IRISH JOURNAL OF MANAGEMENT sciendo

Irish Journal of Management • 42(2) • 2023 • 104-119
DOI: 10.2478/ijm-2023-0014

Irish Journal of **Management**

What do I do? A Categorisation of Informal Leadership Activities Among Female Professors

Research Article

Patrick J. Buckland[1], Chris O'Riordan[2], Felicity Kelliher[3]

1 Department of Mathematics and Computer Studies, Mary Immaculate College
2 Department of Accountancy and Economics, School of Business, South East Technological University
3 Department of Management and Organisation, School of Business, South East Technological University

Abstract: Underpinned by social identity theory and drawing on the concept of professors as academic leaders, this paper asks, what are the informal professorial leadership activities performed by female professors? Drawing on contemporary literature, it categorises the informal leadership activities of female professors. These activities are incorporated into a conceptual framework, which offers insight into identifying and delineating effective ways in which to better understand female professorial leadership activities. This framework provides important and novel socio-psychological insight into an under-explored but critical aspect of the daily activities of female professors as academic leaders.

Keywords: *Academic leadership; professor; social identity; gender*

© Sciendo

INTRODUCTION

The Professoriate has been an integral asset of the university since its establishment in the Middle Ages (Macfarlane, 2011), underpinned by the notion that professors are expected to lead (Evans, 2017). However, much of the literature on leadership in higher education has focused on formally designated management roles and duties (Macfarlane, 2011). Little attention is given to those performing informal and distributed forms of leadership, such as professors (Evans, 2017; Lindholm, 2004; Rehbock et al., 2021). This is despite the fact that the Professoriate represents a crucial intellectual resource for higher education institutions [HEIs] (Evans, 2022; Rehbock et al., 2021). In this paper, we distinguish between academic management, which concentrates on the administration of academic tasks and processes to achieve predefined outcomes, and academic leadership, which is more broadly comprehended and is most significant in terms of academic identity (Bolden et al., 2012). Although we recognise both are intertwined in hybrid manager/ leader roles (Žydžiūnaitė, 2018), our primary focus is on academic leadership activities carried out by female professors.

Often referred to as academic leadership (Evans, 2022), informal professorial leadership refers to the leadership activities performed by professors outside of their formal job responsibilities that are not necessarily recognised or rewarded by the formal structures of academic institutions. The informal leadership activities of senior academics are considered essential for advancing their fields of study, their institutions, and the development of society (Rayner et al., 2010). Despite the significant contributions made, there is little acknowledgement of these activities within formal

* *E-mail: patrick.buckland@mic.ul.ie*

© 2023 Buckland *et al.*, published by Sciendo.
This work is licensed under the Creative Commons Attribution-NonCommercial-NoDerivs 4.0 License.

structures. Evans (2017, p. 137) reasons that this "neglect may well stem from universities' not knowing precisely how they want or expect professors to lead, other than their wanting them to take on designated management roles and responsibilities".

The title 'Professor' usually applies to the most senior academics, individuals positioned within a discipline as a professing expert or a leading academic in a particular field (Evans, 2017; Rayner et al., 2010). Professors are at the pinnacle of their careers and are recognised for their scholarly contributions and as leaders in their field, undertaking various activities connected with management, research, teaching, leadership, and representing the university in broader society (Kelliher et al., 2010; Tight, 2002). Women who attain professorial roles in the UK and Ireland find themselves in a minority, constituting only 28.5% and 27% of these positions respectively. Furthermore, they often perceive themselves, and are perceived by their colleagues, as outsiders (Advance HE, 2022; HEAI, 2021; Nokkala et al., 2017; Treitler, 2019). However, research on informal professorial leadership, which focuses on the unofficial roles that individuals assume to guide, support, and influence their academic peers (Bolden et al., 2012), often fails to distinguish between genders. This occurs despite evidence suggesting that men and women often lead in different ways.

While women and men share leadership styles and characteristics, research suggests that women tend to lead differently from men (Burkinshaw and White, 2020; Eagly and Carli, 2007). This is borne out in the limited research focused specifically on female professorial activities, which highlights female professors' belief that they have both intellectual leadership and academic citizenship responsibilities, especially mentoring, when compared to their male colleagues (Macfarlane and Burg, 2019). Their approach to leadership is different to that of their male counterparts, often exhibiting more informal academic leadership and citizenship activities than their male counterparts. As highlighted above, these informal types of leadership are mostly ignored when assessing contribution (Evans, 2017; Rehbock et al., 2021), a detrimental issue in light of this competitive environment. We argue that the acknowledgement of female-specific informal leadership activities is especially important for female scholars who strive to advance their careers in what has been termed a 'chilly' working environment (Sharp and Messuri, 2023). Therefore, there is value in exploring female professors' informal leadership and in cataloguing the activities therein. Drawing on this insight and underpinned by social identity theory, this paper explores informal female professorial leadership activities. The research question asks, what are the informal professorial leadership activities performed by female professors?

The remainder of the paper is structured as follows. We begin by outlining the methods used in this conceptual study, before exploring the concept of female professors as informal leaders. Having identified the informal leadership activities related to female professorial leadership in existing literature, we consider what makes informal academic leadership activities unique. We adopt the social identity approach to leadership as our theoretical perspective, which, according to Bolden et al. (2012, p. 3), is consistent with leadership in higher education. Finally, we will address the identified themes and their implications for female professors before offering a categorisation of these activities. To conclude, we will present and discuss our conceptual framework of female informal professorial academic leadership, highlight its contribution, and offer future avenues of research.

So, what's so different about academic leadership?

Before delving into the specific aspects of female professorial leadership, it is crucial to address how academic leadership varies from other forms of leadership in the HEI setting.

HEIs are "complex systems that constantly develop and renew themselves while at the same time shaping society at large" (Braun et al., 2016, p. 353). Leading in HEIs presents unique challenges due to a variety of factors. They include organisational complexity, multiple stakeholders (faculty, administrators, students, employers, local communities, etc.) traditional values, and multiple goals (Kligyte and Barrie, 2014). The autonomous, collegial culture that underpins academia (Miles et al., 2015) adds another layer of complexity. Leading academics has been likened to 'herding cats,' yet "the very strength of the university system lies in the independent thought, creativity and autonomy of the people who work in them" (Spendlove, 2007, p. 407).

Historically, universities emerged from the cloistered environment of medieval monasteries and have thus adopted a similar collegial ideology to governance, an approach where decisions are ideally made collectively by the academics concerned with the support of the administration and professional staff (Tight, 2014). In recent decades, the rise of neoliberalism and the rapid expansion and globalisation of the higher education sector has drastically altered how HEIs are perceived and managed. Students are increasingly seen as customers, and education is viewed as a commodity to be marketed and sold (Brooks and Abrahams, 2018). The commercialisation of higher education,

as well as increasing emphasis on accountability and transparency, has led to a transition in organisational culture from one of collegiality towards one of managerialism (Burkinshaw and White, 2020; Poutanen et al., 2022). Deem (1998, p. 47) describes managerialism as public sector institutions "adopting organisational forms, technologies, management practices and values more commonly found in the private business sector". Spendlove (2007) argues that unilateral top-down management clashes with the established values of academic freedom, scholarly liberty, and democratic participation.

