Supplementary Material

DEFINITIONS OF REPUTATION

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| **Definition** | **Cited in** |
| The stakeholder under review is of relevance, because “reputation is based on perception of an organization and as such is subjective” (Verčič et al., 2016) | Vogler (2020)  *Analyzing reputation of Swiss universities on Twitter-The role of stakeholders, content and sources* |
| Verčič et al. (2016, p. 165) who categorized the stakeholders of a university into internal and external stakeholder groups, in other words, stakeholders within academia (e.g. doctoral students, professors, scientists, scientific organizations) and stakeholders outside of academia (e.g. politicians, authorities or NGOs). | Vogler (2020)  *Analyzing reputation of Swiss universities on Twitter-The role of stakeholders, content and sources* |
| Despite the many definitions, scholars agree that reputation is a perceptual phenomenon that is based on the evaluation of past and expected achievements of an organization, and it can contribute to the creation of value for the organization and its stakeholders (Eisenegger, 2005; Vidaver-Cohen, 2007; Verčič et al., 2016). | Vogler (2020)  *Analyzing reputation of Swiss universities on Twitter-The role of stakeholders, content and sources* |
| This study, thus, combined the corporate approach, as suggested by Vidaver-Cohen (2007), with the idea of science as field with high reputational autonomy (Weingart and Pansegrau, 1999) | Vogler (2020)  *Analyzing reputation of Swiss universities on Twitter-The role of stakeholders, content and sources* |
| Thus distinguished two main dimensions of university reputation: a corporate dimension and a scientific dimension. The corporate dimension of university reputation is affected when the focus is on the organizations of science, meaning the university as a corporation, for example, its strategy, performance and sustainability. The scientific dimension of reputation is concerned when the focus of evaluation lies on the process of science, in other words, the production and dissemination of knowledge. This includes mainly research activities and teaching, but also outreach activities aimed at the general public. | Vogler (2020)  *Analyzing reputation of Swiss universities on Twitter-The role of stakeholders, content and sources* |
| According to Fombrun and Shanley (1990) reputation is a description of the assessment and attitude of various individuals concerned about the state of a company | Harahap et al. (2018)  *The impact of word of mouth and university reputation on student decision to study at university* |
| Hall (1992) noted a positive reputation ‘is usually the product of years of demonstrated superior competence’ (616). | Lee et al. (2015)  *Resource-Based Public Relations Efforts for University Reputation from an Agenda-Building and Agenda-Setting Perspective* |
| A collective system of subjective beliefs among members of a social group (Bromley, 1993, 2000, 2002),  Reputation is a summary of the impressions or perceptions held by external stakeholders (Bromley, 1993; Davies and Miles, 1998). | Lee et al. (2015)  *Resource-Based Public Relations Efforts for University Reputation from an Agenda-Building and Agenda-Setting Perspective*  Munisamy et al. (2014)  *Does Reputation Matter? Case Study of Undergraduate Choice at a Premier University* |
| It is ‘an aggregate composite of all previous transactions over the life of an entity, a historical notion that requires consistency of an entity’s actions over a prolonged time for its Studies in Higher Education 807 formation’ (Herbig and Milewicvz 1993, p. 18) and develops through personal and/or mass communication | O’Loughlin et al. (2013)  *The rhetoric and reality of research reputation: ‘fur coat and no knickers’* |
| Reputation is more of an overall evaluation done in the long run compared to other constructs related to a brand such as the satisfaction (Selnes, 1993). | Kaushal and Ali (2019)  *University Reputation, Brand Attachment and Brand Personality as Antecedents of Student Loyalty: A Study in Higher Education Context* |
| To delve into the conceptual understanding of university reputation, one of the three viewpoints suggested by Finch et al. (2015) may be helpful. First refers to reputation to the *awareness of a subject*, second shapes reputation as *strategic tool* and the third connotation relates reputation to a *generalised favourability* (Finch et al. 2015). | Kaushal and Ali (2019)  *University Reputation, Brand Attachment and Brand Personality as Antecedents of Student Loyalty: A Study in Higher Education Context* |
| Collective beliefs that exist in the organizational field about a firm’s identity and prominence (Rao, 1994) | Munisamy et al. (2014)  *Does Reputation Matter? Case Study of Undergraduate Choice* |
| ..media visibility and favorability gained by a firm (Deephouse, 2000). | Munisamy et al. (2014)  *Does Reputation Matter? Case Study of Undergraduate Choice* |
| Fombrun (1996) which states that reputation is: “the perceptual representation of past actions and future expectations of a company that describes the firḿs overall appeal to all its key constituents when compared with other rivals” (Fombrun, 1996, p. 72) | Miotto et al. (2020)  *Reputation and legitimacy: Key factors for Higher Education Institutions’ sustained competitive advantage* |
| Stakeholders assess organizations’ reputation based on a set of attributes; therefore, reputation can be considered as a multidimensional variable (Dollinger, et al., 1997; Fombrun et al., 2000; Fombrun and Shanley, 1990). | Miotto et al. (2020)  *Reputation and legitimacy: Key factors for Higher Education Institutions’ sustained competitive advantage* |
| Weigelt and Camerer (1988) identified corporate reputation, product or service reputation, and organizational structure’s reputation as the three main measuring dimensions | Miotto et al. (2020)  *Reputation and legitimacy: Key factors for Higher Education Institutions’ sustained competitive advantage* |
| Dollinger et al. (1997) considered the dimensions of management reputation, financial reputation, and product quality reputation. | Miotto et al. (2020)  *Reputation and legitimacy: Key factors for Higher Education Institutions’ sustained competitive advantage* |
| Reputation may also be considered as the result of the corporate communication activities related with four domains named as product, social, financial, and employment (Brown et al., 2006; Czinkota et al., 2014; Fombrun and Van Riel, 2004). | Miotto et al. (2020)  *Reputation and legitimacy: Key factors for Higher Education Institutions’ sustained competitive advantage* |
