and suggested[to] him [that he should] apply here because he saw my name. He knows that I worked with these people.

> Because I have been trained by the best, so this student came here for that reason. (Professor 04, WCU in Canada)

A similar experience was described in the interview with Professor 03, WCU in China, who works at the university where he completed his Ph.D. With the support of his supervisor, Professor 03 stayed on and was hired by the university and joined the research team of his supervisor. A year after his graduation, his supervisor passed away, but his influence continued through one of his former students, known as “the chief disciple” (大弟子 da dizi):

> He passed away in his 70s, but he is pretty influential in the field, extremely excellent in academic performance and industrial collaboration. After that, what we call the “junior supervisor” took over his role. This person was a student of my supervisor. He is the chief disciple (大弟子 da dizi) or the successor of my supervisor. So he took over the role of my supervisor, leading the team and projects. Because my supervisor’s reputation and influence are still there, the collaborations were not affected much. Our partners knew he was the successor, and we are the students of my supervisor.

In brief, the interviewees illustrated the process whereby prominent professors managed and extended their influence by designating academic successors or forming academic family ties.Although maintaining influence and authority via academic progeny and kinship-like academic relations were acknowledged as effective means to formalize and prolong personal influence in the academic systems of both countries, the results differed.

Inheriting Personal Influence in Canada. In Canada, most interviewees did not stay to work for their supervisor in their research team,nor were they hired by the university where they graduated. Instead, most interviewees cited cross-institutional research collaboration as a way to stay connected with their reputable supervisors. As one explained:

> My previous advisor, she's the chair of [a program], and she was looking to hire someone in our field. And she called me and asked me for suggestions of what she should be looking for. So it was really fun to just tell her whose science I thought was awesome that she should hire. I [gave] a list of people for her to talk to of whose science I think it's really cool to be heard for this decision. It worked the same way when we worked together on [research projects]. (Professor 06, non-WCU in Canada)

Thus, an "academic child" is "nurtured" in a way that they can be an independent "entity" but keep a close connection with their supervisor (Professor 02, WCU in Canada). This kind of network formation can be compared to that of a constellation where "bright stars," or well-known academic family members, collectively form a specific pattern or network to generate influence. Such a constellation seems to have an imaginary gradient such that immediate "family members" inherit the most decisive influence from their supervisors:

> It definitely helps if you work for a well-known advisor, so you get a leg up. When I was in the markets, I mentioned X, they all knew him . . . , so there was a time when schools were like, "We need X's person who does [a particular analysis]."It's such a hot field. So you start to see that if you have important advisors and things. (Professor 01, non-WCU in Canada)

> Pedigree is a word people use as kind of this idea of certain research groups producing more prominent or illustrious students. Probably if you look at the statistics, it might not be because they're doing a better job, but simply because of this spill-over benefit of prominence. It's huge. . . . Also, this academic lineage, they often say, "She was a student of professor X," and they'll name a prominent professor. So that's absolutely like prominent

> professors spillover prominence onto people who worked with them. (Professor 02, WCU in Canada)

Professor 05, non-WCU in Canada, acknowledged the necessity of diversity in a research team and was concerned about avoiding authoritarianism in his team. He believed that the strength of an individual could collectively build on the reputation of the team:

> I struggle with [my reputation] a lot, because as the team grows, what I've learned is that it's really important to give those people opportunities to present in broadcast and put their own work out there and for their name to be associated with that work. Because if I go and present all the time on what everybody in the group is doing, I create the illusion. And I do think there are academics who like to do this. I create the illusion that I am driving all this forward by myself. And I don't want to do that because I'll never be able to answer all the questions that I get asked on the stuff. So I think it looks good on me when those people are going to present. And so we do rely on branding, we collectively work on it.

By enforcing and extending collaboration, prominent professors and their progeny can form disciplinary groups with specific research foci. An interviewee explained the way a prominent professor established research collaborations with their outstanding "spin-off" students:

> Collaboration is important. A reputable professor I know has closely collaborated with two of his students. It doesn't mean that the two students lean on him, but they collaborate. The two students are famous professors in the field as well; they also have strong research teams and experience. For students who are newly recruited into his lab, they rely on him. But once his students grew up and became outstanding scholars, he and his students collaboratively worked together. (Professor 01, non-WCU in Canada)

In this collaborative network, the spin-off academics were influenced by their supervisors and benefited from their supervisors' reputations. By offering credits and support, prominent professors institute an obligation on the part of their academic disciples. The spin-off academics are expected to give "reciprocal returns" to strengthen their supervisors' social capital (Professor 06, non-WCU in Canada).

Inheriting Personal Influence in China. Participants at Chinese universities also acknowledged the significance of collaboration; however, in the Chinese higher-education system, collaboration is characterized by its "pyramid shape" with "hierarchical levels" (Professor 03, WCU in China). The influence of actors is related to their position in the pyramid-shaped collaborative team. Prominent professors are highly positioned, withstrongpersonal influence. Reliance on mentors or supervisors is perceived as a generative structure for academic work, and prominent professors act as magnets and attract potential talents toward them. Unlike the collaboration model described by Canadian respondents, that described by Chinese participants assumed a hierarchical form since prominent professors controlled resources. As Professor 04, non-WCU in China, stated:

> Even *yuanshi*(院士,an academician of the Chinese Academy of Engineering), they have to move up from the bottom, from a little ant. If you head for massive funding, you have to rely on the resources the university provides, like financial support, human resources, to form your team. You can't get funding without this support.

Another professor likewise reflected his observation of the hierarchical relationship:

> [The prominent professor] in this discipline sits on the top, and there are a group of people under him, forming a pyramid-shaped research team. . . . In the team, only one professor didn't graduate from H university. The others all graduated from this university. And many

> of these professors are graduate students of [the prominent professor]. (Professor 03, WCU in China)

In China, a common practice used to sustain academic prominence and personal influence is to establish a research team with the most prominent individual "sitting on the top of the pyramid" (Professor 01, WCU in China). For example, Professor 01, WCU in China, compared this kind of team or group to a clan (without actual kinship-based bonds). The network established by prominent professors allowed the dependents or research team members "to collectively publish papers" (Professor 04, WCU in China). More importantly, the publications produced by the "leading" professor were accorded "tremendous and long-lasting influence" (Professor 06, non-WCU in China). Another interviewee commented:

> The h-index can explain the impact of publications. Additionally, many books or chapters of university textbooks are written or edited by [the leading professors], so it has a huge influence. It does have implications for the next generation or disseminating knowledge. Publications work the same way in terms of knowledge transmission. So the effect of highly reputable professors has a strong continuity. In some cases, even if the professor has passed away, people still read their work and follow their thoughts, right? There is a continuity of the created discourse. (Professor 01, non-WCU in China)

Although academic "kinship"does not reflect a biological bond, academics employ it as an effective means of sustaining and extending academicprominence and personal influence. However,I found that it operatedsomewhat differently in the two higher-educationsystems studied here. In the Canadian system, the traditionalization of academic charismatended to be discipline-oriented and relied on widespread networks of prominent professors. In the Chinese case, academic prominencepermitted academics to move towards a peak, and prominent

professors could extend their influence by impacting the disciples at the lower level of a pyramid-shapedstructure.

BureaucratizingProminence and Personal Influence

Seeking Positions in Professional Academic Associations in Canada. Based on the interviews conducted with Canadian professors, I found that academic prominence and personal influence assisted professors in obtaining positions in a discipline or academic association. As an interviewee pointed out:

> I think many academic people with a good reputation end up being on committees as chairs, so they can exercise more control and authority. (Professor 04, non-WCU in Canada)

Serving in a position in a discipline legitimates one's knowledge and expertise, enables one to gain recognition as a leader, and gives onebureaucratic authority. A participant pointed out that holding a position in an academic association increases one's authority in the field (Professor 01, non-WCU in Canada). Most participants agreed that acting as a leader in a specific discipline could help maintain an academic's prominence, credibility, visibility, and influence. For example, a professor explained:

> They get associated with something specific and tremendous. It could be becausethey're leading a research centre at some university or they lead some big multinational projects. So they coordinate something, right? So large administrative things also get your reputation and give you authority. Like, there's a professor here who runs a cluster. And he's not really doing any research, but he is leading the cluster. So he is sometimes being referred to as the lead in this area that he actually isn't an expert in, just because he's kind of administering the cluster. (Professor 02, WCU in Canada)

At the same time, however, participants clarified that access to administrative positions hindered one's academic development:

> When you decide to move towards administration, your contribution and input into your academic development will slow down. Usually, if you have a position in an academic association, you can have more opportunities. As for your authority, it increases your authority in the field. . . . The point is that you are recognized as a leader. (Professor 01, non-WCU in Canada)

Interviewees suggested that obtaining a leadership position in an institution does not necessarily stabilizeprominence and influence in the Canadian context. As one interviewee explained, pursuinga leadership or managerial position in an institution may enhance one's authority but it may also, in an extreme case, result in the collapse of one's academic career by negating one's academic competence and influence in the academic community:

> It's negative. So [taking up] an administrativeposition generally means someone who's basically given up their research career. Government consultancy does help for future government consulting but not for the academic reputation. And from what I've seen of people who applied for NSERC grants who were in administrative positions, like the head of department or dean, they usually lose their grants. It does not help. Like, it's always nice to say to the general public, "I'm the Dean of Engineering," and they think that's great. But other researchers across the country don't care. (Professor 03, non-WCU in Canada)

An exception to this rule was the case of a female participant who was serving in a managerial role in the engineering department. She explained the difficulties of acquiring credibility as a female academic working in a "male-dominated" department. She found that

holding a managerial position gave her leverage “to get things done” and “add[ed] credibility” to her conduct:

> It’s probably a little bit of both [i.e., both positive and negative] in a way, but I would say it’s mostly positive. I think people look at the title as a leadership position. Right? So the inference is that you're a leader, right? So I think that is generally a positive perception. . . . I guess one thing that surprised me a little bit is now that I’m on this side of a leadership role to see how other people have tried to do things and how they’ve tried to exercise authority in more of a hierarchical way, seeing how much it’s a success. So because I’ve had somewhat of a leadership role, first as a professorship holder, then as the advisor to the Dean, before becoming associate Dean, I think that helped to establish credibility for my position. Working in this role, I have a strong network. Most of the engineering department has known me. And so I don’t have to prove myself again and again. Um, it’s definitely connected. It’s definitely connected. (Professor 01, WCU in Canada)

The authority gained by holding a leadership position is beneficial in building social capital and exercising influence. In most cases, access to discipline-oriented leadership positions in Canada tends to be a way toprolong prominence and extend personal influence.

Seeking Formal Administrative Positions in China. Professors in China chose tobe allied with bureaucratic structures to stabilize their prominence and influence. Universities in the Chinese higher-education system are subject to particular political and historical circumstances, of which the dual-governance structure is an important example. The Higher Education Law (1998) provides for university administration in the form of “presidential responsibility under the leadership of the party committee” (Article 13). This provision refers to the coexistence of a

university president and a party committee. In this context, a managerial position can be associated with either administrative or political authority. As one interviewee remarked:

> It is common, I would say, if you were excellent in academia, you would think about a political career. Many outstanding academics chose to be president, dean, or secretary of the party committee. (Professor 05, WCU in China)

Interviewees in China repeatedly referred to the idea that "officialdom is the natural outlet for good scholars" (学而优则仕 xue er you ze shi) (Professor 02, non-WCU in China; Professor 03, non-WCU in China; Professor 06, non-WCU in China; Professor 01, WCU in China; Professor 02, WCU in China; Professor 03, WCU in China; Professor 05, WCU in China). Interviewees believed that being a high official is a way to prove and legitimate one's prominence and influence, and holding such a position is acknowledged as a desirable career destination for a prominent scholar:

> Good academic reputation can bring academic titles, through which the impact of the reputable person can be prolonged. (Professor 05, non-WCU in China)
>
> Of course, if you are *yuanshi*(院士, academician of the Chinese Academy of Engineering), or if you hold a managerial position, your academic influence, your academic life can be extended. For example, a senior professor in our faculty, was the president of our university. Even though he has retired, now he is about 80 years old and he still has this impact. He is actively involved in governmental consultancy. For sure, this position extended his impact, even enhanced his impact. (Professor 06, non-WCU in China)

When appointed to a managerial position, with the "power and impact" associated with that position, a professor can better exercise "the management and control of resources" (Professor 02, WCU in China).