Not unexpectedly, the advent of managerialism has led to consternation and resistance from academics, with many seeing managerialism as an attack on the collegial culture of academic work (Bryman, 2007). Fitzgerald (2014, p. 209) states that "in many ways, there has been a retreat from thinking about the intellectual role of professors and the professoriate to a reconstitution of their roles as managers of systems, processes, projects and people". Interestingly, Bolden et al. (2012) found that nearly half of the professors surveyed held hybrid manager/academic roles such as Dean, Head of Department or Vice-Chancellor. It would appear that many professors face the challenge of negotiating between the collegial and the managerial model, two very different, possibly incompatible governance approaches, thus requiring different foci and abilities (Žydžiūnaitė, 2018). The resulting dichotomy of managerialism and collegiality has led Albert and Whetten (2003) to emphasise the 'dual identity' of universities and liken them as part church, part business. Others, such as McNay (1995) and Braun (1999), have argued against the idea of the collegial-managerialism dichotomy, instead promoting a range of governance models suitable for HEIs. Leading in this environment has been recognised as somewhat different and particularly challenging from leading in other organisations (Anthony and Antony, 2017).

Traditionally professors, as part of their academic leadership, stood as protectors and guardians of academic freedom, culture and integrity (Macfarlane, 2011). They may be regarded as leaders when they are perceived as fighting for a common cause or stand as an inspiration to others within the context of the Academy[1] (Bolden et al., 2012). With commercialism and managerialism continuing to permeate academic work, these traditions are perceived to be under threat of diminishing (Fitzgerald, 2014). Leadership in light of these changes has become more critical (Ball, 2007), particularly informal academic leadership (Bolden et al., 2012), and professors are being called on to lead - but not necessarily in formal ways (Evans, 2017). Such informal academic leadership "arises through engagement with influential colleagues within one's academic discipline, especially those who play a pivotal role in one's transition and acculturation into academic life" (Evans, 2017, p. 125). As informal leadership in the Academy is very much a group process, supportive development and empowering leadership underpins this concept, involving activities such as being a role model and a mentor by offering support and access to contacts and resources. Such attributes can play a significant role in shaping the culture and values of academic society and can have a significant impact on the success and well-being of individual faculty members and the institution as a whole. For professors, the role of identity is particularly significant where "professional recognition depends in large part on one's social and intellectual capital as much as one's position within a formal hierarchy" (Bolden et al., 2012, p. 10). How individuals moderate their own identity to coincide with the identity of the group has implications for how one is perceived as a group member, ranging from a leader to an outsider (Sinclair, 2011). This leads us to consider the concept of social identity when contemplating informal academic leadership activities.

Social Identity Theory of Female Academic Leadership

The social identity theory of leadership proposes that individuals mentally represent groups as prototypes, which can be described as "fuzzy sets of attributes that define and prescribe attitudes, feelings, and behaviors that characterize one group and distinguish it from other groups" (Hogg, 2001, p.187). Within any group, there is a gradient of prototypicality, with some individuals being perceived as more prototypical than others. Being prototypical within highly salient groups is desirable, and those viewed as prototypical are socially attractive (van Knippenberg, 2023). Prototypicality is the perceptual basis for evaluating oneself and other group members. Therefore, individuals watch very closely for and respond to subtle differences in how prototypical others appear (Hogg, 2005). Members of a social group will be more likely to favour and view as a leader those who better align with the group prototype or embody the group's norms and values (van Knippenberg, 2011). Ingroup members of highly salient groups also want to be close and interact with the group's most prototypical members and are willing to accept influence from them (Chemers, 2003). According to the theory, these prototypical individuals are considered the leaders and

1 The Academy refers to the community of scholars, researchers, educators, and students engaged in higher education and scholarly pursuits. This includes universities, colleges, and other educational institutions where academic knowledge is produced, disseminated, and debated.

influencers of the group (Hogg, 2001).

Within the Academy, professors are expected and perceived to embody the prototype of being an accomplished and successful academic. They have reached the pinnacle of their career; they are at a point in their career to which other academics aspire. They possess the status, recognition and reputation of academic excellence sought after by others in the profession (Tight, 2002). Evans (2014, p. 54), highlighting the highly prototypical nature of professors, observes, "Professors were often perceived as what are effectively quality yardsticks, by indicating standards of performance to aspire to. Professors unconsciously or indirectly set standards of excellence that impressed junior colleagues, in some cases motivating them to work towards emulating such performance."

Group prototypicality has important implications for female professors; the professor prototype in HEIs is predominantly masculine, unsurprising since men occupy 71.5% of professorial roles in the UK and 73% in Ireland (Advance HE, 2022; HEAI, 2021; Knipfer et al., 2017; Zhao and Jones, 2017). Consequently, in terms of the attribute of gender (which is one of several attributes associated with the professor prototype), women are not as prototypical as comparable male peers. As such, they may be perceived differently in terms of academic leadership (Ellemers, van den Heuvel, Gilder, Maass, and Bonvini, 2004). Being highly prototypical paradoxically permits leaders to be innovative and modify group norms and direct the group in a new direction (Hogg et al., 2012). Prototypical leaders, therefore, can significantly influence the norms and rules of the group afforded by this prototypical wiggle room. Hogg (2010, p.1196) describes the ability to employ this wiggle room as "a key attribute of effective leadership, [and] is precisely this visionary and transformational activity in which a leader is an entrepreneur of identity who is adept at changing what the group sees itself as being". It is, therefore, crucial to understand and be aware of the various prototypes associated with perceived academic leadership if one wishes to lead and be influential within the Academy and promote organisational and cultural change.

METHOD

A literature review was undertaken to determine the various activities associated with informal professorial academic leadership. We limited the timespan to relatively contemporary sources published from 2000 to 2022. Similar to the approach adopted by Rayner et al. (2010), we started by undertaking several keyword searches restricted to titles and abstracts using the term 'professor' in conjunction with other key terms such as 'leader' and 'leadership'. We conducted our initial search in various academic databases[2]. These databases were selected due to their extensive coverage of literature in the business discipline. There was no initial restriction on the publication type, although the language was confined to English.

Once collected, the core literature was analysed, and sources that referred to professors who were not equivalent to full professors in the U.K. and Ireland were excluded. This exclusion criterion was in line with our research question, which focuses on full professors. As noted by several scholars, we found a dearth of literature that addresses professorial academic/ intellectual leadership (Bolden et al., 2012; Evans, 2017). Our search produced twenty publications, consisting of sixteen journal articles, one conference paper, one book, one book section and one report specifically addressing professorial leadership to varying degrees.

We coded this core literature using MAXQDA 2018 qualitative analysis software. We drew on the reflexive thematic analysis approach as outlined by Braun and Clarke (2019) and identified several themes. We acknowledge that the identified themes carry varying levels of importance depending on the context, for example, professors in research-intensive versus teaching-intensive universities (Macfarlane, 2011; van Knippenberg and Hogg, 2003).

The identified themes were then used to identify and explore relevant additional sources. These additional sources were not specifically professorial leadership related but examined informal academic leadership generally, providing further insight into the identified themes. Finally, we performed several focused lexical searches in 183 publications that address women in the Professoriate or as senior female academics. We employed the advanced search tool in Adobe Acrobat DC Pro, including proximity searches of keywords and phrases relating to the themes to obtain a gendered perspective on professorial academic leadership identities.

2 Databases searched: ABI Inform, Academic Search Complete, Business Source Complete, DOAJ, Emerald Insight, ERIC, JSTOR, Omnifile Fulltext Mega, Science Direct, Wiley Online Library and Google Scholar.

CATALOGUE OF FEMALE PROFESSORIAL LEADERSHIP IDENTITIES

Prior research highlights informal academic leadership identities such as: *mentor/ advisor* (Meyer, 2012; Rayner et al., 2010), *role model, advocate, guardian, acquisitor* and *ambassador* (Macfarlane, 2011). Perceptions of the informal aspects of the professorial role reinforce the group dynamic underlying social identity theory; highlighting such activities as, helping other colleagues develop, leadership in research, upholding standards of scholarship, influencing the work and direction of the university, and influencing public debate (Macfarlane, 2011).