| Davies et al. (2004) described corporate reputation in terms of personality assessing both external and internal stakeholders’ perceptions. | Miotto et al. (2020)  *Reputation and legitimacy: Key factors for Higher Education Institutions’ sustained competitive advantage* |
| Brown et al. (2006) suggest that reputations are ‘mental associations’ (p. 101) held by stakeholders outside of the organization. | Finch et al. (2013)  *Reputational interdependence: an examination of category reputation in higher education* |
| Reputation is the result of a consistent behaviour, whereas image is managed and modified in an easier manner through communication campaigns (Gray and Balmer, 1998). | Del-Castillo-Feito et al. (2019)  *The relationship between image and reputation in the Spanish public university* |
| corporate reputation could be understood as the result and final outcome of building and maintaining corporate image since an organization’s reputation is shaped by the images of the given institution (Harvey et al., 2017). | Del-Castillo-Feito et al. (2019)  *The relationship between image and reputation in the Spanish public university* |
| From a business perspective, corporate reputation can be defined simply as an overall evaluation of the extent to which an organisation is substantially good or bad (Weiss *et al.,* 1999) | Heffernan et al. (2018)  *Transnational higher education The importance of institutional reputation, trust and student-university identification in international partnerships* |
| as a collective assessment of an organisation’s ability to provide valued outcomes to a representative group of stakeholders (Fombrun *et al.,* 2000). | Heffernan et al. (2018)  *Transnational higher education The importance of institutional reputation, trust and student-university identification in international partnerships* |
| Gioa et al. (2000) identify the concept of reputation as a lasting, cumulative, and global assessment | Delgado-Márquez et al. (2013)  *Being highly internationalised strengthens your reputation: an empirical investigation of top higher education institutions* |
| suggest that reputation as an enabling resource can extend beyond an organization and be considered at the level of strategic groups (Ferguson et al., 2000; Hiel, 2008; Money et al., 2012; Peteraf and Shanley, 1997). | Finch et al. (2015)  *Proximity, Strategic Groups and Reputation: An Exploratory Study of Reputation in Higher Education* |
| A rational choice perspective would argue that reputation is a function of information exchange and organizational performance as prestige in higher education is largely a function of instructional resources and financial performance (Brewer et al., 2001). | Bastedo and Bowman (2010)  *U.S. News & World Report College Rankings: Modeling Institutional Effects on Organizational Reputation* |
| Over time rankings increasingly become reputation, rather than reputation being an independent indicator that rankings can use to assess changes in quality (Bastedo and Bowman, 2010; Stake 2006). | Bowman and Bastedo (2011)  *Anchoring effects in world university rankings: exploring biases in reputation scores* |
| Moreover, as Brewer and Zhao (2010) suggest, a reputation forms over a long period of time through social interaction and public communications.  Brewer and Zhao (2010) mention five elements comprising a university’s overall reputation, namely: leadership, teaching, research, service and equity. | Suomi et al. (2014)  *Focusing on dilemmas challenging reputation management in higher Education*  Suomi (2014)  *Exploring the dimensions of brand reputation in higher education – a case study of a Finnish master’s degree programme* |
| It is described as a deep and durable concept, and something to be earned over time (see e.g. Markwick and Fill, 1997). | Suomi et al. (2014)  *Focusing on dilemmas challenging reputation management in higher*  *education* |
| “A corporate reputation is a stakeholder's overall evaluation of a company over time. This evaluation is based on the stakeholder's direct experiences with the company, any other form of communication and symbolism that provides information about the firm's actions and/or a comparison with the actions of other leading rivals” (Gotsi and Wilson, 2001, p. 29). | Miotto et al. (2020)  *Reputation and legitimacy: Key factors for Higher Education Institutions’ sustained competitive advantage* |
| Marketing studies consider image and reputation to indicate that the latter is perceived as dynamic, which takes time to build and manage (Gotsi and Wilson, 2001). | Foroudi et al. (2020)  *Co-creating brand image and reputation through stakeholder’s social network* |
| Reputation is an assessment of the attitudes, emotions, finances, social and culture of an organization with various people in general (Heath and Vasquez, 2001).  A good reputation brings many benefits and benefits otherwise a bad reputation can bring down an organization (Heath and Vasquez, 2001). | Harahap et al. (2018)  *The impact of word of mouth and university reputation on student decision to study at university* |
| Reputation is an invisible vital asset and if managed suitably will be able to increase the organization's ability to sell its products and services, attract investors, hire talented workers and anticipate the influence of the surrounding political situation.  Therefore it can be said that reputation is a combination of opinion, perception and behavior of each individual or organization in providing assessment at all times about the performance of the organization or company based on the emotional, financial, social and cultural linkage between the organization and the interested parties. | Harahap et al. (2018)  *The impact of word of mouth and university reputation on student decision to study at university* |
| Post and Griffin (1997) state that reputation is a combination of opinion, perception, and behavior of the stakeholders of an organization | Harahap et al. (2018)  *The impact of word of mouth and university reputation on student decision to study at university* |
| In line with Eberl and Schwaiger (2005) reputation is a kind of behavioral construction that functions in the public mind. | Harahap et al. (2018)  *The impact of word of mouth and university reputation on student decision to study at university* |