> The thought of valuing official titles is commonly found in our country. When you have the experience of being an official or being appreciated by the government, then you can own more academic resources and are able to obtain outstanding academic status. (Professor 01, WCU in China)

Participants described a "generally observed" practice associated with funding applications led by high academic officials, such as chair, dean, and president (Professor 02, WCU in China). In many cases, prominent professors who are high officials in a university receive various forms of "collective support" from faculty members and administration:

> An individual or research team is not comparable to the sum of the entire department or faculty. If you are considered a "leading talent" in the field while holding a managerial position like chair, dean, or president, things will get easier. Many people still believe that a professor with an executive position is extraordinary and more successful and influential than those without an administrative position. In addition to the position and the influence you already have, you gain administrative control over many things, including upper-level social relations, a laboratory, funding [for] projects, [other kinds of] financial support, graduate students, research teams, and so on. (Professor 04, WCU in China)

Appointment to an administrative position in a Chinese university represents the attainment of bureaucratic authority, through which academic prominence and personal influenceare institutionalized and can be leveraged into further advantages, such as "more convenience in networking" (Professor 02, non-WCU in China) and "more opportunities to give speeches or consultancy" (Professor 01, WCU in China). In this way, when prominent professors are involved in managerial duties, they can utilize a robust bureaucratic structure to legitimize and extendtheir influence.

Summary

As a form of social capital, the status of the universities with which professors are affiliated affects howthey manage their prominence and influence. The experiences of WCUs and non-WCUs professors vary in this regard.Interviewed professors affiliated with high-status institutions can benefit from that status, using it as social capital to facilitate their quest for academic prominence and influence. Conversely, professors interviewed who are not affiliated with high-status institutions receive little backup from their institutional profile. They must make the most of other forms of social capital, built up individually, to enhance their prominence and influence.

In this study, I observed the two pathways that prominent professors took to preserve and prolong their prominence and influence: fostering academic progeny (traditionalization) and seeking legitimated social positions (bureaucratization). Also, nuanced stabilizing practices were identified inboth the Canadian and the Chinese academic contexts. In Canada, prominent professors favoured spinning off academic progeny to retain their influence. At the same time, seeking positions in a discipline or academic association, or allying with traditional authority, could assistin the extension of academic prominence and personal influence. The stabilization process in the Chinese higher-education context was found to be slightly different. Chinese respondents acknowledged a pyramid-like form of collaboration, in which prominent professors were placed at the top of the hierarchical relationship. Meanwhile, becoming an academic bureaucrat was recognized as a legitimate means of reinforcing academic prominence and personal influence, which better assisted professors in controllingresources and opportunities.

Chapter Six Discussion

In this chapter, the themes identified above are brought together to discuss how academic charisma help to explain the working ofacademic prominence and influence beyond that associated with professors' formal positions. The discussion further aims to show how my research aligns with existing literature and complements it, relate pertinent to professors' experiences. This chapter concludes by discussing the significant findings in response to the research questions posed in Chapter 2:

- How do professors describe the paths that lead academic prominence and personal influence?
- How does the concept of academic charisma help to clarify the strategies used by professors to obtain prominence and preserve their influence?
- How does the concept of academic charisma capture the workings of academic prominence and influence in four specific contexts, namely WCUs and non-WCUs in Canada and China?

Academic CharismaExplains Paths to Academic Prominence and Influence

The participants in this study shared their experiences and perceptions of prominence and personal influence. A standardized system of academic ranks or professorial appointments is commonly accepted as demarcating the career stages of the academic profession (Teichler et al., 2013). These ranks or formal positions can be characterized as forms of traditional and bureaucratic authority as academic appointments are usually based on peer reviews and follow criteria set by peers and institutions. However, my research shows that professors'

formalpositions do not necessarily afford their recognition as prominent and influential academics; indeed, fewparticipants connected academic prominence and personal influence toprofessorial positions. In other words, academic recognition can rely on something beyond one's formal professorial rank: holding a tenured full professorship within the higher education and research system does suggest the highest expertise in a particular professional area,butit does not guarantee academic prominence.

In this research, I recognized that academic charisma works alongside traditional and bureaucratic authority, making a contribution to explaining the variations of academic prominence and personal influence. Participants in this research believed that certain professors can achieve academic prominence and become influential. Prominent professors were regarded as "leading experts" (Professor 02, WCU in Canada) or "leaders or pioneers of the discipline (*xueke daitouren* 学科带头人)" (Professor 03, WCU in China). According to participants, recognition of one's prominence relies onacademic awards and research grants from the government and national institutions.Interviewees stated that legitimated recognition proves one's extraordinariness and prominence. They saw research grants from agencies such as the National Science and Engineering Research Council (NSERC) as endorsing an academic's research competence, credibility, and personal reputation. Because most research awards and grants are initiated by the government and national research councils, and because the applications are reviewed by academic peers, recognition of prominent professors is influenced in part by system-based (bureaucratic) and discipline-rooted (traditional) authority (Clark, 1983). Professors who demonstrate their ability to set the course of research in theirfields, to guide industry practice, and to affect policy and decision-making are perceived as influential professors.This finding is consistent with the Weberian model of charismatic authority,in which

charismatic leaders function as agents of change and transformation (Conger, 2021).The findings reported in Chapters 4 and 5 above alsosupport Clark's (1983) argument that professors' personal authority and influence can stem from traditional roots in academic practices and beliefs, function based on expertise, derive from acquired positions in organizational and national bureaucracies, and yet spring from charismatic authority in addition to other sources. Thus, my hypothesis is that academic charisma is a useful analytical concept in the context of contemporary academia because it can explain observed discrepancies between the development of professors' academic reputations, on the one hand, and the formal development of their careers, on the other.

Additionally, the findings suggest that academic charisma can serve as an analytical tool to help explain informal personal influence.According to Rogers et al. (2014), two kinds of interactions are essential: communicating with those higher up in a formal social structure and interacting with those holding key positions in the informal communications structure. Also, research has confirmed that informal influenceshave at least as much impact on resource allocation and disbursement, policymaking, and policy adoption as formal influences (Kirby, 2013; Manulak, 2016; Torres et al., 2015; Tucker, 2008). My research confirms these findings and shows that the concept of academic charisma can help explain the informal influence of prominent professors in reshaping policies at the institutional and education-system levels. For social actors, granting or withholding legitimacy can function as a mechanism of social control (Parsons, 1968; Bitektine, 2011). With recognized legitimacy, professors hold critical positions in informal communication structures and can exercise informal personal influence. They have a significant impact on the development of the engineering field, and the concepts and ideas proposed and advocated by them can influence policymaking and industry practices. By

analyzing the findings, I found that prominent professors can influence policy changes. At the same time, they can exercise top-down influence to change academic practices. Importantly, this informal personal influence can be explained by academic charisma rather than determined by positional power determined by organizational rules and regulations.

In addition, I found that some prominent professors have an enormous influence on resource mobilization, leading to uneven resource distribution and intensified academic stratification. Research has shown that informal authority can have both upward and downward influence (Bacharach & Mindel, 1993; Bunner et al., 2020; Kerman, 1958). This research also confirms that prominent professors can mobilize resources in two directions: centripetally towardsthemselves and then centrifugally towards those to whom they choose to allocate resources. The influence of prominent professorsacts like a magnet to attract financial support from diverse sources, including “vertical funding” from the government or a national research council and “horizontal funding” from the private sector (Professor 03, WCU in China). Human resources, too, are more likely to move towardprominent professors, especially in China. When prominent professors have sufficient resources, they can decide how to utilize them and to whom they will offer opportunities. The influence of prominent professors opens the way for change, affirming Weber’s assertion that charismatic individuals can inspire others, lead change, and set aside existing rules (Giddens, 1971; Weber, 1947). Thus, I suggest that academic charisma can be of great significance in many aspects of the analysis of informal personal influence.

As their advice is valued not only by academic peers but also by political policy-makers and industry managers, prominent and influential professors may extend their influence beyond academia to higher levels, including the national level. The informal authority of prominent professors can exercise influence on those with formal authority. Although it has been argued

that changes in academia over time have been shaped by government policies (Teichler et al., 2013), I think prominent professors can exert a subtle, informal influence at the national system of higher education. Potentially, they can act as an “academic oligarchy” to rule the system (Clark, 1983, p. 122).

Clark (1983) refers to academic charisma as “the wild card of authority” (p.123) because prominent professors can draw authority from various sources at both personal and structural levels to exercise their influence. As the results of my investigation show, they can appeal to their academic peers at a personal level by presenting authority with a sense of collaboration, openness, and transparency; this was demonstrated through communication and interaction on various occasions. Meanwhile, recognition from within their discipline and from national authorities enables prominent professors to draw authority from the structural level, legitimizing their prominence and personal influence. Moreover, prominent professors are able to legitimate their practices and exert their influence regardless of the standard academic ranks they hold. I, therefore,believe academic charisma is an essential concept inexplaining why some academics are better recognized and have more influence than others with similar professorial ranks.The analytical lens of academic charisma explains that prominence and personal influence enableprofessors to lead the development of their field or to affect policymaking to a greater extent than would be possible by virtue of their formal positions alone. Also, the cumulative result of my researchsupports existing literature in demonstrating that prominent professors are better positioned to take advantage of opportunities and to attract more resources than less prominent ones, which solidifies their personal influence (Correll et al., 2011; Gould, 2002; Kwiek, 2019; Merton, 1968; Sauder et al., 2012; Simcoe & Waguespack, 2011).Thus,the concept of academic charisma can add explanatory power to previous analyses of resource equilibrium

and academic stratification,while also helping explaindiscrepancies in academic career development.

Academic Charisma Clarifies Strategies forAcquiring and Maintaining Academic Prominence and Influence

Drawing from the findings, I believe academic charisma,in conjunction with traditional and bureaucratic forms of authority, adds explanationinthe working of academic prominence and influence. Participants believed that upholding academic integrity and improving academic competence were the conventional means of securing one's academic reputation, which can be regarded as stemming fromtraditional and bureaucratic authority.However, participants did not regard these forms of authority as sufficientfor the attainment and maintenance of academic prominence and the exercise of personal influence, and they identified social capital as a critical further determinant.

Academic Charisma Adds a New Perspective to Academic Success

In this study, participants agreed that following the values of the academic community and fulfilling the criteria for professorial promotion were important factors in the building of an academic reputation. This finding accords with previous research, which has demonstrated that academic competence, as evidenced by the quality of work and the receipt of awards, determines academic reputation (Anderson & Kilduff, 2009; Cole & Cole, 1967; Jamali et al., 2016; Simcoe & Waguespack, 2011).Myparticipants claimed that academics should work within the horizon of values sustained by their academic community in order to build their reputations. Among these values, academic integrity was perceived as the primary basis of one's academic reputation. Previous research had established academic competence as a necessary form of cultural capital recognized by the communities academics serve (Blackmore, 2016; Poole, 2010). I found that

research competence, as demonstrated throughpublications, speaking invitations, journal editing, committee membership, and receipt of research grants, contributed the most to one's academic reputation.Such forms of competence demonstration are in line with the evaluation criteria set by universities and governments (Acker & Webber, 2016; Campbell, 1980; Gravestock & Greenleaf, 2008; Schimanski & Alperin, 2018; Zhang, 2013; Zhang & Zhou, 2007).