Drawn from the insights gleaned from our analysis, the core identities associated with female professorial academic leadership are;

Mentor/ Advisor

Sometimes referred to as academic citizenship (Slaughter and Leslie, 1997), professorial leadership includes a broader set of collective responsibilities, closely associated with helping less experienced colleagues develop through mentoring processes (Macfarlane and Burg, 2019). There is a stronger sense of duty among female professors to mentor others, thus, being a mentor to other academics is considered one of the most important functions a female professor can perform (Macfarlane and Burg, 2019). This advice and support can be offered in several different ways (Kogan, 1999). First, mentoring on the rules of the game is crucial for career development. Not just the formal rules, but also the important informal or unwritten rules, norms, and practices, which are often difficult to recognise. Additionally, "how to strategise research priorities; how to write grants and help to do so; how to publish and help to do so; how to respond to reviews" (Meyer, 2012, p. 215) are vital elements of informal support, particularly for early career academics.

Elacqua et al. (2009) point out that mentoring is also crucial in providing information that leads to career progression, as mentored individuals are more likely to be promoted. For example, offering insight *and* support into when and how to say 'no' (Meyer, 2012) creates an opportunity for more junior members of the Academy to focus on the tasks and activities that are more likely to be promoted while also considering the need for work-life balance (Macfarlane and Burg, 2019). Equally, offers of and referrals for opportunities help create an impetus for individuals to generate evidence of their own capacity to fulfil a more senior academic role.

It is important to note that a great deal of mentoring also involves guiding, facilitating, nurturing, encouraging and inspiring (Uslu and Welch, 2018).

Macfarlane and Burg (2019) found that mentoring was usually seen as a more central component of female academic leadership and a more significant aspect of women professors' identity than their male counterparts, despite mentoring adding significantly to the workload of professors. It is important to challenge this imbalance, as mentoring is a key differentiator in ensuring a healthy future Professoriate pipeline. As Meyer (2012, p. 216) highlights: "each professor should be able to name the young academics whom they have supported directly to become the new professoriate: this is a small price to pay for the extraordinary opportunity to be part of a university and develop scholarship". Unfortunately, these activities are generally not thought of as strategically central within university management structures (Macfarlane and Burg, 2019), reinforcing an under-appreciation of the value of mentoring as a key female professorial activity.

Access to mentors is a separate issue. While some institutions formally facilitate mentoring, it is essentially the mentor's decision who they choose as a protégé. This presents a potential issue for women, and other minorities among the current Professoriate, as mentors and mentees usually prefer to associate with others with similar characteristics, such as age, race, and gender (Diezmann and Grieshaber, 2019). Thus, female under-representation in the Professoriate makes it less likely to secure a female professor mentor. Consequently, we argue that providing mentorship is particularly important for female professors as they are uniquely positioned to guide and support upcoming female academic leaders, being personally cognisant of women's struggles and barriers to advancing in the Academy. That said, female academics securing male mentors has the advantage of providing women with access to the male power base, networks, and the informal rules and norms of the institution (Diezmann and Grieshaber, 2019).

Role model

Due to their professional achievements and academic reputation, professors serve as role models (Braun et al., 2016). Although being a role model was primarily associated with their scholarly prowess, professors are now

expected to be role models across most or all facets of their academic role (Macfarlane, 2011). Female professors have shown specific capacity to inspire others through teaching as well as research excellence. Inspiring others is closely associated with being a role model (Uslu and Welch, 2018). Evans et al. (2013, p. 683) argued that "a professor should exemplify the pinnacle of what we academics aspire to (in research and teaching) and be able to inspire and encourage others into the field". In a Festschrift in honour of Marilynn Brewer, a renowned social psychology professor, Livingston, Leonardelli, and Kramer (2011, p. 12) expressed;

> Her career communicates not only her commitment to rigour and relevance but also her commitment to people. Marilynn touched and changed the lives of many graduate students, postdoctoral students, and professional colleagues from America to Australia, Italy to Israel, and Chile to China. As befitting the individual who inspired them, the chapters in this book pay homage to her enduring influence.

Professors are also expected to embody the prototype of being a successful academic. This embodiment is a reliable source of information about the group norms and acceptable behaviour from which other academics can draw (Hogg et al., 2012). While all professors are expected to fulfil this role, female professors may face particular challenges, due in part to their minority status. Schein (1973) coined the phrase 'think manager, think male' referring to how individuals associate managers with masculinity and agentic traits. Tharenou (1994, p. 222) argued that this phrase applies equally to academia; coining 'think professor, think male' suggesting that women may be considered less prototypical than men regarding the Professoriate and leadership. This can lead to some female professors feeling like outsiders and having to prove themselves by working harder than their male peers (Zhao and Jones, 2017). For example, Evans (2017) described that some of her female respondents felt the need to be constantly aware of the demand to act as role models, which led to unremitting pressure to fulfil the expectations of being a professor. While the concept of burnout is beyond the boundaries of this paper, it is a worthy consideration when considering the well-being of minority senior academics.

The under-representation of women in the Professoriate has resulted in fewer role models and mentors for upcoming male and female academics (Subbaye and Vithal, 2017). Cabrera (2007) highlights the importance of female role models for women, arguing that they show that attaining a certain level of success is possible. Howe-Walsh and Turnbull (2016, p. 423) support this view and stress that "the lack of women in senior positions in itself acts as a barrier to more women reaching higher levels within institutions. The absence of 'top tier' women perpetuates the dominant male culture in academia, and more women are needed in senior roles to encourage others to aspire to senior level positions." Female professors as role models also play a crucial part in influencing and serving as an example to men who have the potential to act as powerful advocates of gender equality, which will ultimately aid in the deconstruction of the gendered norms and process of the Academy (Gould, 2001).

Guardian

Professors are usually perceived to be intellectual leaders; their credibility, international reputation and scholarly competence form the base of their influence in their institution and the broader community (Macfarlane, 2011). Some professors view their role primarily as being an intellectual leader (Evans, 2015; Macfarlane and Burg, 2019). Professors are expected to be leaders in their field of research; as such, they are expected to show competencies in scholarship and intellectual skills which are often linked with active research and an international profile, reflecting a high reputation and academic esteem (Rayner et al., 2010). Oleksiyenko and Ruan (2019) stress professors, as intellectual leaders, should possess a unique publication-based authority and power that is independent of their management and administrative roles. In addition to creating new knowledge, a perceived duty of all academics, especially professors, is the notion of being guardians or stewards to ensure academic standards, values and traditions are being maintained through editing and reviewing papers, examining doctoral students, chairing committees and any gatekeeping activities (Žydžiūnaitė, 2018). Macfarlane (2011) emphasises that being a guardian is part of a professor's good citizen role, which becomes more prominent as a researcher progresses in their career and becomes better known in their field.

Although intellectual leadership remains crucial in modern universities, there is a sense that this important role is being subsumed by the increasing administrative demands placed on the shoulders of many professors with hybrid roles to the point that in modern universities, the expertise and intellectual influence of professors has diminished (Fitzgerald, 2014). Bolden et al. (2012, p. 35) argue, referring to department heads, "that there is simply no time to engage in intellectual leadership; in fact, anyone who wants to maintain prominence in an intellectual field may feel

it is best to avoid such jobs". Interestingly Macfarlane (2011) found a mismatch between what professors perceived their roles were and what they perceived was expected of them by their universities. The perception was that universities expected professors to focus on predominantly administrative tasks, most notably income generation, while professors perceived their role as much more collegial. If we assume an intellectual leader is "someone who has the ability to influence and inspire others based on the power of their ideas as opposed to position power" (Macfarlane and Burg, 2019, p. 263), this form of leadership is an effective means of developing the next generation of academic leaders (Morgenroth et al., 2015). Therefore, professors must guard against the increasingly neo-liberal focus, which overemphasises business modes of productivity so that the development of the next generation of academic leaders remains a central activity of the Professoriate.