| Reputation is also considered as a collection of facts experienced and perceived from products through social processes and not an impression in the minds of people personally (Helm, 2007) | Harahap et al. (2018)  *The impact of word of mouth and university reputation on student decision to study at university* |
| (f) collective representations shared in the minds of multiple publics about an organization over time (Grunig and Hung 2002; Yang and Grunig 2005; Yang 2007). | Munisamy et al. (2014)  *Does Reputation Matter? Case Study of Undergraduate Choice at a Premier University* |
| Reputation represents an amalgam of past success and psychological status shared by wider groups or networks (overlapping), in which individual members may not be the direct consumers of the offering.  Reputation is developed over time through social interaction and public communications and takes a long time to build but equally withstands damage, while a degree of brand equity can be achieved in a relatively short time by intense promotion. Therefore, reputation is more stable than brand. Reputation overshadows brand in a positive way and lingers long after any changes to brand. Specifically, a long-held reputation shapes brand awareness. | Brewer and Zhao (2010)  *The impact of a pathway college on reputation and brand awareness for its affiliated university in Sydney* |
| According to Chaudhuri (2002), reputation can be defined as “the overall value, esteem and character of a brand as seen or judged by people in general” (p. 34). | Liu et al. (2017)  *Relationship building through reputation and tribalism on company Facebook pages: a uses and gratifications approach* |
| An organization’s reputation is created by and through the judgement of others: it can thus be seen as a ‘collective representation of . . . past actions’ | Wolf and Jenkins (2018)  *What’s in a name? The impact of reputation and rankings on the teaching income of English universities* |
| Gardberg and Fombrun (2002) define corporate reputation as: ‘. . .. a collective representation of a firm’s past actions . . .. It gauges a firm’s relative standing both internally with employees and externally with its (other) stakeholders, in both the competitive and institutional environment’ (p. 304). | Finch et al. (2013)  *Reputational interdependence: an examination of category reputation in higher education* |
| The concept of organizational reputation has been defined as (a) assessments that multiple stakeholders make about the company’s ability to fulfil its expectations over time (Fombrun and Van Riel 2003) | Munisamy et al. (2014)  *Does Reputation Matter? Case Study of Undergraduate Choice at a Premier University* |
| According to Fombrun and Shanley (1990) reputation is a description of the assessment and attitude of various individuals concerned about the state of a company.  Four things that affect the reputation of an organization that is; Credibility, reliability, responsibility and trustworthiness. The four influence each other and together form the organization's reputation (Fombrun and Shanley, 1990). | Harahap et al. (2018)  *The impact of word of mouth and university reputation on student decision to study at university* |
| Deephouse (2000) argued that reputation construction occurs in the media when a corporation is praised for its actions or associated with positive actions, and reputation destruction occurs when the organization is criticized for its actions or associated with questionable actions. | Aula and Tienari (2011)  *Becoming “world-class”? Reputation-building in a university merger* |
| Reputation-building refers to actions – by discursive and semiotic means – that purposefully attempt to influence the (re)construction of the reputation of a particular entity, for example, a merging university. | Aula and Tienari (2011)  *Becoming “world-class”? Reputation-building in a university merger* |
| Corporate reputation is a concept that is relevant for all organisations, regardless of their size or the market in which they operate (Fombrun and Van Riel, 2004; Khan and Digout, 2018). | Carrillo-Durán and García (2020)  *Exploring the need for stakeholders' engagement through social networking sites to build the reputation of higher education organisations* |
| Reputation reflects the attitudes and valuations of influential and prominent stakeholders, students and research financiers, as well as government authorities (Rindova et al., 2005).  This means that reputation, i.e. either built and institutionalized by a collective high-status third party or resulting from stakeholders’ evaluations (Rindova et al., 2005), has an impact on university employees and their perceptions of reality. | Steiner et al. (2013)  *An analytical model for university identity and reputation strategy work* |
| Organizational reputation can be built or institutionalized through a high status third party or from stakeholders’ evaluations (Rindova et al., 2005). | O’Loughlin et al. (2013)  *The rhetoric and reality of research reputation: ‘fur coat and no knickers’* |
| Overall, reputation can be conceived of as an on-going evaluation process by relevant Stakeholders (Rindova et al., 2005).  reputation is understood as the result of information exchanges and social influence among various stakeholders interacting in an organizational field (Rindova et al., 2005). | Aula and Tienari (2011)  *Becoming “world-class”? Reputation-building in a university merger* |
| Corporate reputation has been considered as a valuable intangible asset for organizations due to its relationship with positive performance | Del-Castillo-Feito et al. (2019)  *The relationship between image and reputation in the Spanish public university* |
| Reputation is the accumulation of impressions received by stakeholders due to communication and interaction with universities.  The reputation of higher education can be seen from several perspectives including, the ranking in the media, the number of students, accreditation, and the quality of teachers. | Handayani (2019)  *Building University Reputation through Experiential Marketing in the Industry Revolution ERA 4.0 (Survey of Several Private Universities in the City of Bandung)* |
| Reputation is the accumulation of impressions received by stakeholders due to communication and interaction with universities. The reputation of a college does not only refer to having a good name, but also relates to other factors that influence the way people perceive them (O’Rourke, 2010). | Handayani (2019)  *Building University Reputation through Experiential Marketing in the Industry Revolution ERA 4.0 (Survey of Several Private Universities in the City of Bandung)* |