My research supports the claim that cultural capital—which takes many forms in academia, including the academic integrity and competencethat my participants valued highly—is central to traditional and bureaucratic authority in academia. Academic integrity and the peer-reviewprocess are collegial norms that are observed throughout the academic world (Clark, 2006; Kerr, 2001).Scientific works, including research publications and other forms of intellectual property, are also regarded as objectified cultural capital, which are essential to academic reputation and professorial promotion. The collective control of academic associations or peer groups is a classic form of traditional authority (Clark, 1983). Academic ranks can also be regarded as a form of cultural capital, the attainment of which follows the "habitus"of a specific academic field (Bourdieu, 1986). Academic ranks and promotions, characterized by formal hierarchy, are significant sources of bureaucratic authority, which to some extent can contribute to academic recognition.

Thus, the forms of traditional and bureaucratic authority that legitimate the influence of professors depend on fulfilling the criteria of professorial promotion, which place more value on research than on other academic roles. Participants specifically highlighted the importance of academic research. They claimed that professors who concentrated on research activities, as compared to those who devoted more time and energy to teaching,were more likely to have their professorial rank and reputation upgraded. As suggested by other scholars, since the emergence

of research universities, academic performance and recognition have been based on measures of publication and citation data (Clark, 2006; Cole & Cole, 1967; Maier-Leibnitz, 1989).Thus, current incentive structures in academia give disproportionate weight to research, shaping academic practices to prioritize research activities (Teichler et al., 2013; Baccini et al., 2014; Fabel et al., 2008; Hermanowicz, 2016; Kelchtermans & Veugelers, 2011). National policies aimed at cultivating academic leaders , as reflected in programs such as the Canada Excellence Research Chairs (CERC) and the Changjiang Scholars Award Program (长江学者奖励计划), further intensify the importance of research in securing academic recognition. Moreover, research activities have become increasingly salient for university rankings, as is reflected in the methodology of QS and Time Higher Education World University Ranking (Laura, 2022; World University Rankings 2021, 2022).

In the current study, interviewed professors tended to relate research activities, rather than teaching, to academic recognition. Interviewees were aware of the influence of performance assessments that placed a high value on research. Although teaching is part of academic work, participants saw it as less important because teaching mainly benefits students whiledelivering limited returns to the teachers themselves and none to their academic colleagues. Also,research suggests that the assessment criteria for teaching quality are not clearly defined (Campbell, 1980). It seems clear to me that there is a systematic bias toward research. In such circumstances, I believe research activitiescan heavily contribute to professors' cultural capital, allowing them to accrue reputation and influence throughtraditional and bureaucratic forms of authority.

However, participants suggested that these conventional pathways of academic career developmentdidnot appeal to all when considering the attainment of academic prominence and influence. The alternative paths to the desired end, in my estimation, can be explained

byacademic charisma. Weber's theoretical construction claims that social capital is the determinant of charismatic authority (Weber, 1947; Zúquete, 2020). Participants described the efforts invested in improving research quality and quantity as a "classical route," and they "don't believe in that model anymore" (Professor 05, non-WCU in Canada). As prominence comes through cultural association and has a social component (Blackmore, 2016), improving one's social capital can be viewed as a means of boosting one's academic reputation. Participants observed that managing social capital addsan even more effective route to academic prominence and personal influence besides demonstrating research competence.This finding aligns with existing scholarship, which shows that social connections draw more attention to one's work and extend one's influence (Anderson et al., 2001).I argue that as a vital component of charismatic authority, or academic charisma,social capital can be regarded as a critical determinant of professors' prominence and influence.

At the core of charismatic authorityare the approval and acceptance of followers (Weber, 1947), and social capital engenders trust and exposure for that approval and acceptance. Existing research has claimed that social capital can benefit individuals by providing them access to information, status benefits, and influence over decision-making (Anderson et al., 2001). Social connections become meaningful and valuable when translated into credibility and visibility. As shown in the interviews, prominence gave credibility to academic work. Connecting with prominent academics makes academic projects and funding applications more likely to be approved. Such connection also brings collaboration opportunities and enhances the visibility of one's work. Participants suggested that academic engagement was a very positive experience, especially in research collaboration. They acknowledged networking as a way to access information and opportunity and, more importantly, to improve the trustworthiness and

“exposure” of their works beyond academia, reaching the government and industry(Professor 05, non-WCU in Canada).These findings support the assertion that highly regarded individuals are enablers of trust and credibility and are likely to attract favorableattention (Gandini, 2016; Lynn et al., 2009).

Another notable finding of this research is that social capital can be converted into cultural capital to enhance professors’ reputationsand personal influence.In studies of cultural capital, gender is considered as secondary to social class (Ridgeway, 2014). In my research, female professors encountered more difficulties than male professors did in proving their academic competence and gaining trust in the academic communitybecause of biased genderbeliefs, leaving them in an inferior position with regard to academic prominence and personal influence.This finding accords with previous evidence that male academics are perceived to have more right to act as competent and authoritative individuals than female academics do (Carli, 2001; Diekman & Eagly, 2000; Ridgeway, 2014; Schneider & Cook, 1995). It seems that shared gender biases are embedded in academic practices, evaluation systems, and bureaucratic structures, which places female professors in a vulnerable position in regard to academic recognition. Previous research has shown that women in science appear to have fewer promotion opportunities and that gender has a substantial effect on career outcomes (Angervall et al., 2018; Carli, 2001; Cole, 1979; Lipton, 2017; Millar & Barker, 2020; Nielsen, 2016). Female interviewees repeatedly shared their experiences and observations of strong gender stereotypes against female professors. As reported by female interviewees, female professors were believed to be less competent, less authoritative, and less credible than their male colleagues, another finding that supports existing research (Angervall et al., 2018; Cuddy et al., 2007; Lieberman et al., 2016; Leisyte & Hosch-Dayican, 2014). Furthermore, female interviewees perceived double

standards for female and male professors. High academic-performance expectations are often applied to female professors (Professor 03, non-WCU in Canada). Some inappropriate behaviours were perceived as acceptable for male professors but unacceptable for female professors (Professor 01, WCU in Canada). As gender prejudice is deeply embedded in academic and organizational life, female professors may find it more difficult to obtain prominence and exercise influence than their male colleagues do, suggesting that female professors encounter more challenges in career development. This implies that female professors are less likely than their male colleagues to possess cultural capital because of gender status.

A key issue that concerns female participants is how to compensate for a lack of cultural capital. Female participants highlighted two significant means of compensatingfor the gender deficitsin building their reputation and exercising influence.One wasto seek a bureaucratic position, thus directly enhancing their bureaucratic authority, cultural capital, and influence.Another way was to obtain social capital and convert it intocultural capital, through which female professors may improve their competence and visibilityin order to attain academic prominence and influence. A female professor stated that she perceived herself as having more personal authority and influence after being appointed to a managerial position in the department (Professor 01, WCU in Canada). A formal position is deemed cultural capital,and bureaucratic authority increases personal influence. Most of the female participantsin this study emphasized the importance of building social capital. As they suggested, once social connection is built, it provides a solid footing on which to establish greater credibility, visibility,and recognition. Existing literature shows that social status can be enhanced by developing social connections, and social connectedness can underline competence and increase one’s visibility (Anderson et al., 2001; Anderson & Shirako, 2008; Burris, 2004; Walker & Yoon, 2017). This study reaffirms

these findings and suggests that social capital can be a promising means to assist female professors in generating cultural capital by enhancing their credibility and visibility;the more robust one's social networks are, the less ongoing proof of competence is required, and the more opportunities and resources become available to female professors. In this connection, building social capital effectivelyreinforcesacademic charisma. It can be inferred that female professors may depend more on charismatic authorityto build their prominence and personal influencethan their male colleagues do. Therefore, leveraging social capital seems to be particularly important for female professors' career growth.

Building and Reinforcing Social Capital

I found many rich examples of enhanced academic reputation and personal influence enabled by the accumulation and reinforcement of social capital, which supports the literatureshowing that social capital is essential in determining academic reputation and career success (Angervall et al., 2018; Broadbridge, 2010; Maritz & Prinsloo, 2015). Participants described three commonly pursuedchannelsfor building social capital:(1) "holding big trees,"(2) being visible atconferences and exhibitions, (3) and broadening connections through media and online platforms. With regard to the first, I found that professors who seek to connect with prominent and influential professors can leverage opportunities and resources available to them to further their reputation and influence because opportunities and resources are more easily accessed by well-known academics (Allison& Stewart, 1974; Merton, 1968; Petersen et al., 2014; Stewart, 2015; Tymon & Stumpf, 2003; Varga & Parag, 2009). Concerning the second channel, I noticed that academic conferences and exhibitions are significant occasions for building and maintaining social capital. According to participants, these platforms allow academics to meet others in various parts of the world, share cutting-edge knowledge, exchange information, and

seek collaboration, thereby cultivating an elite circle of academics to serve as a source of their power and authority (Clark, 2006). Influential professors use such platforms to establish connections, build consensus, direct decisions and interests, and generate influence within and beyond academia. Finally, making use of the third channel involves managingsocial media and other online platformsto improve social capital. As explained by participants, emerging media platforms serve a purpose similar to that of conferences. These platforms include ResearchGate, Google Scholar, and LinkedIn for professors in Canada; and Weibo, Wechat Official Accounts, and government-authorized media platforms like People's Daily and Reference News for professors in China. It is well-known that media platforms are crucial in exposing academic work (Barjak, 2006; Matzat, 2004; Nicholas et al., 2015; Kapidzic, 2019; Van Noorden, 2014). My participants saw media platforms as providing a relatively easy and cost-effective way to reach diverse connections, thus providing broader exposure for their work and promoting their scholarly reputations. Unlike conferences or meetings that allow exposure for limited times only and entail travel costs, these media platforms provide continuous exposure for professors and their works at relatively low monetary costs. Presence on media platforms directly contributes to academic prominence and influence andserves as a means of building social capital that allowsbroader influence.In summary, professors seek different channels to build and reinforce their social capital, upon which they are able to draw and which they can also convert into cultural capital. Since charismatic authority has a social component or is connected to social capital, I believe that enhancing social capital can effectively promote academic charisma. In this connection, charismatic authority works alongside traditional and bureaucratic authority ingenerating the differences in academic prominence and influence.

Academic Charisma and Contextual Variations

Although professors interviewed working in two different types ofinstitutions, World-Class Universities (WCUs) and non-World-Class Universities (WCUs), in two different countries, Canada and China, had many perceptions and experiences in common, theyalso hadexperiences that were context-specific. In this section, I willbring the concept of charismatic authority to bear in discussing how the institutional status of WCUs and non-WCUs and the system values governing higher education in Canada and China may help account for these differences.

WCUs' Status Reinforces Social Capital

The process of building World-Class Universities (WCUs) has taken different forms in Canada and China, with Canadian universities acting at the institutional level in adapting themselves to the WCU model while the government has taken the lead in China.Nonetheless, research excellence is the emphasis supported by national programs in both countries, including the Networks of Centres of Excellence (NCE) program and the Canadian Foundation for Innovation (CFI) initiated by the Canadian federal government and "Project 985" and the "Double World-Class Project" developed by China's national government.Scholars are financed differently under the programs, however; Canadian professors receive funding directly from the government, while Chinese scholars are funded through their affiliated universities (Fisher et al., 2006; Jones et al., 2001;Ministry of Education of the People's Republic of China, 2015; Yan, 2011; Zhang, 2013)

This study showed that,to some extent, university status could influence professors' prominence and influence. As Conger (2020) suggests, "the level of saliency or importance of individual components is determined by the existing organizational context" (p. 306). University rankings and status can impact the perceptions and evaluations of stakeholders, including

academic leaders and faculty members (Altbach, 2012; Hazelkorn, 2017; Kauppi, 2018). In my investigation, interviewees from both WCUs and non-WCUs experienced and observed the benefits of being affiliated with WCUs. As one observed, WCUs “attract financial support and human resources” (Professor 05, WCU in China). Meanwhile, WCUs’ status generates a biased belief that WCU professors are more credible than those affiliated with non-WCUs. Interviewees acknowledged that affiliating with WCUs provided them with an “endorsement” that guaranteed their qualifications and collaboration opportunities (Professor 02, WCU in China). This finding supports the existing literature, which shows that affiliation with prestigious institutions increases scientific productivity and academic recognition (Sauder et al., 2012; Jenkins, 2020).