Ambassador

As intellectual leaders, professors are expected to be ambassadors for their institutions and departments, representing their national and international interests. Activities associated with this role include giving keynote addresses at conferences, research collaboration, organising academic events and any other activity that builds their universities reputation and profile among the wider academic community. Furthermore, professors must also be able to engage and communicate with non-academics and the broader community regarding contemporary issues on T.V. or radio programmes and write articles for the general public (Uslu and Welch, 2018). While gender does not appear to play a significant role in being an academic ambassador, female professors acknowledge a perceived gender-ambassador role, separate from that of their academic activities. As articulated by a female professor to Ward (2003, p. 129):

> There is probably less room for error if I mess up, than if I were a male. I think that there is that duty to make sure that my contributions are of a high standard and my integrity is beyond reproach, and that I am a good ambassador for my gender.

Advocate

In a related vein similar to the role of ambassador, where professors represent their institutions, there was a strong theme suggesting professors should engage in advocacy for their discipline or profession and to promote conceptual and socio-political standpoints often connected closely with their field (Fitzgerald, 2014). Indeed Macfarlane (2011, p. 68) argues that "being an advocate goes well beyond researching or publishing 'a lot'. It is about being, in the words of one respondent, an 'independent champion' of a cause." Advocacy appears to stem from the scholar's passion for their field of work in the attempt to either promote their field or, in the case of some social issues, remedy perceived injustices and use their powerful voice as professors to further their views (Oleksiyenko and Ruan, 2019).

It would seem that not only do women professors represent their institutions but also, much like the ambassador role, some feel the added pressure or a sense of duty to advocate for their gender both inside and outside their university. There is a risk here; taking on gendered responsibilities can result in an excessive amount of time-consuming and lowly esteemed service work. Ultimately, this can delay (or prevent) their promotion chances (Macfarlane and Burg, 2019).

Champion for Colleagues

Similar to advocacy for their field or cause, professors who are seen to be advocating on behalf of other academics within their own university and beyond are perceived to be excellent leaders (Arquisola, 2016). Bolden et al. (2012, p. 3) note that "people are unlikely to be regarded as leaders unless they are perceived to be working on behalf of the group, helping to frame group identity, and/or putting in place structures and processes that further the interests of the group". Professors may become regarded as leaders when they are perceived to fight for a cause that is important to the group's identity. Professors by virtue of their influence and reputation, can demonstrate their academic leadership by standing against and resisting threats to the group's social identity on issues such as the aforementioned excess of managerialism encroachment on academic values, traditions and freedoms (Bengtsen and Barnett, 2017; Oleksiyenko and Ruan, 2019). Bolden et al. (2012) found in their study that academics recognised leadership in actions that provide and protect an environment that facilitates productive academic work, encourages, and develops shared academic values and social identity and engages in 'boundary spanning' on behalf of others. They define boundary spanning as the "ability to create opportunities for external relatedness, getting things done via institutional administrations, mentoring colleagues into wider spheres of engagement" (Bolden et al., 2012, p. 2).

As well as being a champion for other colleagues in general, by virtue of the under-represented nature of women in senior academic roles, female professors are especially valuable as leaders and role models for other female academics (Tang, 2019). However, Diezmann and Grieshaber (2019) warn that some successful female professors may be ambivalent or unsupportive of upcoming women, a phenomenon known as the 'Queen Bee' phenomenon. Scheifele et al. (2020) argue that the queen bee effect is a response to social identity threat, as some women in senior roles may have had to overcome major obstacles and make considerable personal sacrifices to reach their position; when that position is perceived to be threatened or devalued, the result may include defensive and unsupportive behaviour.

FRAMEWORK FOR FEMALE PROFESSORIAL LEADERSHIP ACTIVITIES

Table 1 categorises the themes relating to informal female professorial leadership identities drawn from the above findings.

Table 1: Catalogue of Female Professorial Leadership Identities

Theme	Description	Female Professor identity	Literary Support
Mentor/ Advisor	Sometimes referred to as academic citizenship, professorial leadership includes collective responsibilities, closely associated with helping less experienced colleagues develop through mentoring processes.	Stronger sense of duty among female professors to mentor others.	Slaughter and Leslie, 1997; Macfarlane and Burg, 2019; Meyer, 2012; Rayner et al., 2010
	Activities include providing information; mentoring on the rules of the 'game;' showing how to strategize research activities; and referrals for opportunities.	Greater engagement with guiding, facilitating, nurturing, encouraging and inspiring activities.	Elacqua et al., 2009; Uslu and Welch, 2018; Kogan, 1999; Meyer, 2012
	Important activity to ensure future Professoriate pipeline, however, mentoring is not seen as strategically central to HEIs.	Reinforces an under-appreciation of the value of mentoring as a key female professorial activity.	Macfarlane and Burg, 2019; Meyer, 2012
	Mentors and mentees usually prefer to associate with others with similar characteristics, such as age, race, and gender.	Female under-representation in the Professoriate makes it less likely to secure a female professor mentor.	Diezmann and Grieshaber, 2019
Role Model	The Professoriate is expected to be a role model in all facets of the academic role.	Female professors have shown specific capacity to inspire others through teaching and research excellence.	Braun et al., 2016; Macfarlane, 2011; Uslu and Welch, 2018; Evans et al., 2013; Kelliher et al., 2010
	A reliable source of information about the group norms and acceptable behaviour from which other academics can draw.	Women may be considered less prototypical than men regarding the Professoriate and leadership; reinforcing an 'outsider' perspective.	Hogg et al., 2012; Tharenou, 1994; Zhao and Jones, 2017; Evans, 2017
	Individuals may see greater potential in their capacity to emulate role models with similar characteristics, such as age, race, and gender.	Under-representation of women in the Professoriate has resulted in fewer female role models for upcoming male and female academics.	Subbaye and Vithal, 2017; Cabrera, 2007; Howe-Walsh and Turnbull, 2016; Gould, 2001