| The reputation is a major point to compete. Private Universities are expected to have a competitive advantage in terms of reputation in order to win the competition (Terblanche, 2009). | Handayani (2019)  *Building University Reputation through Experiential Marketing in the Industry Revolution ERA 4.0 (Survey of Several Private Universities in the City of Bandung)* |
| Higher education as an educational institution needs to pay attention to its quality so that its reputation in the eyes of stakeholders improves. The reputation of higher education can be seen from several perspectives including, the ranking in the media, the number of students, accreditation, and the quality of teachers. University's reputation according to previous research influenced the ranking of the university nationally and internationally, and included public assessments based on the characteristics of universities and their advantages compared to other universities (Rindova et al., 2005). | Handayani (2019)  *Building University Reputation through Experiential Marketing in the Industry Revolution ERA 4.0 (Survey of Several Private Universities in the City of Bandung)* |
| According to Walsh and Beatty (2007), the university's reputation should be based on students as university customers, so it is important to emphasize efforts to build students’ personal experiences with universities, and students' positive perceptions of universities.  The university's reputation should be based on students as university customers, so it is important to emphasize efforts to build students’ personal experiences with universities, and students' positive perceptions of universities (Walsh and Beatty, 2007). | Handayani (2019)  *Building University Reputation through Experiential Marketing in the Industry Revolution ERA 4.0 (Survey of Several Private Universities in the City of Bandung)* |
| Whereas Gray et al., (2003), stated that the measurement of higher education reputation can be done through achievements, brand names, educational standards, quality of courses, and college experience. | Handayani (2019)  *Building University Reputation through Experiential Marketing in the Industry Revolution ERA 4.0 (Survey of Several Private Universities in the City of Bandung)* |
| outsiders’ perceptions about an organization’s current performance and future behaviours (Carmeli, 2005) | Munisamy et al. (2014)  *Does Reputation Matter? Case Study of Undergraduate Choice at a Premier University* |
| We adopt Rayner’s (2005, p. 1) definition stating that: “Reputation is a collection of perceptions and beliefs, both past and present, which reside in the consciousness of an organisation’s stakeholders”.  In short, “Reputation=Experience-Expectations” (Rayner, 2005, p. 69). | Suomi et al. (2014)  *Focusing on dilemmas challenging reputation management in higher education* |
| Reputation covers both internal and external stakeholders’ perceptions and is based on the experiences of multiple stakeholder groups (Chun, 2005; Järvinen and Suomi, 2011). | Suomi (2014)  *Exploring the dimensions of brand reputation in higher education – a case study of a Finnish master’s degree programme* |
| …reputation is ‘the accumulated impression that stakeholders form of the firm, resulting from their interaction with and communication received about the firm’ (Chun, 2005).  reputation ‘requires more time and consistent effort to build internally and externally’ (Chun, 2005, p. 96) | Lee et al. (2015)  *Resource-Based Public Relations Efforts for University Reputation from an Agenda- Building and Agenda-Setting Perspective* |
| Reputation in this study refers to ‘observers’ collective judgments about an organisation based on assessment of the organisation’s performance over time in areas observers deem important’ (Vidaver-Cohen, 2007, pp. 279–280). | Suomi (2014)  *Exploring the dimensions of brand reputation in higher education – a case study of a Finnish master’s degree programme* |
| as Fombrun and Van Riel rightly state (1997, p. 5), ‘‘reputations are seldom noticed until they are threatened’’.  As Fombrun and Van Riel (1997, p.10) state, ‘‘Reputations develop from firms’ prior resource allocations and histories.’’ | Suomi and Järvinen (2013)  *Tracing reputation risks in retailing and higher-education services* |
| Risks to reputation in the higher-education context are also both internal and external in nature, arising from the educational programme and its content in the former case, and from the surrounding society and environment in the latter. | Suomi and Järvinen (2013)  *Tracing reputation risks in retailing and higher-education services* |
| According to Tkalac and Verčič (2007) and Melewar et al. (2005) company's reputation is understood as an image and identity function established by firms based on organizational culture such as company history, activities, values and behavior | Harahap et al. (2018)  *The impact of word of mouth and university reputation on student decision to study at university* |
| “as collective representations that the university’s multiple constituents – various internal and external constituents, including the media – hold of the university over time.” Alessandri et al. (2006, p. 261) | Vogler (2020)  *The effects of media reputation on third-party funding of Swiss universities /*  Suomi et al., (2014)  *Focusing on dilemmas challenging reputation management in higher education /*  Lee et al., (2015)  *Resource-Based Public Relations Efforts for University Reputation from an Agenda- Building and Agenda-Setting Perspective* |
| Further, they asserted that a university’s reputation could form based on ‘direct or indirect/mediated experiences and information received through a variety of channels of communication and symbols’ (Alessandri et al., 2006, p. 262). | Lee et al., (2015)  *Resource-Based Public Relations Efforts for University Reputation from an Agenda- Building and Agenda-Setting Perspective* |
| Alessandri et al. (2006) identify three dimensions of a university’s reputation: quality of academic performance, quality of external performance and emotional engagement, thus defining a university’s reputation (p. 261) as: ‘Collective representations that the university’s multiple constituents – various internal and external constituents, including the media – hold of the university over time’. | Suomi (2014)  *Exploring the dimensions of brand reputation in higher education –a case study of a Finnish master’s degree programme* |