WCUs status served as a reinforcerof social capital.Being affiliated with WCUs provided professors with opportunities to access social capital, thus allowing academic charisma toexplain professors’ extendedprominence and personal influence.As a globally recognized official hierarchy and a governmentally or institutionally driven practice, university rankings represent a form of bureaucratic authority. Evidence derived from this research showed that the status of WCUs legitimated the practices of the affiliated professors and enhanced their authority (Professor 05, WCU in China) so that they were “doubt[ed] much less than [they] would [otherwise be]” (Professor 01, WCU in Canada). WCU professors mayearn more social capital from connecting to bureaucratic authority.They can use university status to raise their visibility and increase their opportunitiesfor social connections. The findings suggest that WCU professors may find attaining academic prominence and personal influence easier because they can source more social capital with the support of their institutions. That is, academic charisma and bureaucratic authority can jointly explain the attained prominence and personal influence of WCU professors.

Unlike WCU professors, non-WCU professors interviewed enjoy limited privileges derived from institutional status. Professors interviewed who are affiliated with non-WCUs have relatively little ascribed bureaucratic authority to support the attainment of academic prominence and personal influence. To compensate for their lack of bureaucratic authority, they endeavour to enhance their personal social connections.According to the interviewees, connections beyond institutions can help academics work across organizational boundaries and extend their reputations. This kind of connection can be regarded as bridging social capital, which works across social divisions and helps define the external linkages of individuals and groups (Putnam, 2000; Adler & Kwon, 2002). It can assist professors in overcoming social restraints in order to access resources and opportunities. It also can make their achievements visible for recognition in a broader context. Instead of taking advantage of theiruniversities'status, interviews show that professors not affiliated with WCUs must count on their personal efforts and connectionsto help them gain prominence and influence.As social capital is critical to academic charisma, the pursuit of academic prominence and personal influence among non-WCU professors may be better explained by academic charisma than the other two forms of authority.

Policies and programs that facilitate the establishment of WCUs bind academics together and create a shared identity, understanding, and a sense of belongingness. WCU professors interviewed enjoy privileges that may not be open to others. By offering support in various aspects, WCUs can improve the commitment of their employees and nurture a sense of institutional loyalty among professors (Professor 02, WCU in China). Social capital generated and reinforced by WCUs can improve academic performance and recognition. The expectations of the employees are more likely to be fulfilled, increasing their levels of satisfaction, motivation and institutional loyalty (Benson, 2006; Pan, 2018). This is particularly evident in the case of the

researched Chinese universities, which depend on prominent professors to help them win a place in the university assessment processes and obtain financial support from the central government. The global WCU movement has tightened the relationship between the WCUs and their professors.This can be explained in terms of bonding social capital,which binds a relatively homogeneous group together and focuses on the internal relationships among individuals and groups within an organization (Blackmore, 2016; Putnam, 1995, 2000; Putnam et al., 2014).

To summarize, I draw on the findings to suggest that WCUs serve as a reinforcer of social capital. The connection between social capital and academic charisma helps to explain the paths WCU professors accessed to attain prominence and influence other than the effect of bureaucratic authority.Non-WCU professors seemtohave limited support from their institutions' social capital, so they may seek other forms of social connections to compensate for this disadvantage. Thus, academic charisma works better in understanding the career success of non-WCU professors.

Routinization of Academic Charisma and the Role of Context

According to Weber (1974), charismatic authority is unstable, and the manifestation of charisma requires a constant confirmation of extraordinariness. It either dissipates because of failures or the death of the charismatic individual, or it is routinized into a stable form of authority. Weber (1974) postulated that the routinization of charisma comes from a striving to perpetuate social status or economic advantage. The process of routinization is thought to reconstitute charismatic authority into either traditional or bureaucratic authority by forming traditional norms or legitimated rules (Ritzer & Douglas, 2004).

This section focuses on the idea of consolidatingcharismatic authority to traditional or bureaucratic authority,which is affected by legitimizing one's practices or social positions. As

highereducation systems are influenced not only by challenges and practices that occur worldwide but also by specific features of individual countries (Clark, 1986; Teichler et al., 2013), variations between the Canadian and Chinese highereducation systems may affect the extent to which academic charisma has taken root within the respective systems. The following discussion shows how the idea of routinization of academic charisma helps to clarifydifferent strategies used by professors interviewed in Canada and professors interviewed in China to prolongtheir prominence and influence, and the strategiesmaybe affected by differences between the highereducation systems of the two countries.

Traditionalization of Academic Charisma: Designating Successors to Prolong Prominence and Influence. The designation of successors is regarded as a way to establish a permanent tie between a charismatic individual and the appointed disciple, with the latter entrusted to perpetuate the former'scharismatic authority (Weber, 1974).Building on the capital of their predecessors, charismatic individuals may inspire future charismatic figures.

In Canada, I found the quasi-family relationship in the Canadian academic community to be rooted in the norms of their discipline.It involved a mutual commitment between supervisors and their graduates, as well as their joint commitment to a far-reaching academic or disciplinary network. Prominent and influential professors tend to scatter their successors and support the creation of spin-off projects or subdivisions in a discipline. According to interviewees, prominent professors formed networks with geographically dispersed subordinates through associations, conferences, and other academic activities. These networks embodied a certain degree of continuity of traditional authority, a salient example being the "academic family tree" shared by an interviewee (Professor 06, non-WCU in Canada). When successors develop their careers in a

field, the influence of their supervisors can shine through, which can be explained by traditionalization of charismatic authority.

I also noticed that prominent professors seemed to be attracted to form a dense and strong network through which their influence can be carried on and prolonged. On the surface, Canadian professors interviewed who worked in a field could be geographically separated and seem independent, like stars in the sky. Still, they could connect to a network with a brand name associated with aprominent professor, like the stars in a constellation. According to interviewees, a quasi-family academic network tied professors together through personal loyalty and commitment. Meanwhile, prominent professors exercise influence and support the upward mobility of their quasi-family members (Professor 02, non-WCU in Canada). The cultivation of such a wide-reaching network allowed prominence and influence to be sustained and extended, which can be understood as the inheritance of academic charisma. In turn, inherited academic charisma and the favorsreturned by subordinates through the network reinforce and maintain the centrality of prominent individuals.

In the Chinese highereducation system, traditionalization of academic charisma was based on a hierarchical relationship and personalized rule. There, prominent professors form a quasi-family relationship,as reflected in the traditional saying, “One who is a teacher for a day is the father for a lifetime”(一日为师，终身为父), and are thus able to exercise influence and stabilize their control over resources. In this hierarchical quasi-family relationship, prominent professors sit at the top of a pyramid;or, to vary the metaphor, their influence is like the circles appearing on the surface of a lake when a rock is thrown into it. The closer subordinates get to the prominent professor, the tighter the relationship with the professor, and the more privilege the subordinates experience. Most of the subordinates surrounding a prominent professor used to be the

professor's graduate students. As Professor 03, WCU in China, explained, there were close links between the professor and their graduate students, with those who worked in the same research team or at the same research centreforming an outer circle.

Traditionally, Chinese society has valued the collective more highly than the individual (Fei et al., 1992). The academic quasi-family relationship constitutes acollectivity under the leadership of the prominent professor. Prominent professors understand the strength of collectivism, and they sometimes call their academic web a "clan" (门派 Menpai) within the broader collectivity of the discipline as a whole (Professor 05, WCU in China). The clan operates under a unique system created by the prominent professor and is guided by their thoughts. Confucianism is a widely known example of a clan, or network of clans, led by charismatic individuals (Weiming, 2021). Thus, the clan had a family-like structure at the base, and its kinship manner embodied a form of traditional authority. From the subordinates' perspective, by directly connecting to "big trees" or being a clan member, they could enjoy the collectively established authority and use it to enhance their credibility and give them better access to resources (Professor 03, WCU in China; Professor 05, WCU in China; Professor 06, non-WCU in China).

The distinction between cosmopolitanism and localism can shed light on some of the differences between Canadian and Chinese academic practices and between thehigher-education systems in the two countries. Generally, a cosmopolitan orientation is characterized by a positive attitude toward larger and external social structures, greater geographical mobility and intellectualism, and interest in professional societies; while a local orientation focuses on internal and bureaucratic organizational structure and places more importance on employee unity and collective activities (Berger, 1973; Goldberg, 1976; Lammers, 1974; Mulkey et al., 2005;

Musselin, 2009). Prominent professors are more likely to produce a cosmopolitan structurein Canada than in China. They maintain quasi-family relationships and scatter their graduates worldwide to establish spin-off projects. Meanwhile, the spin-offs tend to remain within the ambit of the prominent professors' research interests and academic pursuits. Prominent Chinese professors seem more inclined to generate or reproduce local structures as they stress a strong sense of collectivity, network norms and values,and hierarchical relations. Thus, subordinates "construct their identities, values, the knowledge base of their work, their modes of working and their self-esteem"through their commitment and loyalty to the local structure (Henkel, 2000, p.22).

Traditionalization of Academic Charisma:Establishing an "Empire" to Stabilize Prominence and Influence. Prominent professors tend to strengthen their internal linkages and collaborate on a large scale (Clark, 1983). This pattern indeed emerged in the current study. Although the networks that centeron prominent professors differ between the two countries, I found that prominent professors in both can form a collective, empire-like entity to exercise personal rule within an institution, academic community, and beyond. Such an "empire" is a relatively independent network that operates under the guidance and control of a prominent and influential professor. It can be institutionally based, as in the case of a research centersituated in a university or an enterprise, or it can simply rely on close-knit social ties. Within the empire, prominent professors exercise extensive supervision and influence over the work of their students and over that of junior colleagues as well. For example, China-based interviewees frequently mentioned that when a prominent professor was directing a well-known research center,the professor and the centerwere regarded as major sources of professional authority in the engineering field nationally and internationally. As described by Professor 01, WCU in China,

the advice or plans of the prominent professor were almost regarded as an “imperial edict” (圣旨 *shengzhi*) guiding and directing the centre. A similar case was described by Professor 05, non-WCU in Canada. He tried to “brand” his enterprise by “presenting the logo of the enterprise rather than [his] name.”By establishing their empires,prominent professors can expand their presence and influence while controlling access to resources and to the field. More importantly, affiliation to a collective entity can tie individual academics together and may, to some extent, determine their academic identities (Musselin, 2009).

Bureaucratization of Academic Charisma in the Canadian Context: Accessing Disciplinary Structures and Support. Collegiality is a classic form of professional authority embedded in peer review and decision-making in academic communities and institutions (Clark, 1983; Clark, 2006). In the Canadian context, academic charisma can explain the strongly preferred form of collegial or guild-like governance (Clark, 1983). Prominent professorsobtain executive positions in academic associations via peer elections. Voting is a central practice in the manifestation of collegial will and, at the same time, legitimates the authority and influence of those elected. My Canadian interviewees valued their standing in the academic community as it gave them a certain level of professional and bureaucratic authority (Professor 03, non-WCU in Canada; Professor 04, WCU in Canada).In contrast, in the Canadian context, holding managerial positions undermines one’s professional authority, as it impairs one’s research productivity and reduces one’s ability to demonstrate competence or extraordinariness (Professor 02, non-WCU in Canada; Professor 03, non-WCU in Canada; Professor 03, WCU in Canada).