Theme	Description	Female Professor identity	Literary Support
Guardian	Professors are perceived to be intellectual leaders, with internal and external expert influence; they possess a unique publication-based authority and power that is independent of their management and administrative roles. They have a duty to ensure academic standards, values and traditions are being maintained. Belief is that they must guard against an increasingly neo-liberal focus, which overemphasises business modes of productivity so that the development of the next generation of academic leaders remains a central activity of the Professoriate.	The challenge of sustainably exhibiting publication-based authority and power due to leaning towards 'academic housekeeping' activities	Macfarlane, 2011; Macfarlane and Burg, 2019; Evans, 2015; Rayner et al., 2010; Oleksiyenko and Ruan, 2019 Žydžiūnaitė, 2018; Macfarlane, 2011 Fitzgerald, 2014; Bolden et al., 2012; Macfarlane and Burg, 2019; Ryan and Peters, 2015
Ambassador	Professors are expected to be ambassadors for their institutions and departments, representing their national and international interests. They must also be able to engage and communicate with non-academics and the broader community regarding contemporary issues.	While gender does not appear to play a significant role in being an academic ambassador, female professors acknowledge a perceived gender-ambassador role, separate from that of their academic activities.	Uslu and Welch, 2018; Ward, 2003
Advocate	Professors should engage in advocacy for their discipline or profession and promote conceptual and socio-political standpoints; remedy perceived injustices	Evidence of advocacy for gender equality in the Academy. Perceived pressure or a sense of duty to advocate for their gender both inside and outside their university can result in an excessive amount of 'service work,' that can impede promotion chances	Fitzgerald, 2014; Macfarlane, 2011; O' Connor, 2015; Oleksiyenko and Ruan, 2019; Acker and Feuerverger, 1996; Grant and Knowles, 2000; Misra, et al, 2011; Diezmann and Grieshaber, 2019
Champion for Colleagues	The Professoriate encourages and develops shared academic values and resists threats to the group's social identity on issues such as managerialism encroachment on academic values, traditions, and freedoms	By virtue of the under-represented nature of women in senior academic roles, female professors are especially valuable as leaders for other female academics.	Arquisola, 2016; Bolden, et al, 2012; Bengtsen and Barnett, 2017; Oleksiyenko and Ruan, 2019

The identities associated with female professorial leadership as identified in Table 1, are in no way comprehensive. However, they represent what is considered most important regarding professorial academic leadership. In reality, it is unlikely that a professor will be able to display all these qualities to a high degree due to contextual and personality differences (Macfarlane, 2011). However, this catalogue offers insight into what can be encouraged, achieved, and acknowledged, in terms of female professors' informal professorial leadership activities. Female professorial academic leadership appears to be as much about service, mentoring, nurturing, promoting and defending the group's identity as it is about excellence in research (Table 1). However, this has specific risks for this professorial cohort. As highlighted in the advocacy activity, Diezmann and Grieshaber (2019) stress that many women accentuate caring and nurturing within their academic work, which might delay or prevent their ascent to the Professoriate. Yet, these activities correspond well with what is needed of a professor. Macfarlane and Burg (2019) argue that informal professorial leadership activities such as those described above are not recognised sufficiently in career advancement criteria and status compared with research-based work. Having overcome adversity and the barriers currently present in the gendered institutions of the Academy, well-rounded female professors can be particularly inspirational for young female academics and their male counterparts (Ghaffari, 2011).

Drawing on Table 1, and in consideration of female professorial activities in contemporary HEI environments, we propose a framework of the informal leadership activities of female professors (Figure 1).

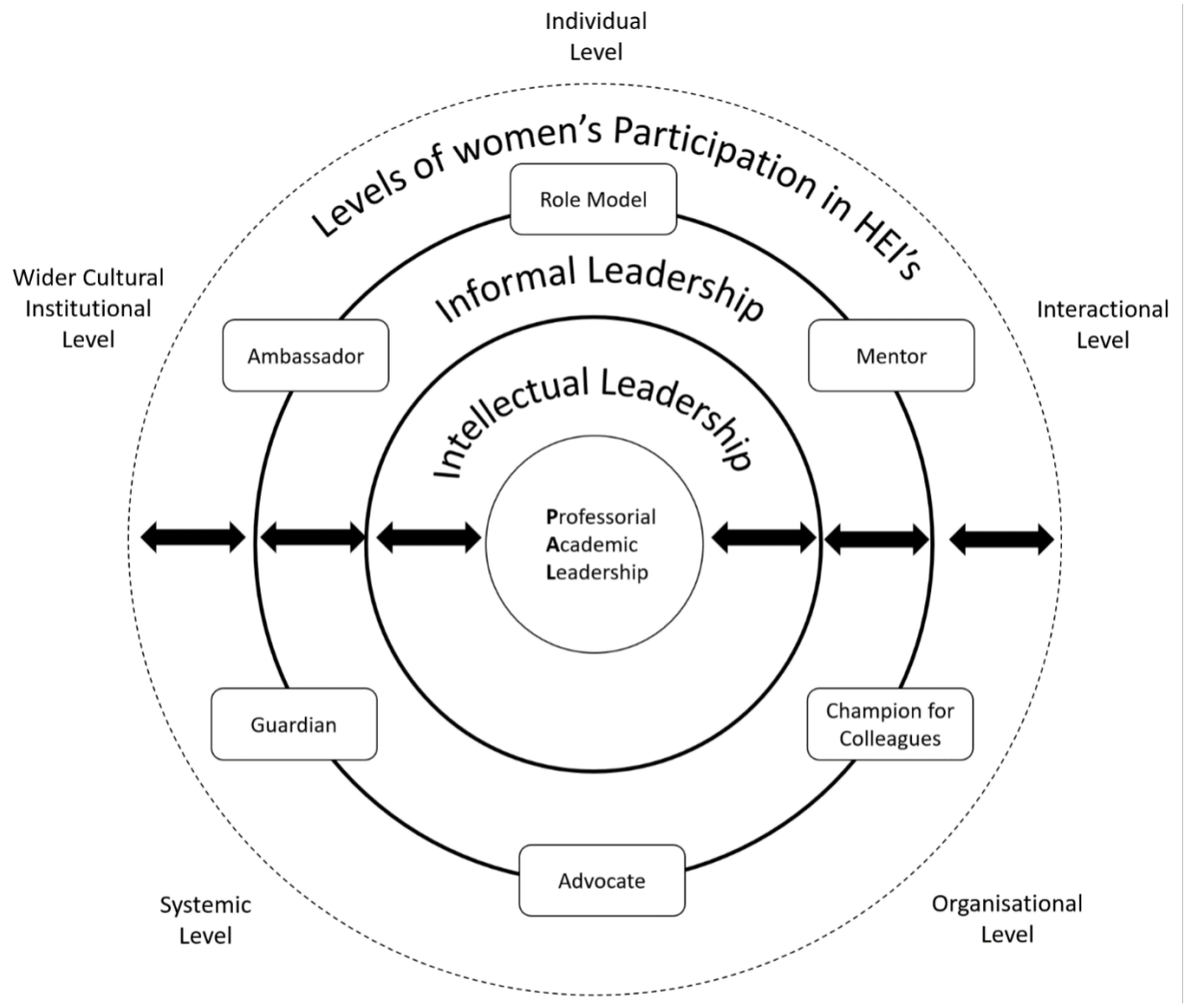

Figure 1. Informal leadership activities of female professors

Figure 1 embeds intellectual leadership at its core, acknowledging the central activity of professorial academic leadership, from which all other activities expand. The catalogue of informal leadership activities exists as an infinite cycle embedded in the female professor's working life, with constant interplay between these activities and the central intellectual leadership concept.

When considering guardianship through an increasingly neo-liberal lens, O'Connor et al. (2015) offer insight into how female professors have an opportunity to uniquely contribute to the development of the next generation of academic leaders. O'Connor et al. (2015) maintain that women's participation in higher education is usually the result of the interaction of several diverse but interrelated factors (individual, interactional, organisational, systemic, and institutional), represented as the outer permeable circle in Figure 1. Its permeability acknowledges the inside-outside role of the female professor; both as an 'outsider' in the Professoriate and as an individual who spans the boundaries between themselves and the wider academic community, the international HEI sector, and ideally, society. In this outer circle, the individual level refers to individual psychology, personal idiosyncrasies, identities (gender, professional etc.), and any other personal factors relating to women's interaction within the context of higher education. The above catalogue (Table 1) seeks to exhibit this interplay and help explain both the potential identities and motivations of female professors when performing their informal academic activities. The interactional level encompasses factors such as day to day exchanges with other individuals and micro-politics.