| Alessandri et al. (2006) describe it as “the collective representations that the university’s multiple constituents hold of the university over time” (Alessandri et al., 2006, p. 261). | Miotto et al. (2020)  *Reputation and legitimacy: Key factors for Higher Education Institutions’ sustained competitive advantage* |
| The university's reputation is also described as the overall representation held by various universities over the years (Alessandri et al., 2006). | Harahap et al. (2018)  *The impact of word of mouth and university reputation on student decision to study at university*  Del-Castillo-Feito et al. (2019)  *The relationship between image and reputation in the Spanish public university* |
| The reputations of universities are often measured by their achievements within the realm of science—so-called academic or scientific reputations (e.g. Conard and Conard, 2000; Petersen et al., 2014; Weingart and Pansegrau, 1999). | Vogler (2020)  *The effects of media reputation on third-party funding of Swiss universities* |
| Weingart and Pansegrau (1999, p. 1) argued that “media prominence competes with scientific reputation [. . .] and the media have different criteria than the sciences for selecting scientists and their topics as worthy of reporting (and attributing prominence), an area where the sciences have internal processes of attributing reputation on the basis of excellence in research.” | Vogler (2020)  *The effects of media reputation on third-party funding of Swiss universities* |
| The reputation of universities is, therefore, to a large extent determined by the evaluations of stakeholders outside of academia. | Vogler (2020)  *The effects of media reputation on third-party funding of Swiss universities* |
| By applying the general principle of a reputation proposed by (Alessandri et al., 2006; Bromley, 2006; Caruana, 2002; Fombrun and Shanley, 1990; Gotsi and Wilson, 2001; Grunig et al., 1995) we can say that a university's reputation could be established based on the experience of college graduates in direct or indirect interaction through information from the university. | Harahap et al. (2018)  *The impact of word of mouth and university reputation on student decision to study at university* |
| PR efforts on building positive reputation. In other words, reputation is considered as both an organization’s performance and an outcome of effective PR efforts. | Lee et al., (2015)  *Resource-Based Public Relations Efforts for University Reputation from an Agenda- Building and Agenda-Setting Perspective* |
| Grunig and Hung (2002) recognized reputation as a collective phenomenon of ‘the distribution of cognitive representations that members of a collectivity hold about an organization, representations that may, but do not always, include evaluate components’ (p. 20). | Lee et al., (2015)  *Resource-Based Public Relations Efforts for University Reputation from an Agenda- Building and Agenda-Setting Perspective* |
| Such an evaluation is based on a person’s direct and indirect experiences (Caruana, 1997; Yoon et al., 1993) | Liu et al. (2017)  *Relationship building through reputation and tribalism on company Facebook pages: a uses and gratifications approach* |
| Barnett et al. (2006) recommended against facet-based, omnibus definitions and suggested that reputation may be viewed as a global assessment of a corporation and may be defined in terms of observers’ collective judgments of a corporation. | Delgado-Márquez et al. (2013)  *Being highly internationalised strengthens your reputation: an empirical investigation of top higher education institutions* |
| Following prior organizational studies, we define general reputation as the public recognition and perceived social approval of an organization that, at high levels, can serve as a key intangible resource (Barnett et al., 2006; Deephouse, 2000; Fombrun and Shanley, 1990; Rindova et al., 2005). | Zavyalova et al. (2016)  *Reputation as a Benefit and a Burden? How Stakeholders’ Organizational Identification Affects the Role of Reputation Following a Negative Event* |
| At a high level, organizational reputation serves as an intangible asset that allows stakeholders to differentiate an organization that has a high reputation from organizations without this asset (Pfarrer et al., 2010; Rao, 1994) | Zavyalova et al. (2016)  *Reputation as a Benefit and a Burden? How Stakeholders’ Organizational Identification Affects the Role of Reputation Following a Negative Event* |
| Elsbach (2006) defined reputation as ‘‘enduring status categorizations of the quality of an organization as perceived by external audiences and stakeholders’’ (p. 17). | Delgado-Márquez et al. (2013)  *Being highly internationalised strengthens your reputation: an empirical investigation of top higher education institutions* |
| Corporate reputation in the academic context can be defined as a subjective and collective recognition, perception, attitude and evaluation of higher education institutions among all key stakeholder groups (internal and external) during a certain period of time, that is based on their past behavior, communication and potential to satisfy expectations in comparison with the competition (Šontaite and Bakanauskas, 2011). | Verčič et al. (2016)  *Exploring academic reputation – is it a multidimensional construct?*  Del-Castillo-Feito et al. (2019)  *The relationship between image and reputation in the Spanish public university*  Del-Castillo-Feito et al. (2020)  *The Relationship between Image, Legitimacy, and Reputation as a Sustainable Strategy: Students’ Versus Professors’ Perceptions in the Higher Education Sector* |
| Reputation is still used as a synonym for terms such as identity, image, prestige, social responsibility, relationships, recommendation, word of mouth and others (Benoit, 2015; Carroll, 2011, 2015; Christensen et al., 2008; Wartick, 2002). | Verčič et al. (2016)  *Exploring academic reputation – is it a multidimensional construct?*  Carrillo-Durán and García (2020)  *Exploring the need for stakeholders' engagement through social networking sites to build the reputation of higher education organisations* |
| Rindova et al. (2007, p. 60) refer to these perceptions of being known for something as ‘strategic character’. | Finch et al. (2015)  *Proximity, Strategic Groups and Reputation: An Exploratory Study of Reputation in Higher Education* |
| Therefore, the similarity of those definitions is that the reputation of an organization refers to public perceptions of the organization shared by its multiple constituents over time (Sung and Yang 2008). | Munisamy et al. (2014)  *Does Reputation Matter? Case Study of Undergraduate Choice at a Premier University* |