Obtaining a position in academic associations can be considered an optimal way for Canadian professors to stabilize their prominence and influence, which can be explained by the process of bureaucratization of charismatic authority. Through the process of bureaucratization,

professorsmayexercise the authority associated with the position to increase their influence and privilege in a meritocratic system based on the peer-review process.

Bureaucratization of Academic Charisma in the Chinese Context: Taking on Administrative and Policy Roles. The findings suggest a different scenario in the case of the Chinese highereducation system. There, I found that prominent professors tended to associate with institutional bureaucracies to stabilize their influence. Professor 05, WCU in China, described an inherited mentality of "official favoritism" (官本位 *guan ben wei*).Such a mentality originated in the imperial bureaucracy of ancient China (Hayhoe, 1996; Pan, 2007; Xu, 2019) and can still be observed in contemporary academic practices used to sustain influence and authority. Prominent professors seemed to work to acquire a party-sponsored management position or a managerial position in a department, faculty, institute, or centre under the university's administration. Interviewees suggested that bureaucratic positions could enhance one's credibility, visibility, and authority as these positions are limited in number and require appointment from above by an institution or the government. Holding such positions also helped them to rationalize their practices by "including or altering policies that favorthem and their people" (Professor 02, WCU in China). Thus, by demonstrating that their behavioris more "efficient," more "productive," or more "politically correct" (Clark, 2006, p. 16), prominent professors maybureaucratize their influence. Rather than the recognition of one's peers, it is recognition by one's institution or by the government that makes one the "right person" for a managerial position. In the Chinese context, the transition from charismatic to bureaucratic authority may be accomplished via the appointment to a managerial position. In this case, the concept of charismatic authority works together with bureaucratic authority to explain the extended and enhancedprofessors' influence.

Summary

Academic charisma proves to be a valuable concept in understanding academic prominence and personal influence. It further explains why certain professors have a greater ability to lead the development of a field, influence policies, and mobilize resources than their formal positions in academic or other bureaucratic structures would ordinarily entail. More importantly, the concept of academic charisma provides insights into academic careers and pathways of development.

In responseto the first sub-question—"How do professors describe the paths that lead to academic prominence and personal influence?"—this research found that academic charisma played an important role in those descriptions. Academic prominence is determined by whether professors can obtain awards and funding granted by national institutions or the government. Professors who can bring about changes in a field of research, in industrial practices, in institutional or government policy, and in resource allocation are regarded as influential individuals. My participants observed thatformal professorial positions did not guarantee academic prominence or influence. In addition to the explanation offered by the influence of traditional and bureaucratic authority, the introduction of academic charisma into the analysis provides a promising perspective to understand prominence and influence variations.

To answer the second sub-question—"How does the concept of academic charisma help to clarify the strategies used by professors to obtain prominence and preserve their influence?"—this research revealed thatsocial capital was critical to the attainment of academic prominence and personal influence.Traditional and bureaucratic authority resides in the two components valued by professors: academic integrity and competence. However, demonstrating academic integrity and competence does not necessarily result in academic prominence and personal

influence. Professors interviewed acknowledged thatsocial capital adds pathsto that desired end.This research aligned with the argument that academic charisma has a social aspect,being inherent in relationships between a leader and their followers (Conger, 2020; Weber, 1947),which is why social capital is so important.

Moreover, improving social capital can serveas a promising strategy in overcoming disadvantages, as it can be converted into cultural capital in the form of traditional and bureaucratic authority. Thus, female professors may choose to compensate for their initial paucity of cultural capital,resulting frombiased gender beliefs, by relying more heavily on social capital than male professors did;they may depend on charismatic authority to build their prominence and personal influence to a greater extent than their male colleagues did. Therefore, leveraging social capital can be particularly important for female professors' career growth.

To build social capital, professors interviewedtend to rely on working with "big trees"(prominent professors with powerful personal influence), attending conferences, and using media and online platforms to extend their connections and raise the visibility of their achievements. Prominent professors tend to be keen on forging relationships and building solid social capital within and across institutions, disciplines, and industrial sectors. Since social capital is an essential component of academic charisma, I believeacquiring extensive social capital can effectively promote academic charisma. Hence, charismatic authority, together with traditional and bureaucratic authority, can explain the influence prominent professors exercised topervadehighereducation systems from the local to the national level.

To address the last sub-question—"How does the concept of academic charisma capture the workings of academic prominence and influence in four specific contexts, namely WCUs and non-WCUs in Canada and China?—I was able to identify variations in strategy between the

interviewed professors at WCUs and those employed at non-WCUs, as well as betweenprofessors working in Canada and those working in China.By comparing the experience of interviewedWCU professors and non-WCU professors, I found that the formerderives greater benefit from their institutions' social capital than do the latter. It suggests that WCU status provides professors with bureaucratic authority and reinforces their social capitalto attain prominence and personal influence. For interviewed professors who are affiliated with non-WCUs, building disciplinary or other forms of personal social capital seems to be the preferred strategyfor attaining prominence and influence.

In regard to the comparison of the interviewed professors' experiences in Canada and in China, I found that the idea of routinization of charismatic authority proved useful in analyzing the different strategiesthey used to perpetuate their prominence and influence. Weber (1947) holds that charisma is a temporary phenomenon and must be demonstrated constantly; failing to demonstrate it can result in a reduction in ascribed authority. To maintain prominence and exercise personal influence, interviewees in both highereducation systems made efforts to build quasi-family relationships, which can be explained by traditionalization of charismatic authority. In both cases, these relationships operated under the leadership of prominent professors, but at the same time generated their own values and served as social capital for the "family" members. This is indirect evidence that prominent professors may rely on such traditional relationships to prolong their influence and professional control. The difference between the two systems suggests that professors in the Canadian highereducation system are more likely to produce a cosmopolitan structure to extend their influence broader and further, whereas professors in China tend to build on local structures to stay influential. In addition, in the Canadian highereducation system, prominent professors tend to lean on disciplinary structures that support the routinization

of academic charisma because positions in academic associations can enhance their status and influence; in contrast, in the Chinese highereducation system, professors are more inclined to take up formal administrative and policy positions to consolidate their prominence and influence, which is a distinct demonstration of bureaucratization of charismatic authority.

Thus, the concept of academic charisma has proven its analytical value in several respects. As demonstrated by this research, academic charisma operates alongside traditional and bureaucratic authority in explaining the working of prominence and personal influence in academia. It helps to understand why some academics can attain outstanding academic and social status and become influential in the development of a field of research or in the development of institutional or governmental policies. Thus, the concept of academic charisma adds a promising explanationto the existence ofstratification and career-pathdiscrepancies in academia and beyond.

Chapter Seven Implications and Future Research

The research undertaken in this dissertation, through the lens of professors' accounts of their perceptions and experiences, explores how academic charisma can be used as an analytical concept in explaining discrepancies in academic career development in four exemplar universities, two in Canada and two in China. The findings of this study can deepen the understanding of academic prominence and influence beyond that associated with professors' formal positions. The implications of these findings can be formulated as suggestions to help support academics in furthering the development of their careers. At the same time, suggestions derived from the results of this study can inform and enhance university governance and policymaking in higher education. In this concluding chapter, I will first summarize and reflect on the significant findings of my research; then I will discuss its implications and offer practical suggestions for academics and decision-makers in the governance of universities and higher-education systems; finally, I will discuss the study's limitations and offer some recommendations for future research.

Significant Findings

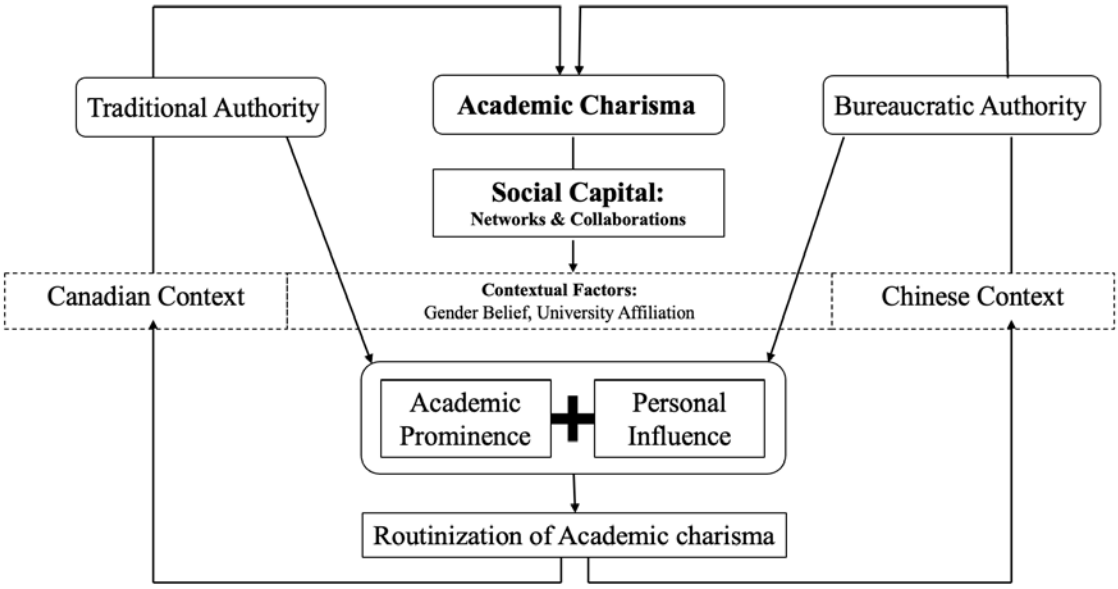
According to Weber (1947), three forms of authoritydetermine influence, namely traditional, bureaucratic, and charismatic authority. In the context of academia, bureaucratic authority derives, for example, from obtaining formal professorial positions in a university,and traditional authority from the practice of peer reviews and publication. These manifestations of bureaucratic and traditional authority,however, do not seem to be sufficient to determine one's prominence and personal influence in academia. This research focuses on charismatic authority, using the

concept of academic charisma to help explain the working ofacademic prominence and influence beyond that associated with professors' formal positions. In this research, academic charisma is shown to add an explanationtounderstand why certain academics are seen by their peers as having an unusual level of prominence and influence in their academic context.The study's analytical framework is presented graphically in Figure 4.

This research found that academic charisma, workingalongside traditional and bureaucratic authority, can help to explain some professors gain degrees academic recognitionand acceptance beyond those entailed by their formal academic positions. Thus, recognition of academic prominence and personal influenceis not necessarily or directly related to professorial appointments to formal or rational-legal positions in academia.Such recognition is, however,associated withwinning national awards, obtaining national research grants, and having a powerful influence on policymaking and resource allocation in an academic field.

Enhancing their social capital is often the way professors gain access to resources and opportunities, which assists them in improving their credibility and visibility. As an essential component of charismatic authority, not traditional or bureaucratic authority,social capital is one of the critical factorscontributing to prominence and influence.Also, female professors may rely on social capital to compensate for their deficiency of cultural capital. Social capitalseems more important to female professors than traditional and bureaucratic authority inhelping them attain academic prominence and personal influence.In sum, academic charisma, alongside traditional and bureaucratic authority, allowsdeepening the understanding intheattainmentof extraordinary academic recognition,exercise of influence in informal communication structures, mobilization of resources, influence ofthe development of their academic field, and thechanges in institutional and governmental policymaking and industrial practices.

Figure 2 *Graphical Model of Analysis*



Academic charisma is situational (Conger, 2020),socontext must play a role in the manifestation of it. Comparisons between WCU and non-WCU professorsshowed that interviewed professors who are affiliated with WCUs could benefit from the prestigious status of their institution to boost their social capital,which enhances their bureaucratic and charismatic authority and thus helps them attain prominence and influence.For professors who are not affiliated with high-status universities, on the other hand, building disciplinary or other forms of personal social capital seems to be an optimal strategy,in addition to enhancing academic competence,for attaining academic prominence and influence; consequently,non-WCU professors tend to be more dependent on personal social capital to achieve that purpose than are WCU professors. In this connection, academic charisma provides a better perspective to understand the working of prominence and influence amongnon-WCU professors than solely rely on bureaucratic and traditional authority.