The organisational level includes issues surrounding recruitment and career evaluations, institution processes and policies and gendered bureaucratic structures. The systematic level includes the impact of state policies and other stakeholders that influence the role and structure of higher education and the gendered nature of research. The wider cultural level signifies that universities are situated in the context of society along with their cultural and gender norms and stereotypes (O'Connor et al., 2015).

We argue that both male and female professors are expected to provide leadership on all five contextual levels, as exhibited in Figure 1. Bolden et al. (2012, p. 32) argue that many of their participants indicated a strong desire for professional independence and autonomy, suggesting that they engaged in self-leadership: "For many, academic leadership came from individuals (or groups) that provided inspiration for their academic work. Academic leaders were described as being people who made one feel a valued member of the team, the department, and/or the university". On the individual level, professors offer leadership by embodying the prototype or being a role model of the established and successful academic through their work and self-leadership. On the interactional level, professors lead through mentoring, teaching, and any other interactions that offer support and service. On an organisational and systemic level, despite the encroachment of managerialism, professors continue to have substantial influence. This influence can be used by professors in areas such as championing the cause of academic staff and fighting to maintain a working environment that is conducive to academic values and autonomy (Bryman, 2007). On the broader institutional and cultural level, professors engage in public debate, serve as ambassadors for their institution and can be an advocate for various causes. The intellectual leadership of professors appears to manifest across all five levels as one who exhibits outstanding scholarship and intellectual capacity.

CONCLUSIONS, RECOMMENDATIONS AND FUTURE AVENUES

This paper addresses the research question: what are the informal professorial leadership activities performed by female professors? As highlighted in the introduction, little attention is given to those performing informal and distributed forms of leadership, such as professors (Evans, 2017; Rehbock et al., 2021). This is despite the fact that the Professoriate represents a crucial intellectual resource for HEIs (Evans, 2022; Rehbock et al., 2021). Addressing this significant gap in the literature, we focus on academic leadership (Bolden et al., 2012; Joyce and O'Boyle, 2013) and categorise the various informal academic leadership activities performed by female professors, as informed by contemporary literature. Our findings draw on prior research, which highlights informal academic leadership identities such as: *mentor/advisor, role model, advocate, guardian, and ambassador*. Perceptions of the informal aspects of the female professorial role reinforce the group dynamic underlying social identity theory; highlighting such activities as, helping other colleagues develop, leadership in research and teaching, upholding standards of scholarship, influencing the work and direction of the university, and influencing public debate (Macfarlane, 2011). The resultant catalogue (Table 1) helps form a prototype of informal leadership activities of female professors (Figure 1), which also addresses the individual, interactional, organisational, systemic, and institutional levels on the multi-level framework proposed by O'Connor et al. (2015).

Although at the peak of their profession, women in the professoriate are a minority in academic institutions. However, there is evidence of slow improvement; for example, in Ireland, women's representation in the professorate increased from a three-year average between 2017-2019 of 25% to 27% in December 2020 (HEAI, 2021). The social identity theory of leadership provides a valuable socio-psychological insight into why women often feel like outsiders in these 'chilly' working environments (Sharp and Messuri, 2023). That being said, professorial leadership by these women, in particular, plays a key role in breaking down the barriers to other women becoming senior academics. By acting as *mentor/advisor, role model, advocate, guardian, ambassador,* and a *champion of their colleagues*, they show that it is possible for women to make it to the top of what are widely acknowledged as gendered institutions. Female professors can assist in the socialisation process and networking of female academics, offering advice, insight, and behavioural direction, especially on the unwritten rules of the Academy. Female professors can also have a substantial influence on male academics and other minorities to whom they can also mentor and serve as role models.

The advancement criteria to senior academic roles continue to be narrowly focused on research output, relying primarily on one's publications record in top journals and other quantifiable measures of research impact (Treviño

et al., 2018). Although intellectual leadership is critical as an assessment criterion and exists at the centre of the proposed framework (Figure 1), we argue that a broader approach needs to be considered to include the informal aspects of professorial leadership discussed above. Macfarlane and Burg (2019) point out that universities need professors who do more than seek to fulfil their own research objectives and contribute to the wider academic community. They also highlight the need for the Professoriate to assist and lead institutions in fulfilling their broader social mission. This more rounded view of the Professoriate is consistent in how many women view their role as a professor (Table 1). If women are to increase their representation at the level of professor, the informal aspects of their role must become more central in career advancement criteria (Macfarlane and Burg, 2019). This approach is of particular relevance, considering the growing belief that the Professoriate must guard against an increasingly neo-liberal focus, which overemphasises business modes of productivity to the detriment of academic advancement so that the development of the next generation of academic leaders remains a central activity of the Professoriate.

This study provides a preliminary look at female professorial academic leadership through the lens of the social identity theory of leadership. There is a considerable lack of empirical research that addresses this important topic; much more needs to be done in this area of research to thaw what Rayner et al. (2010, p. 620) described as "an almost arctic-like" evidence base in the current literature. Future research could empirically validate the catalogue of informal professorial leadership roles (mentor/advisor, role model, advocate, etc.) assumed by female professors. Furthermore, research to assess the impact of these informal roles on individual, interactional, organisational, systemic, and institutional levels would be valuable.

Funding

The authors disclose receipt of the following financial support for the research, authorship, and/ or publication of this article: the data collection for this research was funded by the SETU PhD Scholarship programme.

We have no conflict of interest to disclose.

Author Note

Patrick J. Buckland https://orcid.org/0000-0001-7825-376X
Chris O'Riordan https://orcid.org/0000-0001-5673-848
Felicity Kelliher https://orcid.org/0000-0002-5088-0961

References

Acker, S., and Feuerverger, G. (1996). Doing Good and Feeling Bad: the work of women university teachers. *Cambridge Journal of Education*, *26*(3), 401–422. https://doi.org/10.1080/0305764960260309

Advance HE (2022) Equality in higher education: statistical reports 2022, Advance HE [Online]. Available at https://www.advance-he.ac.uk/news-and-views/equality-higher-education-statistical-reports-2022.

Albert, S., and Whetten, D. (2003). Organizational Identity: A Reader. In M. J. Hatch and M. Schultz (Eds.), *Oxford management readers. Organizational identity: A reader* (pp. 89–118). Oxford: Oxford University Press.

Anthony, S. G., and Antony, J. (2017). Academic leadership – special or simple. *International Journal of Productivity and Performance Management*, *66*(5), 630–637. https://doi.org/10.1108/ijppm-08-2016-0162

Arquisola, M. *Roles of Higher Education Academic Leaders in Indonesia* (PhD). Deakin University, Melbourne, Australia.

Ball, S. (2007). Leadership of academics in research. *Educational Management Administration and Leadership*, *35*(4), 449-477. https://doi.org/10.1177/1741143207081058

Bengtsen, S., and Barnett, R. (2017). Confronting the Dark Side of Higher Education. *Journal of Philosophy of Education*, *51*(1), 114-131. https://doi.org/10.1111/1467-9752.12190

Bolden, R., Gosling, J., O'Brien, A., Peters, K., Ryan, M., and Haslam, A. (2012). *Academic Leadership: Changing Conceptions, Identities and Experiences in UK Higher Education*. London, UK.