| Fame, or reputation, is what is said or reported about a name. Van Vught (2008, p. 169) stated the following. ‘The reputation of a higher education institution can be defined as the image (of quality, influence, trustworthiness) it has in the eyes of others. Reputation is the subjective reflection of the various actions an institution undertakes to create an external image. The reputation of an institution and its quality may be related, but they need not be identical. | Stergiou and Tsikliras (2013)  *Global university reputation and rankings: insights from culturomics* |
| the reputation of a higher education institution is defined as the image of quality, influence and trustworthiness that it has in the eyes of others, and studies suggest that institutions are intensely concerned with both reputation and quality (Garvin, 1980; Brewer et al., 2001; Geiger, 2004). | Drydakis, 2015  *Economics applicants in the UK labour market University reputation and employment outcomes* |
| Reputation is the most important criterion for judging the quality of a university (Morley and Aynsley, 2007). | Drydakis, 2015  *Economics applicants in the UK labour market University reputation and employment outcomes* |
| The reputation of the institution is strategically important in a setting with incomplete information (Altonji and Pierret, 2001). | Drydakis, 2015  *Economics applicants in the UK labour market University reputation and employment outcomes* |
| Although commonly seen as an external third-party and long-term evaluation concept (Heding et al. 2009), reputation has an impact on how universities work with internal activities. | Steiner et al. (2013)  *An analytical model for university identity and reputation strategy work* |
| Roberts (2009) concludes that reputation is defined not by what universities say about themselves but by the unsolicited opinions of respected third parties. | O'Loughlin et al. (2013)  *The rhetoric and reality of research reputation: ‘fur coat and no knickers’* |
| Reputation is a subjective construct based on many factors, such as perceived research quality and the reported excellence of student experience. However, in the last decade, global university ranking systems have played a fundamental role in how a university is judged externally and has, subsequently, been seen to determine a university’s reputation. | O'Loughlin et al. (2013)  *The rhetoric and reality of research reputation: ‘fur coat and no knickers’* |
| This conceptualisation implies that corporate reputation relies on a general, global assessment; reputation is reflected in consensus judgments and is evaluative (i.e., good vs. bad) (Roberts and Dowling, 2002). | Delgado-Márquez et al. (2013)  *Being highly internationalised strengthens your reputation: an empirical investigation of top higher education institutions* |
| Indeed, current theory about reputation suggests that corporate reputation is a global, temporally stable, evaluative judgment about a firm that is shared by multiple constituencies (Highhouse et al. 2009). | Delgado-Márquez et al. (2013)  *Being highly internationalised strengthens your reputation: an empirical investigation of top higher education institutions* |
| In conclusion, corporate reputation is generally concerned with the next question: what do stakeholders actually think of an organisation?  Corporate reputation accumulates and represents the history of the firm’s interaction with various stakeholders.  Therefore, it is important to point out that corporate reputation is not fixed, but rather a temporal component that reflects overall evaluations of a company over time.  Reputation is regularly used as a screening mechanism by service suppliers. | Delgado-Márquez et al. (2013)  *Being highly internationalised strengthens your reputation: an empirical investigation of top higher education institutions* |
| Bennett and Kottasz’s (2000) examination of practitioners’ views of corporate reputation revealed that nonacademics similarly conceptualise reputation as being composed of opinions developed over time. | Delgado-Márquez et al. (2013)  *Being highly internationalised strengthens your reputation: an empirical investigation of top highereducation institutions* |
| Gaining reputation as an educational institution is a long and arduous process requiring a commitment to excellence in the delivery of education and quality research output (Arambewela and Hall 2009). | Delgado-Márquez et al. (2013)  *Being highly internationalised strengthens your reputation: an empirical investigation of top higher education institutions* |
| Maringe and Gibbs (2009) conceptualised reputation of an institution from the perspective of the consumer (student) who has many choices due to the variety of providers in the education market. They identified four key perspectives of organizational reputation applicable to the higher learning environment which are public relations, marketing communication, crisis/risk management and corporate branding perspective. | Munisamy et al. (2014)  *Does Reputation Matter? Case Study of Undergraduate Choice at a Premier University* |
| According to Gatfield et al. (1999), the prestige or reputation for quality of an institution is often more important than its actual quality, because it represents the perceived excellence of the institution which guides the decisions of prospective students to enroll with the institution. | Munisamy et al. (2014)  *Does Reputation Matter? Case Study of Undergraduate Choice at a Premier University* |
| The reputation or prestige of an academic institution is indicated by various university ranking systems, perception of society overall and positive media coverage. | Munisamy et al. (2014)  *Does Reputation Matter? Case Study of Undergraduate Choice at a Premier University* |
| University reputation, which has different meanings for different groups and scientific fields, is ‘a form of social capital within the system of higher education that can be transformed into economic capital, too’ (Federkeil, 2009, p. 32). | Stergiou and Tsikliras (2013)  *Global university reputation and rankings: insights from culturomics* |
| Currently the Reputation of HEI represents an intangible capital and a valuable asset and is recognized an important role in the differentiation and competitive advantage against the competition. This competitive environment together with limitations of public resources for Higher Education makes the image an essential part of the strategic management of HEI (Luque-Martinez and Del Barrio Garcia, 2009). | Maduro et al. (2018)  *Management Design as a strategic lever to add value to Corporate Reputation competitiveness in Higher Education Institutions* |