Instability is a central characteristic of charisma (Weber, 1973). The idea of routinization of academic charisma sheds light on how Canadian and Chinese professors sustain their prominence and influence. Interviews show that prominent professors with powerful personal influence in bothhighereducation systems are adept at using traditionalization or quasi-family relationships to reduce the instability of prominence and thus prolong their influence. But traditionalization of academic charisma takes different forms in Canada and in China.In Canada, professors interviewed suggest that academics prolong their prominence and extend their influence by establishing constellational or collaborative quasi-family connections, while in China they tend instead to develop hierarchical quasi-family relations. In other words, professors interviewed in Canada tend to maintain their prominence and influence by seeking the support of traditional authority, while professors interviewed in China are more likely to prolong their prominence and influence by accessing bureaucratic authority. Routinization of academic charisma explains professors' access to disciplinary structures in the Canadian context to consolidate their prominence and influence. In the Chinese highereducation system, routinization of academic charisma adds explanation in understanding why professors choose to take on administrative and policy roles to bureaucratize their influence.Routinization of academic charisma elaborates thata professor “become a Large Person” who can “elaborate a set of commanding roles” (Clark, 1986, p.123) in the (metaphorical) empire they build. As a result, prominentprofessors can sustain established standards and values, as by embracing the existing incentive structures attached to their academic groups, in order to cement their status and legitimize their influence.

The Added Value of This Study: The Uses of Academic Charisma

This study employed the concept of academic charisma in analyzingdiscrepancies in academic reputation and influence in the WCU era in the context of two higher-education systems, those of Canada and China. The experiences of the professors interviewed richly portray the ways in which academic prominence and personal influence are acquired and sustained against a background of structural constraints and supports. When used in conjunction with the concepts oftraditional and bureaucratic authority, the concept of academic charisma adds depth and nuance tothe interpretation of academic prominence and influence.

Central to academic charisma is the element of social capital. Drawing the notion of social capital into its analysis, this study argues that a narrow understanding of academic prominence in meritocratic terms, as based on outstanding research productivity, may ignore the importance of social capital or social networks. While previous research has stressed the importance of cultural capital for academic career development, this study demonstrates that social capital also contributes substantially to the growth and success of an academic career.

Moreover, this study demonstrates thatthe concept of academic charisma can explain the way prominent professors leverage resources and influence decisions. By mobilizing resources, providing professional consultations, and extending discourse, prominent professors can extend their influence upward and outward to generate changes at the institutional and national levels of the education system,as well asin the engineering industry. As illustrated in chapter four, a prominent professor can have a decisive influence on the direction of research and even on the rise and fall of a sector of industrial production. This can be regarded as evidence of an academic oligarchy. Indeed, the routinization of academic charisma in the Chinese highereducation systemproduces a class of academic bureaucrats. Obtaining managerial positions in a university

or ministry can enable prominent professors to grow their influence by negotiating with still higher- ranking authorities in a hierarchical system.

This study challenges the conventional view that professorial roles and academic activities are reflections of the interests of the higher education system (Sugarman, 2005; Meyer et al., 2007). The findings of this study show that the concept of academic charisma can be used to explain the way that prominent professors bargain with systemic controls, and influence the institutions and, to an extent, the industries. The bureaucratic process and meritocratic system prop up the authority of professors. By managing their prominence and influence, prominent professors can influence the meritocracy-based system. This includes an ability to allocate resources, influence gatekeeping, and affect decision-making. Thus, prominent and influential professors can draw authority from personal and structural levels to extend their influence and ensure career success.

Lastly, the studydelved into professors' experiences at WCUs and non-WCUs in two highereducation systems within a comparative perspective. The experiences shared by interviewees enabled a deepened exploration of academic prominence and personal influence within a variety of contexts. The comparison revealed that the concept of academic charisma can reflect the effects of institutional status and system values on the working of academic prominence and personal influence. Both shared and different experiences across two kinds of universities and two higher-education systems can provide insight into the factors affecting career development. Thus, my study can cast fresh light on the challenges academics, universities, and education systems may face and suggest ways of dealing with these challenges.

Suggestions for Practice Based on This Research

This study carries important implications for individual academics, universities, and policy-makers wishing to better understand the operation ofacademic prominence and influence in the WCU era. The implications for practice are presented here in subsections addressed to professors, universities, and system-level policy-makers.

For Professors

Professors need to understand that career success can assume diverse forms,of which standard academic ranks are only partly reflective, and that enhancing social capitalenables some professors to become extraordinary, well-recognized,and influential. Professors, especially junior academics, often focus on the conventional path of career development, which emphasizes teaching, along with the development, integration, and application of knowledge,as ways to build their reputations and establish personal influence in academia. However, it is worth noting that social capital is a powerful tool for lifting reputation and personal influence;hence it can accelerate the development of an academic career. To become well-recognized, academics must not only invest time and energy in research and other academic activities but also build and manage their social connections. Professors need to be aware that academic activities or scientific inquiries, to some extent, are shaped by the choices andvaluesof prominent and influential professors. Thus, academic charisma can be a powerful tool in understanding the transformation within a discipline, an industry, or even society at large.

Professors might consider establishing and deepening social relations as part of their strategies for career development. This research demonstrates that conferences, exhibitions, and online platforms are effective channels for building social connections. In this vein, professors

are encouraged to enter conferences and use online platforms, such as ResearchGate and Google Scholar, to increase the visibility of their work and manage their academic networks.

Professors in relatively more challenging positions, such as female professors or those affiliated with non-WCUs, are recommended to focus on building their personal social capital rather than investing all their time and energy in the conventional paths of career development. Female and non-WCU professors can cultivate social connections with reputable academics, institutes, or research teams as an effective strategy to improve their social networks. Attending academic events or using social-media platforms may enhancetheir credibility and visibility,as well as that of their work.

For Universities

Academic charisma presents insights into both benefits and challengeswhen involving prominent and influential professors in university management.In some cases, universities deliberately open themselves to the influence of prominent professors as they view those individuals as builders, pioneers, and agents for change (Clark, 2006). As found in this study, prominent professors and their research teams can bring significant advantages in terms of attracting both human and financial resources; this is particularly true in the case of Chinese universities. Moreover, if a university enlists the support of these professors in university governance, they can play an essential role in impelling and directing changes in the institution.

As this study suggests,social capital is central to academic charisma,and building social capital can be a means for career advancement other than improving scientific productivity. Universities need to attract and nurture excellent academics by supporting them in improving their social capital; for example, they might encourage professors early in their careers to enhance their visibility by participating in academic conferences worldwide, and they might

assist them in managing their online profiles. Specific funding programs or training services geared toward the building and managing of social ties can be adopted to assist young academics in establishing collaborative networks early in their careers. Also, universities can provide dedicated funding for professors wishing to engage in networking activities with government and industry,thus improving their exposure to and collaborations with stakeholders outside academia.

However, prominent professors are not always associated with positive outcomes for university management. Universities may find it difficult to manage prominent professors,who may use their influenceto prioritize and advance their personal interests. The “empires” established by prominent professors within a university may not accord with the university’s strategic development plan or the goals of university management.

It is worth noting that the fusion ofcharismatic and bureaucratic authority can explain some prominent professorshave an unusual degree of control over university governance. Especially in China, where prominent professors tend to seek managerial positions in a university, they can significantly influence decision-making. Universities need to be aware of the power these professors hold and take steps to abate the discontent their disproportionate power may arouse among less favored faculty members.

To summarize, prominent professors can bring grants and collaboration opportunities and attract human resources,thus enhancing auniversity’s reputation;however, they can alsopose a threat to the consistency of university governance, even becoming more disruptive than constructive in some cases. Nonetheless, if universities intend to bring about organizational changes, prominent and influential professors can be critical agents to help them achieve that goal. Specifically, university managers need to pay attention to professors who

carrysignificantsocial capital, as they can deliver significant personal influence. Working with them closely might benefit the organization, and they may act as important agents of change.

Policy Implications

As the development of WCUs progresses, the concentration of power and prestige within elite circles has continued, and the performance-based meritocratic system—or, to be more specific, the system of research supremacy—has encouraged bias, selection, and stratification within the contemporary academy (Blackmore, 2016). Traditional and bureaucratic authority can partially explain differences in academic recognition, which mainly reflect the intense focus on research excellence within national highereducation systems. Academic charisma, to some extent, can explain intensified resource allocation and human-resource mobilityand stratification.

The current meritocratic funding initiatives increase research concentration in WCUs and channel grants to prominent professors. This may sound grim, but academic connections are inevitably involved in the peer-review process, weakening its objectivity. A professor gave metaphorical expression to this observation:

> [I]n sports, referees and athletes are two independent groups. In academia, referees and athletes overlap with each other. When applying for research funding, one can carry a dual identity as both a referee and an athlete. In this case, those with the experience of being a referee are more likely to receive funding than mereathletes. (Professor 05, WCU in China)

If stratification is a genuine concern, then it is necessary to find more equitable ways of allocating resources and opportunities.

There is also a concern that prominent professors have the power to reinforce the social process of stratification so as to maintain their advantageous positions. Changes in regulatory and funding schemes have increased the scarcity of opportunities and resources in higher

education, which has intensified the competition for elite status among both universities and individuals (Marginson, 2006; Slaughter &Rhoades, 2004). The result is that prominent professors can acquire yet more resources,more power over resource distribution, and more influence in decision-making, further entrenching their privileged status positions.

Another concern is academic inbreeding. This study suggests that prominent and influential professors can engender trust and credibility,thus legitimizing the practices and discourses they initiate. Intellectual inbreeding can impede the development of cutting-edge knowledge and inhibit breakthroughs in a field. The quasi-family relationships prominent professors establish with their students and research associates can strengthen knowledge inbreeding by favoring some research interests over others. Thus, highereducation systems ought to encourage new and innovative scholarship by creating an incentive scheme for emerging scholars, thereby countering the excessive control of research interests byprominent and influential professors. It is essential to build a scholarly infrastructure that is more inclusive and responsive to a broader range of voices, including those outside the academy.

In addition to such intellectual inbreeding, academic inbreeding can also result from limitations on the mobility of academic personnel, as the interests of prominent professors can be a critical factor influencing recruitment decisions in a university. According to Godechot and Louvet (2008), such inbreeding results from “a selection process based on personal relationships rather than the standardized evaluation of applications or the thorough analysis of individual skills” (p. 2).Hiring based on the reference of prominent professors has been identified as a form of social capital, which coexists with but at times overshadows open recruitment and merit-based promotion. This may intensify systemic inequality and hierarchy in faculty hiring (Clauset et al., 2015). Over the long term, hiring decisions influenced by prominent and influential professors

can stifle academic mobility and diversity on both the institutional and education-system levels. As personal influence can traverse national boundaries, its influence on hiring decisions can even be international in scope.

Limitations and Propositions for Future Research

This study focused on professors in the field of engineering. Future research on the influence of prominent professors could be expanded to include additional academic fields. An extended comparison across different fields would be challenging and exciting, perhaps revealing broader explanations that can be captured by the idea of academic charisma.

Another potential limitation isthat relatively few of my participants were themselves prominent and influential academics. Thus, personal experience and narratives directly collected from suchprofessorswere limited. Nonetheless, authority cannot be considered charismatic unless it is recognized by others (Weber, 1974; Zúquete, 2020). A few professors in this study were unaware of their influence over day-to-day interactions with their colleagues until they participated in the interviews. For example, Professor 05 (non-WCU in Canada) had a good reputation in teaching and research, and he led a research institute with local and international connections. He explained that he seemed to take his influence for granted and exercise it as a matter of course. Professors like him can have strongcharismatic authority, whichcontributes to their reputation and influence.