Braun, D. (1999). Changing Governance Models in Higher Education: The Case of the New Managerialism. *Swiss Political Science Review*, *5*(3), 1–24. https://doi.org/10.1002/j.1662-6370.1999.tb00276.x

Braun, S., Peus, C., Frey, D., and Knipfer, K. (2016). Leadership in Academia: Individual and Collective Approaches to the Quest for Creativity and Innovation, *8*, 349–365. https://doi.org/10.1108/S1479-357120160000008013

Braun, V., and Clarke, V. (2019). Reflecting on reflexive thematic analysis. *Qualitative Research in Sport, Exercise and Health*, *11*(4), 589–597. https://doi.org/10.1080/2159676x.2019.1628806

Brooks, R., and Abrahams, J. (2018). Higher education students as consumers? Evidence from England. In A. Tarabini and N. Ingram (Eds.), *Routledge research in international and comparative education. Educational choices, aspirations and transitions in Europe: Systemic, institutional and subjective challenges* (1st ed., pp. 185–202). London: Routledge.

Bryman, A. (2007). Effective leadership in higher education: A literature review. *Studies in Higher Education*, *32*(6), 693-710. https://doi.org/10.1080/03075070701685114

Burkinshaw, P., and White, K. (2020). Generation, Gender, and Leadership: Metaphors and Images. *Frontiers in Education*, *5*. https://doi.org/10.3389/feduc.2020.517497

Cabrera, E. F. (2007). Opting out and opting in: Understanding the complexities of women's career transitions. *Career Development International*, *12*(3), 218–237. https://doi.org/10.1108/13620430710745872

Chemers, M. M. (2003). Leadership Effectiveness: Functional, Constructivist and Empirical Perspectives. In D. van Knippenberg and M. A. Hogg (Eds.), *Leadership and power: Identity processes in groups and organizations*. London, UK: SAGE.

Deem, R. (1998). 'New managerialism' and higher education: The management of performances and cultures in universities in the United Kingdom. *International Studies in Sociology of Education*, *8*(1), 47–70. https://doi.org/10.1080/0962021980020014

Diezmann, C., and Grieshaber, S. (Eds.) (2019). *Women professors: Who makes it and how?* Gateway East, Singapore: Springer.

Eagly, A. H., and Carli, L. L. (2007). *Through the labyrinth: The truth about how women become leaders. Leadership for the common good*. Boston, Mass.: Harvard Business School Press.

Elacqua, T. C., Beehr, T. A., Hansen, C. P., and Webster, J. (2009). Managers' Beliefs about the Glass Ceiling: Interpersonal and Organizational Factors. *Psychology of Women Quarterly*, *33*(3), 285–294. https://doi.org/10.1177/036168430903300304

Ellemers, N., van den Heuvel, H., Gilder, D. de, Maass, A., and Bonvini, A. (2004). The underrepresentation of women in science: Differential commitment or the queen bee syndrome? *British Journal of Social Psychology*, *43*(3), 315–338. https://doi.org/10.1348/0144666042037999

Evans, L. (2014). What is effective research leadership? A research-informed perspective. *Higher Education Research and Development*, *33*(1), 46–58. https://doi.org/10.1080/07294360.2013.864617

Evans, L. (2015). What Academics Want from Their Professors: Findings from a Study of Professorial Academic Leadership in the UK. In U. Teichler and W. K. Cummings (Eds.), *The changing Academy: Vol. 14. Forming, recruiting and managing the academic profession* (pp. 51–78). Cham: Springer. https://doi.org/10.1007/978-3-319-16080-1_4

Evans, L. (2017). University Professors as Academic Leaders: Professorial Leadership Development Needs and Provision. *Educational Management Administration and Leadership*, *45*(1), 123–140. https://doi.org/10.1177/1741143215578449

Evans, L. (2022). Being a professor in the 21st-century university: Pressured professionalism in the UK academy. *Educação, Sociedade and Culturas*. *(63)*, 1–29. https://doi.org/10.24840/esc.vi63.595

Evans, L., Homer, M., and Rayner, S. (2013). Professors as Academic Leaders: The Perspectives of 'the Led'. *Educational Management Administration and Leadership*, *41*(5), 674–689. https://doi.org/10.1177/1741143213488589

Fitzgerald, T. (2014). Scholarly traditions and the role of the Professoriate in uncertain times. *Journal of Educational Administration and History*, *46*(2), 207–219. https://doi.org/10.1080/00220620.2014.889092

Ghaffari, E. (Ed.) (2011). *Women Leaders at Work: Untold Tales of Women Achieving Their Ambitions* (1st ed. 2011). Berkeley, CA: Apress.

Gould, E. S. (2001). Identification and Application of the Concept of Role Model. *Update: Applications of Research in Music Education*, *20*(1), 14–18. https://doi.org/10.1177/875512330102000104

HEAI (2021) Higher Education Institutional Staff Profiles by Gender, Higher Education Authority Ireland [Online]. Available at https://hea.ie/assets/uploads/2019/07/Higher-Education-Institutional-Staff-Profiles-by-Gender-2021.pdf.

Hogg, M. A. (2001). A Social Identity Theory of Leadership. *Personality and Social Psychology Review*, *5*(3), 184–200. https://doi.org/10.1207/S15327957PSPR0503_1

Hogg, M. A. (2005). Social Identity and Leadership. In D. M. Messick and R. M. Kramer (Eds.), *LEA's organization and management series. The psychology of leadership: New perspectives and research*. Mahwah, N.J., London: Lawrence Erlbaum.

Hogg, M. A. (2010). Influence and Leadership. In S. T. Fiske, D. T. Gilbert, and G. Lindzey (Eds.), *Handbook of social psychology* (5th ed., Vol. 1, 1166–1207). Hoboken, N.J.: Wiley. http://doi.wiley.com/10.1002/9780470561119.socpsy002031

Hogg, M. A., Rast, D. E., and van Knippenberg, D. (2012). The social identity theory of leadership: Theoretical origins, Research findings, and conceptual developments. *European Review of Social Psychology*, *23*(1), 258–304. https://doi.org/10.1080/10463283.2012.741134

Howe-Walsh, L., and Turnbull, S. (2016). Barriers to women leaders in academia: tales from science and technology. *Studies in Higher Education*, *41*(3), 415–428. https://doi.org/10.1080/03075079.2014.929102

Joyce, P., and O'Boyle, C. (2013). Sustaining Academic Leadership in Higher Education. Advance online publication. https://doi.org/10.25419/rcsi.10780814.v2

Kelliher, F., Harrington, D., and Galavan, R. (2010). Spreading leader knowledge: investigating a participatory mode of knowledge dissemination among management undergraduates. *Irish Journal of Management*, *29*(2), 103–121.

Kligyte, G., and Barrie, S. (2014). Collegiality: Leading us into fantasy – the paradoxical resilience of collegiality in academic leadership. *Higher Education Research and Development*, *33*(1), 157–169. https://doi.org/10.1080/07294360.2013.864613

Knipfer, K., Shaughnessy, B., Hentschel, T., and Schmid, E. (2017). Unlocking Women's Leadership Potential: A Curricular Example for Developing Female Leaders in Academia. *Journal of Management Education*, *41*(2), 272–302. https://doi.org/10.1177/1052562916673863

Kogan, M. (1999). *Academic and Institutional Leadership*, National Conference of University Professors with the Committee of Vice Chancellors and Principals.

Lindholm, J. A. (2004). Pathways to the Professoriate: The Role of Self, Others, and Environment in Shaping Academic Career Aspirations. *The Journal of Higher Education*, *75*(6), 603–635. https://doi.org/10.1353/jhe.2004.0035

Livingston, R., Leonardelli, G. J., and Kramer, R. M. (2011). Rigor with Relevance: The Many Legacies of Marilynn B. Brewer. In R. M. Kramer, G. J. Leonardelli, and R. W. Livingston (Eds.), *Social cognition, social identity, and intergroup relations: A festschrift in honor of Marilynn Brewer* (pp. 10–15). New York: Psychology Press.