| Reputation is also a personal evaluation one makes on how others aggregately perceive and judge a company (Veloutsou and Moutinho, 2009) | Liu et al. (2017)  *Relationship building through reputation and tribalism on company Facebook pages: a uses and gratifications approach* |
| As an overall evaluation of a company’s values, esteem, and character, reputation is usually regarded as a “signal of quality” that simplifies people’s decision-making process and a reference point to speculate future performance of this company (de Ruyter et al., 2001; Jin et al., 2008). | Liu et al. (2017)  *Relationship building through reputation and tribalism on company Facebook pages: a uses and gratifications approach* |
| Scholars tend to define reputation as referring to social cognitions that reside over time in the minds of external stakeholders (Rindova et al. 2010) | Steiner et al. (2013)  *An analytical model for university identity and reputation strategy work* |
| reputation has an impact on how universities work with internal activities | Steiner et al. (2013)  *An analytical model for university identity and reputation strategy work* |
| According to Thomaz and Brito (2010), Corporate Reputation is a global assessment that stakeholders make about an organization over time. | Maduro et al. (2018)  *Management Design as a strategic lever to add value to Corporate Reputation competitiveness in Higher Education Institutions* |
| Reputation is the result of a complex combination of interdependent antecedents, meaning that one resource can be leveraged by the presence of other resources to generate “causal ambiguity, rareness, and intangibility”, that is difficult to imitate (Bergh et al., 2010, p. 603) | Plewa et al. (2016)  *Reputation in higher education: A fuzzy set analysis of resource configurations* |
| reputation refers to a “relatively stable, issue specific aggregate perceptual representation of a company's past actions and future prospects against some standard” (Walker, 2010, p. 370) and should be understood as conceptually different to corporate image. | Plewa et al. (2016)  *Reputation in higher education: A fuzzy set analysis of resource configurations* |
| Reputation, on the other hand reflects actual stakeholder perceptions (Varadarajan et al., 2006) that are developed over time and thus are more durable, stable and stakeholder-driven than image (Walker, 2010). | Plewa et al. (2016)  *Reputation in higher education: A fuzzy set analysis of resource configurations* |
| Carpenter (2010, p. 33) defines organizational reputation as “a set of beliefs about an organization’s capacities, intentions, history, and mission that are embedded in a network of multiple audiences.” | Christensen and Gornitzka (2017)  *Reputation Management in Complex Environments - A Comparative Study of University Organizations*  Christensen, et al. (2020)  *Reputation management by Chinese universities: Primary profile and comparative features* |
| Other authors define that reputation consists of a set of beliefs, associated with a characteristic of the organization, that are somewhat generalized and diffused in a certain way (Barron and Rolfe, 2011). | Maduro et al. (2018)  *Management Design as a strategic lever to add value to Corporate Reputation competitiveness in Higher Education Institutions* |
| reputation serves as a critical surrogate for quality, guiding university selection and evaluation (Hemsley-Brown, 2012; Munisamy et al., 2014). | Plewa et al. (2016)  *Reputation in higher education: A fuzzy set analysis of resource configurations* |
| Reputation is the subjective reflection of the various actions an institution undertakes to create an external image. | Stergiou and Tsikliras (2013)  *Global university reputation and rankings:*  *insights from culturomics* |
| Hence, HEOs must also understand that reputation is an invaluable contribution to their capacity to turn stakeholder perceptions into ‘input’ for the development of their overall strategy, and not just the ‘output’ of how well they are doing at a certain moment (Corporate Excellence, 2014, p. 2). | Carrillo-Durán and García (2020)  *Exploring the need for stakeholders' engagement through social networking sites to build the reputation of higher education organisations* |
| These researchers define reputation as possessing three distinct dimensions. First, it includes being known – the general awareness of a subject, that is, an organization.. While the state of being aware of the existence of an entity undoubtedly provides the foundation for any further analysis, such as the analysis of the reputation of an organization… The second dimension identified by Lange et al. (2011) is defined as being known for something – when an organization’s reputation is linked to outcomes relevant to a specific audience… Finally, the third dimension defined by Lange et al. (2011) is described as generalized favorability – the overall positive (or negative) perception of an organization | Finch et al. (2015)  *Proximity, Strategic Groups and Reputation: An Exploratory Study of Reputation in Higher Education* |
| Loureiro et al. (2017) indicate that reputation is more of an extrinsic cue, which evolves over time through flow of information among users. | Kaushal and Ali (2019)  *University Reputation, Brand Attachment and Brand Personality as Antecedents of Student Loyalty: A Study in Higher Education Context* |
| Reputation is described as the sum of beliefs, ideas, and impressions that a person has about an object, individual, institution, or organization based on past and current events.  University Reputation (UR) is an institutional status built as people constructs regarding the university objectives, ethics, working methods, and treatment received by students.  In other words, UR refers to a natural, spontaneous character, expectations, and the exchange that people have with the university. | Chen and Esangbedo (2018)  *Evaluating University Reputation Based on Integral Linear Programming with Grey Possibility* |
| Cole and Bruch (2006) defined UR as the vision, representation, or impression that people form in their mind in function of the information or data of a university obtained through the interaction with the elements or components of the university.  Reputation refers to the total impression that a person constructs in his/her mind about something or someone (Cole and Bruch, 2006) | Chen and Esangbedo (2018)  *Evaluating University Reputation Based on Integral Linear Programming with Grey Possibility* |