In addition, I would recommend that future research focus on early-career academics. Much of the existing literature has stressed the inferiority of teaching to research as a means of career advancement in academia (Braxton, 1996; De Weert, 2009; Teichler et al., 2013). Interviewees pointed out that there is an apparent gap between the preparation of graduate students and

academic work, specifically in teaching (Professor 03, non-WCU in Canada). Previous research affirmed this concern, suggesting that most new faculty have little experience and training in many aspects of teaching (Austin, 2003).

Finally, universities and national highereducation systems create the conditions in which social capital affects academic practices and shapes academic careers. Future research could focus on the interaction of factors operating on the individual, institutional, and national levels to develop a holistic picture of theworkingof the idea of academic charisma and its implications for career development, university management, and system governance.

Conclusion of the Dissertation

Academic recognition is often referred to in terms of formal academic ranks. However, some professors obtain higher status and exert more substantial personal influence than those with the same academic rank. This study offers an in-depth look at the explanation of academic charisma in the career-development experiences of engineering professors at four universities: a WCU and a non-WCU in Canada and a WCU and a non-WCU in China. This research suggests that academic charisma can add insights toexplain why some professors rather than others achieve academic prominence and exercise personal influence in their field. The concept of academic charisma has continuing relevance in explaining discrepancies in academic career development, and it can provide insights into the management of contemporary universities.

Central to the concept of charismatic authority is social capital, whichcan be viewed asone of thepivotal contributors to academic prominence and personal influence other than scientific productivity. Academic scholarship and achievement, especially research publications, are not stamp collections meant to be stored in cabinets. Constant and enhanced visibility of professors'

work allows for greater recognition within and beyond academia. Thus, academics with relatively dense and extensive social networks may experience smooth advancement in their careers, particularly in terms of increasingstatus and more robust and broaderpersonal influence. This research also suggests that the concept of academic charisma is essential in clarifying how social capital canassist professors in tapping personal and structural resources to secure elite status and influence.

In the WCU era, the concept of academic charisma is found to add implicationsto the function of institutional status. WCUs, beinghigh-statusuniversities, make a positive contribution to the prominence and influenceof their affiliated professors, who can directly benefit from WCUs' social capital. Also, the concept of academic charisma is, to some extent, a means to reflect different system values. It may reinforce top-down management in China's higher-education systemwhilenurturing more collaborative practices in Canada's.

This study addresses an under-discussed area of research on the academic profession by seekinganexplanationfrom the concept ofacademic charisma. The concept of academic charisma plays an important role in explaining academic works in contemporary universities, understanding which can bothdrive and inhibit the development of academic careers; moreover,it extends beyond the individual level to that of the university and the highereducation system as a whole. The concept of academic charisma also sheds light on the essential strategies that result in career success.At the same time, the concept of academic charismasuggests thatprominent professors may hinder the consistency of university management and intensify academic stratification. While some suggestions for promoting the positive effects of prominent and influential professors and countering their negative effects have been offered in this chapter, the purpose of this dissertation is not primarily to prescribe measures to address these concerns.

Instead, it is to informindividual academics, university administrators, and institutional and national policy-makers ofadditional paths to prominence and sourcesof informal personal influence, which can be better understood through the concept of academic charisma.

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Appendices

Appendix AScript for email recruitment of the participants

For Canadian Participants

(This will be augmented by full consent forms and discussion of process at the time of participation.)

Subject Line: Research on professor’s experience and perception of academic charisma

Dear [Insert Name],

I'm Jessica Li, a PhD candidate with the Faculty of Education at the University of Victoria in Canada. I'm inviting you to participate in this research in the belief that your participation will be a tremendous contribution to my PhD research and to the field of higher education.

My project aims at providing an enhanced understanding of the manifestation of academic charisma in university settings. In my research, academic charisma is defined as the exercise of influence based on scholarly reputation. Unlike formal benefits, such as merit pay or promotion, academic charisma is an abstract and latent reward (a recognition of academic status) that many academics pursue and strive for throughout their academic life.

In a university setting, academic charisma enables actions that would not usually be possible, and unlocks resources that are unlikely to be obtained otherwise. Examples might include resource allocation, the establishment of networks, and the acceptance of ideas. My research seeks to know how does academic charisma is produced and how it can be applied. An understanding of what academic actions, achievements or states carry academic charisma and the ways this charisma supports influence may help academics to better plan their career path.

From reviewing your public bibliography on the university website, I believe that your insight and experience will benefit my research. Therefore, I would like to extend the invitation to you as one of the participants.

If you would be willing to be involved, we will be working together for two rounds of face-to-face interviews for approximately 60 minutes each. The interview can be in any place you choose at a time that is convenient. Participation is entirely voluntary, you can withdraw from this study any time during or even after the interview, and there will be no consequences. If you decide to withdraw from the research, I will destroy any tapes or notes from the conversation unless you explicitly agree to their retention.

This study has been reviewed and approved by the University of Victoria Human Research Ethics Board.

If you are interested in participating in this research, please contact me by email at ***or via phone at ******. If you any have concerns or questions regarding the research and your participation please contact me at the same coordinates.

Your involvement will be highly appreciated and I look forward to hearing from you soon.

[Attached Poster]

Why you are pursuing an academic career?
What academic reputation and its related influence mean to you?
How does academic reputation make a difference in a changing academic environment?

You are invited to participate in the research"Living with Academic Charisma"
We will be discussing the practical significance of academic charisma

The project aims at providing enhanced understanding of the manifestation of academic charisma in university settings. In this research, academic charisma is defined as the exercise of influence based on scholarly reputation. Unlike other benefits, such as merit pay or promotion, academic charisma is an abstract and latent reward (a recognition of their academic intellect) that many academics pursue and aspire for throughout their academic life.

In a university setting, academic charisma enables actions that would not usually be possible, and unlocks the resources that are unlikely to be obtained otherwise. Examples might include resource allocation, the establishment of networks, and the acceptance of ideas. An understanding of what academic actions, achievements or states carry academic charisma and the ways this charisma supports influence may help academics to better plan their career path.

Targeted participants: individuals employed full-time at the Faculty of Engineering, University of [ ] for teaching and/or research purposes.

If you are interested in participating in this research, please contact LI, Zhe by email at [ ] or via phone at [ ]. If you have any concerns or questions regarding the research and your participation please contact me at the same coordinates.

For recruiting Chinese Participants

邮件主题: 邀请您参与"与学术卡里斯玛共舞"的研究
[Insert Name] 教授/老师您好,
我现于加拿大维多利亚大学攻读博士学位，希望能邀请您参与到我博士论文的研究项目中。我的研究主要关注的是学术声誉及学术影响力的表现形式，在研究中又被称为学术卡里斯玛。高等教育制度的变革从不同方面影响着大学教师的工作。科研资助，聘用升职对大学教师的教学及科研能力都提出了更高的要求。不同于绩效奖励和升职这样的外在的奖励，学术声誉和学术影响力（即学术卡里斯玛）是对高校教师学术生涯的重要评价。

学术卡里斯玛让很多"不可能"成为"可能",让学者获得以其他方式无法得到的资源。例如学术资源(资金、人员、科研场地等)的分配, 学术网络(专家团队,国际学术网)的建立等; 学者的研究思路及成果被接纳的程度同样也受会到学术卡里斯玛的影响。这项研究或许可以帮助高校教师更好的利用他们对学术声誉和影响力的追求,从而对其职业发展进行规划。

我相信您的工作经历和见解将会对我的研究有很大的帮助和贡献。如果您同意接受访问，我将会对您进行两次面对面的采访，每次采访的时间大约是60分钟。采访的时间和地点会依据您的意愿协调安排。参与研究的全过程都基于自愿、匿名、保密的原则。您可以在研究的任何阶段选择退出且您的个人信息会被隐去并做保密处理。

我的研究课题已经获得了维多利亚大学人类研究伦理学委员会的批准。如果您愿意接受我的访问，相关的科研伦理学协议将会以文件的形式发给您。

如果您有兴趣参与到我的研究中，或者对我的研究有任何疑问，您可以通过邮件与我联系。

非常感谢您对我的研究的支持！盼回复。

作为学术人你追求的是什么？
学术名誉和学术影响力对于学术人到底意味着什么？
在高速变革的教育政策环境中，对学术名誉和学术影响力的追求究竟意味着什么？

诚挚地邀请您参与“与学术卡里斯玛共舞”的研究
与我一起探讨学术卡里斯玛的现实意义

这项研究主要关注的是学术声誉及学术影响力的表现形式，在研究中又被称为学术卡里斯玛。高等教育制度的变革从不同方面影响着大学教师的工作。科研资助，聘用升职对大学教师的教学及科研能力都提出了更高的要求。不同于绩效奖励和升职这样的外在的奖励，学术声誉和学术影响力（即学术卡里斯玛）是对高校教师学术生涯的重要评价。

学术卡里斯玛让很多“不可能”成为“可能”,让学者获得以其他方式无法得到的资源。例如学术资源(资金、人员、科研场地等)的分配,学术网络(专家团队,国际学术网)的建立等;学者的研究思路及成果被接纳的程度同样也受会到学术卡里斯玛的影响。这项研究或许可以帮助高校教师更好的利用他们对学术声誉和影响力的追求,从而对其职业发展进行规划。

招募对象：在职的讲师、副教授或教授（所在院系为工程系）

我相信您的工作经历和见解将会对我的研究有很大的帮助和贡献。如果您有兴趣参与到我的研究中，或者对我的研究有任何疑问，您可以通过邮件与我联系：

李喆
加拿大维多利亚大学博士研究生
邮件：***
微信：***

Appendix B Interview Guideline

Participants will be invited to participate in two rounds of face-to-face interviews for approximately 60 minutes each. The interviews will have four components:

1. biographical information
2. perceptions of professorial reputation and influence

3. third-party observations of academic charisma

4. reflections on personal experiences

A. Biographical information

1. How did you come to get your current job after your graduation?
2. To what extend does your affiliation help you obtain this job?
3. How did your supervisor influence or help you obtain this job?
4. What kind of influence did your affiliation have regarding your studies and your job choice?
5. What kind of influence did your family or other people you know have regarding your studies and your job choice?
6. Your academic title is_____. How many years did you spend in obtaining this title after your PhD graduation?
   - and how did you achieve this status? How was the promotion process looks like?
7. Can you tell me the best things about life as a professor?

B. Academic reputation and strategies deployed by professors to achieve high academic reputation and exercise influence based upon it

1. What makes a successful professor?
2. What does reputation mean to a professor?
3. What contributes to academic reputation?
4. What are possible ways that professors use to build up their reputation?
   - If professors have a good reputation, are they able to exercise influence?
   - In what areas can professors exercise influence?
   - How does having a stronger reputation increase the power of influence?
5. What kind of influence(s) are the most observable and influential?

C. Examples of observed academic charisma

1. Do you think a professor has authority? Where does this authority come from?
2. Can you give me an example how professor make influences based on their reputation or based on their authority? (exercise their influences to affect decision making process or change the result or direction of a decision)
   - what results have you observed? (attract or influence resource allocation? Increased credibility of themselves as well as their work for instance)
3. Can you give me an example when influence of a professor is affected by factors such as bureaucratic position, playing a role in government consultation, or academic achievements?

D. Self-reflection

1. Turning to your own experience, how important is your reputation?
2. can you share with me what are the “right” steps you have taken in achieving the current academic reputation?
3. Can you give me an example of a time where your academic reputation play a role in affecting or changing the direction or the result of a decision?
4. Was there a time you were surprised with the difference that academic reputation can make? What was it?
5. Can you tell me a time when you exercised your academic authority? What was it?
6. What does your affiliated university’s reputation mean to you? Does your reputation outweigh institutional reputation or not?
7. If one wants to make influence or obtain authority, do you think academic reputation is an effective means?