Macfarlane, B. (2011). Professors as intellectual leaders: Formation, identity and role. *Studies in Higher Education*, *36*(1), 57–73. https://doi.org/10.1080/03075070903443734

Macfarlane, B., and Burg, D. (2019). Women professors and the academic housework trap. *Journal of Higher Education Policy and Management*, *41*(3), 262–274. https://doi.org/10.1080/1360080x.2019.1589682

McNay, I. (1995). From the collegial Academy to corporate enterprise: the changing cultures of universities. *The Changing University*, *9*, 105–115.

Meyer, L. H. (2012). Negotiating Academic Values, Professorial Responsibilities and Expectations for Accountability in Today's University. *Higher Education Quarterly*, *66*(2), 207–217. https://doi.org/10.1111/j.1468-2273.2012.00516.x

Miles, M.P., Shepherd, C.D., Rose, J.M. and Dibben, M. (2015), Collegiality in business schools: Development of a collegiality measure and evaluations of its implications, *International Journal of Educational Management*, *29*(3), 322-333. https://doi.org/10.1108/IJEM-02-2014-0022

Morgenroth, T., Ryan, M. K., and Peters, K. (2015). The Motivational Theory of Role Modeling: How Role Models Influence Role Aspirants' Goals. *Review of General Psychology*, *19*(4), 465–483. https://doi.org/10.1037/gpr0000059

Nokkala, T., Ćulum, B., and Fumasoli, T. (2017). Early Career Women in Academia: An Exploration of Networking Perceptions. In H. Eggins (Ed.), *Changing academic profession in international comparative perspective: Vol. 17. The changing role of women in higher education: Academic and leadership issues* (267-290). Switzerland: Springer International Publishing. https://doi.org/10.1007/978-3-319-42436-1_14

O'Connor, P., Carvalho, T., Vabø, A., and Cardoso, S. (2015). Gender in Higher Education: A Critical Review. In J. Huisman, H. de Boer, D. D. Dill, and M. Souto Otero (Eds.), *The Palgrave international handbook of higher education policy and governance* (pp. 569–584). Houndmills, Basingstoke, Hampshire, New York, NY: Palgrave Macmillan.

Oleksiyenko, A., and Ruan, N. (2019). Intellectual leadership and academic communities: Issues for discussion and research. *Higher Education Quarterly*, *73* (October 2018), 1–13. https://doi.org/10.1111/hequ.12199

Poutanen, M., Tomperi, T., Kuusela, H., Kaleva, V., and Tervasmäki, T. (2022). From democracy to managerialism: foundation universities as the embodiment of Finnish university policies. *Journal of Education Policy*, *37*(3), 419–442. https://doi.org/10.1080/02680939.2020.1846080

Rayner, S., Fuller, M., McEwen, L., and Roberts, H. (2010). Managing leadership in the UK university: A case for researching the missing Professoriate? *Studies in Higher Education*, *35*(6), 617–631. https://doi.org/10.1080/03075070903243100

Rehbock, S. K., Pircher Verdorfer, A., and Knipfer, K. (2021). Rate my professor: implicit leadership theories in academia. *Studies in Higher Education*, *46*(8), 1590–1602. https://doi.org/10.1080/03075079.2019.1696765

Scheifele, C., Ehrke, F., Viladot, M. A., van Laar, C., and Steffens, M. C. (2020). Testing the Basic Socio-Structural Assumptions of Social Identity Theory in the Gender Context: Evidence from Correlational Studies on Women's Leadership. *European Journal of Social Psychology*, *51*(1), e1-e16. https://doi.org/10.1002/ejsp.2678

Schein, V. E. (1973). The relationship between sex role stereotypes and requisite management characteristics. *The Journal of Applied Psychology*, *57*(2), 95–100. https://doi.org/10.1037/h0037128

Sharp, E. A., and Messuri, K. (2023). A reprieve from academia's chilly climate and misogyny: The power of feminist, women-centered faculty writing program. *Gender, Work and Organization.* Advance online publication. https://doi.org/10.1111/gwao.12967

Sinclair, A. (2011). Being Leaders: Identites and Identity Work in Leadership. In A. Bryman (Ed.), *The SAGE handbook of leadership*. Los Angeles, Calif.: SAGE.

Slaughter, S. A., and Leslie, L. L. (1997). *Academic capitalism: Politics, policies, and the entrepreneurial university*. London, UK: Johns Hopkins University Press.

Spendlove, M. (2007). Competencies for effective leadership in higher education. *International Journal of Educational Management*, *21*(5), 407–417. https://doi.org/10.1108/09513540710760183

Subbaye, R., and Vithal, R. (2017). Gender, teaching and academic promotions in higher education. *Gender and Education*, *29*(7), 926–951. https://doi.org/10.1080/09540253.2016.1184237

Tang, H. (2019). World-Class Universities and Female Leadership in the Academic Profession: Case Studies of East Asian Higher Education. In D. E. Neubauer and S. Kaur (Eds.), *International and development education. Gender and the changing face of higher education in Asia Pacific,* 41–56. Basingstoke, UK: Palgrave Macmillan.

Tharenou, P. (1994). Why So Few Female Senior Academics? *Australian Journal of Management*, *19*(2), 219–228. https://doi.org/10.1177/031289629401900206

Tight, M. (2002). What Does It Mean To Be a Professor. *Higher Education Review*, *34*(2), 15–32.

Tight, M. (2014). Collegiality and managerialism: a false dichotomy? Evidence from the higher education literature. *Tertiary Education and Management*, *20*(4), 294–306. https://doi.org/10.1080/13583883.2014.956788

Treitler, V. B. (2019). Outsider Scholars and Outsider Sociologists. *Sociological Forum*, *34*(1), 201–212. https://doi.org/10.1111/socf.12486

Treviño, L. J., Gomez-Mejia, L. R., Balkin, D. B., and Mixon, F. G. (2018). Meritocracies or Masculinities? The Differential Allocation of Named Professorships by Gender in the Academy. *Journal of Management*, *44*(3), 972–1000. https://doi.org/10.1177/0149206315599216

Uslu, B., and Welch, A. (2018). The influence of universities' organizational features on professorial intellectual leadership. *Studies in Higher Education*, *43*(3), 571–585. https://doi.org/10.1080/03075079.2016.1185774

Van Knippenberg, D. (2011). Embodying who we are: Leader group prototypicality and leadership effectiveness. *The Leadership Quarterly*, *22*(6), 1078–1091. https://doi.org/10.1016/j.leaqua.2011.09.004

Van Knippenberg, D. (2023). Developing the social identity theory of leadership: Leader agency in leader group prototypicality. *Social and Personality Psychology Compass.* Advance online publication. https://doi.org/10.1111/spc3.12739

Van Knippenberg, D., and Hogg, M. A. (Eds.) (2003). *Leadership and power: Identity processes in groups and organizations*. London, UK: SAGE.

Ward, B. (2003). *The female professor: a rare Australian species, the who and how* (PhD). Murdoch University.

Zhao, J., and Jones, K. (2017). Women and Leadership in Higher Education in China: Discourse and the Discursive Construction of Identity. *Administrative Sciences*, *7*(3), 21. https://doi.org/10.3390/admsci7030021

Žydžiūnaitė, V. (2018). Considerations on Intellectual and Academic Leadership of a Scholar in Higher Education: The Descriptive Literature Review. *Acta Educationis Generalis*, *8*(1), 33–49. https://doi.org/10.2478/atd-2018-0002

Copyright of Irish Journal of Management is the property of Sciendo and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use.