| while UR is a complex construct based on the perception of the public or personnel of an organization that makes a differentiating and comparative assessment of its characteristics (Alniacik et al., 2011) | Chen and Esangbedo (2018)  *Evaluating University Reputation Based on Integral Linear Programming with Grey Possibility* |
| UR is the shared knowledge that people have about a university and how it should operate. Also, UR can be seen as perceived external prestige, corporate reputation, and identity (Patlán and Martínez, 2017). | Chen and Esangbedo (2018)  *Evaluating University Reputation Based on Integral Linear Programming with Grey Possibility* |
| In general, reputation is seen as opinion of the society about the quality, advantages or disadvantages of someone, something, person, organization or product.  Speaking specifically about an institution of higher education, its reputation is seen as a public evaluation, an opinion about the university, which is created under the influence of various factors of its external and internal environment.  The reputation of a higher education institution can be divided into external and internal:   * External reputation – evaluation of the university’s activities by representatives of its external environment; * Internal reputation – opinion of the teaching staff, personnel, graduate students, applicants, doctoral candidates and students of the university about such a university.   This classification is based on the division of the university’s environment into external and internal one. | Reznik and Yudina (2018)  *Key Milestones in the Development of Reputation Management in Russian Universities* |
| Corporate Reputation implies the point of view of the staff (identity) and the point of view of the clients (image). Corporate Reputation is more than the image that an organization conveys. It is the perception that the various audiences with whom a company interacts has about it over time.  the Reputation of HEI represents an intangible capital and a valuable asset and is recognized an important role in the differentiation and competitive advantage against the competition.  Reputation is difficult to control, but it is important and crucial for the competitiveness of companies that manage their reputation in order to be more coherent in their actions and more dialogue with their public. | Maduro et al. (2018)  *Management Design as a strategic lever to add value to Corporate Reputation competitiveness in Higher Education Institutions* |
| Rindova et al. (2010), Bergh et al. (2010) and Enders (2014) point to business school reputations in the American ranking systems as being shaped by the number of papers each faculty publishes in academic journals, which, according to Juusola et al. (2015) and others, reflects the influence of a dominant market logic. European business schools are also subject to similar performance measures (Hattke et al., 2014). | Martin et al. (2018)  *Conformist innovation: an institutional logics perspective on how HR executives construct business school reputations* |
| … considering past reputation, defined as ‘one’s relative standing based on prestige, honor, and deference’ (Keith 2001, 496), as yet another factor shaping the perceived merit of individual universities. | Baltaru (2019)  *Do non-academic professionals enhance universities’ performance? Reputation vs. organisation* |
| The role of past reputation in shaping such perceptions is of direct relevance to university performance as universities perceived as meritorious by the public (e.g. prospective students, employers, other universities) are more advantaged than their less prestigious counterparts.  universities’ reputation stemming from the historical ratings may overshadow their current performance in moving up and down the rankings. | Baltaru (2019)  *Do non-academic professionals enhance universities’ performance? Reputation vs. organisation* |
| reputation is built upon the perception of excellence, which may somehow transcend mere bibliometric data. | Massucci and Docampo (2019)  *Measuring the academic reputation through citation networks via PageRank* |
| Reputation is everything for the scholar as Becher (1989, p. 52) points out ‘The main currency for the academic is not power, as it is for the politician, or wealth, as it is for the businessman, but reputation.’ | Jamali et al., (2016)  *Scholarly reputation in the digital age and the role of emerging platforms and mechanisms* |
| However, that reputation has traditionally been interpreted very narrowly. Built as it is largely around just one scholarly activity (research), one output of that activity (peer-reviewed journal articles) and on one measurement of that output (citations).  In reputational terms, the significance of the new Open Science environment is that it gives rise to: (1) new types of ‘actors’ and large increases in the number of these actors (e.g. freelance scientists, citizen researchers); (2) new formats for conducting and disseminating research, such as blogs and online communities; (3) more inclusive and broader ways of measuring scholarly reputation (e.g. altmetrics). | Jamali et al., (2016)  *Scholarly reputation in the digital age and the role of emerging platforms and mechanisms* |
| Reputation will serve as a quality sign as well as an indicative of the institution’s capacity to respond to stakeholders’ needs in the correct manner (Nguyen and LeBlanc, 2001) | Del-Castillo-Feito et al. (2020)  *The Relationship between Image, Legitimacy, and Reputation as a Sustainable Strategy: Students’ Versus Professors’ Perceptions in the Higher Education Sector* |
| University reputation is a reflection of the institution’s history and credible actions on its target groups (Nguyen and LeBlan,c 2001).  Its reputation is indicative of a service organisation’s ability to meet customer needs in that services are intangible and thus difficult to assess beforehand (Nguyen and LeBlanc, 2001). | Kaushal and Ali (2019)  *University Reputation, Brand Attachment and Brand Personality as Antecedents of Student Loyalty: A Study in Higher Education Context*  Suomi et al. (2014)  *Focusing on dilemmas challenging reputation management in higher education* |
| The reputation of a university pivots on perceptions of quality, influence and trustworthiness held by multiple stakeholders. | Pitan and Muller (2019)  *University reputation and undergraduates’ self-perceived employability: mediating influence of experiential learning activities* |

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