Interview Guideline (Chinese Version)

受访者将会接受两轮访谈，每次访谈的时长大约为 60 分钟。访谈内容分为四个部分：

5. 个人信息及既往经历
6. 受访者对学术声望（声誉）及学术影响力的见解
7. 以旁观者的角度谈学术卡里斯玛
8. 对个人经历的反思

访谈的第一部分个人信息及既往经历可以为受访者所分享的信息提供相关的背景。这部分的访谈内容包含（但不局限于）：

8. 你现在的职位及职称是什么？
9. 你在几岁的时候晋升到现在的职称的?
10. 你的研究领域是什么？
11. 你是怎样得到这份工作的？为何选择做大学教师？初衷是什么？
12. 在哪里攻读的学位？
13. 学习过程中经历了哪些成功与坎坷？
14. 您的导师对你的学习和工作的选择有怎样的影响？
15. 您的家庭对你的学习和工作的选择有怎样的影响？
16. 你认为作为一名高校教师最有优势的是什么？

访谈的第二部分主要是让受访者分享他们对学术声望（声誉）及学术影响力的理解。与此同时探索高校教师主要通过哪些策略获取学术声誉及影响力：

(1) 如何成为一名出色的教授?
(2) 学术声誉对于教师来说意味着什么？
(3) 高校教师在现有的环境里取得学术声誉的必要条件是什么？
(4) 如何取得良好的学术声誉?
(5) 高校教师在取得学术声誉后能得到些什么？
(6) 学术声誉在哪些方面会产生影响力？个人的学术声誉如何改变个人影响力的？
(7) 高校教师在那些方面是有影响力或者说有话语权的？您是否可以帮助我区分一下，您所列举出的这些影响力有哪几项与个人的学术声誉有关联？哪几项与高校的声誉有关系？
(8) 您认为哪些因素会对教师影响力的程度造成影响？
(9) 学术声誉在其中起到了怎样的作用？

访谈的第三部分会请受访者以旁观者的角度去探讨学术卡里斯玛：

(1) 请您回忆一下您是否观察到学术声誉所产生的影响？请具体描述一下相关的事件。
(2) 请您回忆一下您是否观察到有威望的教授所产生的影响力？如果他只是一名普通的高校教师，是否会产生一样的结果？
(3) 能否回一下您是否观察到高校教师利用他们的学术声誉吸引资源或者影响资源的分配（这些资源包括社会和人才资源）？
(4) 您是否注意到学术圈内相互依存（相互支持）的潜在关系？
(5) 为什么有的教授会参与一些特殊的活动而其他教授不参与，比如政策咨询，公共演讲，电视台宣传？这样的邀请与学术声誉有关吗？

在访谈的最后一部分，受访者会根据他们作为旁观者的观察对自己的经历进行回顾：

(1) 能否回忆一下自己的经历，您是否感受到您学术声誉给您正在开展的工作或者生活带来了不同？或者说您的学术声誉帮您完成了/实现了不太可能完成的事/实现的目标？
(2) 能否回忆一个时间点或者一个事件让您对您的学术声誉所产生的影响感到惊讶。
(3) 如果您想要获得更高的学术声誉，您会怎样做？行之有效的方法有哪些？
(4) 在您心目中您所任职的大学的声誉与您的个人声誉相比哪一个更重？为什么？
(5) 如果您想要扩大您在高校及学术圈的影响力，您认为提高学术声誉可行吗？还有其他哪些方法可以扩大影响力？

Appendix CParticipation Consent Form

Participation Consent Form

You are invited to participate in the research project titled "Living with Academic Charisma" being conducted by LI Zhe, a PhD candidate in the Faculty of Education, University of Victoria.

If you have questions you can contact her at ***. This research is carried out under the supervision of Dr. Ralf St. Clair of the Faculty of Education, University of Victoria, and you can reach him at rstclair@uvic.ca or (250) 721-7757.

Objectives

The purpose of this research project is to support the development of my PhD dissertation regarding academic charisma. Participants will be interviewed to gain their insights and perspectives on academic charisma and the ways professors experience and manage it.

Importance of this Research

The research seeks to provide enhanced understanding of the contemporary phenomenon of academic charisma as well as the ways professors experience and manage it. Exploring and comparing academic charisma in the higher education systems of Canada and China provides powerful insights on the influences of institutional contexts and the consequences of structural change. An understanding of what academic actions, achievements or states carry academic charisma and the ways it builds influence may help academics to better plan their career path. It could also be of use to policy makers and university leaders hoping to enhance management efficiency and effectiveness of their institutions.

Participant recruitment

You are being asked to participate in this study because of your insights and experiences as a full-time professor. Your perspectives are uniquely valuable and informed regarding the topic of this research.

What is involved

If you consent to participate in this research, your participation will include two rounds of face-to-face interviews for approximately 60 minutes each, to be conducted in a place of your choosing. Notes will be taken during this discussion. Upon completion of the research the notes will be destroyed. I would also like to record the interview to make sure we capture your thoughts accurately. Audio recordings will be transcribed and the recordings and transcriptions will be destroyed on completion of the research. With your permission, your academic achievements (awards, patents, etc.), collaborations (both local and international collaborations with academic, community, and business entities), personal blog or autobiography will be used as secondary data for analysis. All the identifiable information will be concealed to ensure confidentiality.

Confidentiality

A code number or pseudonym will be assigned in place of your name on all materials so that you cannot be identified, and you will not be named in any reports or publications that come out of the research. All materials will be stored in password protected computer files, or an external drive, and will be kept in a locked cabinet in secure office on the University of Victoria campus. The collected data with identifiable information as well as the hard drives will be encrypted and will be retained for a maximum of ten years for the dissemination of the results.

Inconvenience

Participation in this study should not cause you inconvenience other than our meeting for the discussion.

Risks

There are no anticipated risks to you from participating in this research.

Benefits

The potential benefits of your participation in this research include the opportunity to reflect on your experiences and perception of academic charisma and help the academic community better

understand charismatic practices. This research will contribute to a deeper understanding of academic charisma and the influence of different institutional circumstances from a comparative perspective.

Voluntary Participation

Your participation in this research is completely voluntary. If you decide to participate, you may withdraw at any time without any consequences or explanation. If you withdraw from the study you can choose to have your data destroyed or you can choose to allow it to be used. It is anticipated that data collected from this research will be included into LI Zhe's PhD dissertation. You can choose to have your data to be included or not into my dissertation thesis. Future use of your data shall follow exactly the same rules as this research in order to ensure confidentiality of the data.

Contact LI Zhe if you would like to withdraw your data or have your data NOT to be used in the future.

Dissemination of Results

It is anticipated that the results of this study will be shared with others through the Library website (UVicSpace) of the University of Victoria, academic publications, and conference presentations, as well as through LI Zhe's doctoral dissertation.

Contacts

For more information on this study, please contact LI Zhe at leezhe@uvic.ca. In addition, you may verify the ethical approval of this study, or raise any concerns you might have, by contacting the Human Research Ethics Office at the University of Victoria (250-472-4545 or ethics@uvic.ca).

Your signature below indicates that you understand the above conditions of participation in this study, that you have had the opportunity to have your questions answered by the researchers, and that you consent to participate in this research. Thank you for considering participation in this study.

_____	_____	_____
Name of Participant	*Signature*	*Date*

I consent to audio-recording of the interview.

_____	_____	_____
Name of Participant	*Signature*	*Date*

A copy of this consent will be left with you, and a copy will be taken by the researcher.

Participation Consent Form(Chinese Version)

University of Victoria

知情同意书

非常感谢您能参与“与学术卡里斯玛共舞”的研究。该研究由李喆负责开展并对您进行访谈。李喆现于加拿大维多利亚大学教育学系攻读博士学位，如果您有任何问题可以通过邮件与她取得联系或者直接与他的导师 Dr. Ralf St. Clair 联系（rstclair@uvic.ca）。

目的

本研究旨在探索学术卡里斯玛在当代高校学术环境中的表现形式，同时了解高校教师对学术卡里斯玛的理解和切身体验。受访者将于采访人共同探讨他们对学术卡里斯玛的理解，分享他们观察到的学术声誉及学术影响力的表现形式。

研究的重要性

在大学的学术环境中，学术卡里斯玛让很多“不可能”成为“可能”，让学者获得以其他方式无法得到的资源。例如学术资源（资金、人员、科研场地等）的分配，学术网络（专家团队，国际学术网）的建立等；学者研究思路及成果被接纳的程度同样也受到学术卡里斯玛的影响。文献认为学术制度及环境对学术卡里斯玛有重要的影响，因此本研究将会对中国与加拿大的高校教师对学术卡里斯玛的理解及体会进行对比。研究结果将有助于我们深入了解学术卡里斯玛，同时对其在当今高等教育环境中的体现重新进行诠释。其次，本研究认为在提倡创建“世界一流大学”的今天，各国对高等教育政策的调整会孕育出不同形式的学术卡里斯玛。学术卡里斯玛在不同高等教育体系中表现出的差异性能够间接反映出不同高等教育体系制度对高校学术工作的影响。最后，对学术卡里斯玛的分析与理解最终能够为我们理解学术权威，学术官僚主义及准市场三者间的关系提供微观层面的例证。

研究对象招募

本研究的受访对象为大学的全职教师（助教、助研或受聘于行政管理岗位的工作人员除外）。全职教师包括：助理教授（讲师），副教授，以及教授。作为现任的全职教师，您分享的经历有着非常重要的价值。

访谈

受访者自愿参与访谈。受访者会参与两次面对面的个人访谈，每次约 60 分钟。访谈地点的选择会遵照受访者意愿，同时确保受访者的隐私。我们的访谈内容会被记录和录音。访谈录音将被转换为文字形式并被分析和使用于该研究中。此外，您的学术成果信息概况，学术合作信息概况以及个人网页或自传在经过您的同意后会作为第二手资料用于数据分析并隐去您的个人信息。如果参与过程或者访谈内容让你感到不适，您可以随时退出或者拒绝回应。

保密

访谈记录将会被编码并确保隐去您的个人信息。所有的访谈内容会被保密存放，避免信息泄露。本次研究收集的数据及存储数据的硬盘将会被加密保存十年以配合研究结果的发表及传播。

风险

整个参与过程不应产生风险。

受益

整个研究中您既是受访者也是参与者，我们将共同探讨一个鲜有涉足的话题“学术卡里斯玛”，加深我们对这个现象的理解。与此同时，以对比的视角探索组织环境和政策环境对这个现象所造成的影响。

自愿参与

受邀者自愿参与这个研究。即便受访者已经参与到研究中，受访者仍然可以选择在任何时候退出该研究。退出后，受访的内容会被销毁或者根据您的意愿被部分使用。采访后，受访者会收到文字版的受访录音，以便受访者对访问内容进行调整、添加，或者进行进一步的解释。在受访者确认文字内容后才会对采访内容进行分析。确认过的内容将被引用到我的论文及其他出版物或会议发言中。

研究结果的发表及传播

受访内容的分析及研究结果将会被引用到我的博士论文中。同时有可能发表在学术网站（维多利亚大学图书馆网页 UVicSpace），学术出版物，学术会议发言中。

联系方式

如果您希望获取有关这个研究的其他信息，请联系研究的负责人李喆。如果您希望确认这个研究伦理学相关的信息或者有任何伦理学方面的顾虑，您可以联系维多利亚大学人类研究伦理学办公室 (250-472-4545 or ethics@uvic.ca)。

如果您已了解并同意参与到本研究中，请在下方签字。非常感谢您的理解与支持。

参与人（受访人）姓名	*本人签字*	*日期*

我同意接受录音采访

参与人（受访人）姓名	*本人签字*	*日期*

知情同意书一式两份，采访人受访者各保存一份。