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## Collegial Culture on a Multicultural Campus

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### Abstract

Culture can be defined as the personality of a “people unit” such as an organization, an institution, or a company. Culture permeates the behavior and spirit of the people in the unit. Shaped by the culture, people in the unit are shaping the culture as well. A university is a people unit with its own identity substantiated in its mission, system, and its managerial and academic procedures. In discussing various definitions of unit culture and different dimensions of collegial culture, this article focuses on the necessary elements of collegial culture on a multicultural campus. Collegial culture on a multicultural campus shares common elements of unit culture such as organizational culture, institutional culture, or managerial culture, yet displays the new elements of diversity and global standards. The dynamics between the new elements and existing subcultures bring challenges and change to the culture.

**Key words:** *Unit Culture, Collegial Culture, Multicultural Campus, Diversity, Global Standards*

### Introduction

The term “culture” connotes “an integrated system of learned behavior patterns which are characteristic of the members of a society and which are not a result of biological inheritance” (Hoebel, 1966). In other words, culture is seen as the expression and result of learned behavior that consists of spiritual values and material practices of man. The term “society” usually ranges from a broad region such as the West and the East to an ethno-linguistic group. When applying the concept of “group” as a specific environment or unit to its culture, scholars use various terms such as company culture, business culture, collegial culture, campus culture, institutional culture, organizational culture, managerial culture, and world business culture or international culture (Tierney, 1988; WASC Committee, WASC Committee, California State Polytechnic University Pomona [CSPUP], 2000; Keup, 2001; Meyers, 2004; Rice, 2005; Stack, 2007; Campbell & Hourigan, 2008; Maloney, 2008; Simone, 2009; Nastase, 2009; Forster, 2010; Valentin et al 2011). This paper applies the common term “unit culture” to include all these cultures listed above. By “unit”, the author means a working complex or a community. Thus “unit culture” is the culture of a working complex or a community. “Collegial Culture” is the culture of universities that is distinguished from those of companies or other organizations. The term “culture” implies evolution; and to bring more positive change to the very culture is part of this evolution. This article discusses the important elements of collegial culture on a multicultural campus, and the dynamics between these elements and this unit culture. It is a challenge to

establish a diversified yet cohesive culture that agglomerates the positive energy from everyone in the unit to meet the global standards.

### **Towards Definition of Collegial Culture**

The concept of “culture” goes beyond anthropology. It is a popular and pop word used to represent the identity of any people unit. Any organization or institution has a culture, including its common spirit, and managerial or operational styles. Culture is often represented in several different ways, depending on the angles to be looked at.

#### **1. Related Definitions**

##### *Organizational Culture*

Organization can mean any people unit, business or academic, profit or nonprofit. Gupta (2009) stated that organizational culture is a set of values, the unwritten rules that guide the employees towards acceptable behavior. It is for the purposes of common identity, guidance, and justification of actions. This definition, however, does not include the written etiquette of an organization.

##### *Institutional Culture*

Institutional culture provides common ideas, values, beliefs, assumptions, and standards that guide actions of both the individuals and institution, and permeate the everyday lives of its members (Maloney, 2008; Simone, 2009). In its accreditation report, the WASC Committee at California State Polytechnic University Pomona (CSPUP, 2000), defined institutional culture as “the personality of institutions” and “the context critical to an understanding of how we are able to carry out our educational mission,” which includes “the policy framework, bureaucratic organization, hierarchical and occupational structure, communicative behaviors, political economy, standard procedures, typical relations between vertically and horizontally connected units, inter-personal dynamics, attitudes, beliefs, and other traditions and customs commonly found on the campus.”

##### *Managerial Culture*

The managerial culture shares the common elements of culture, but focus on its managerial aspect that “represents the value system, the beliefs, the aspirations, the expectations and the managers’ behavior that is being reflected in the management types and styles practiced within the universities” in the areas of “the organizational efficiency, the labor productivity, a pleasant and stimulating climate, an attractive organizational image.” The top managers’ personality and leadership, including their psychological and intellectual features, strongly influence the objective fulfillment and quality increase in areas of “didactical process”, “scientific research, and students’ life” (Valentin, 2011).

There are other definitions concerning culture. The interpretations and classifications among scholars vary. For example, Bergquist (1992) listed four cultures of the academy that Campbell and Hourigan (2008) named “institutional cultures”: collegial culture, managerial culture, developmental culture, and negotiating culture. Each of them focuses on one aspect of institutional culture. Based on the case studies of a public doctoral university, a multi-campus community college, and a private research university, Kezar and Eckel (2002) considered organizational culture, managerial culture, and collegial culture are three types of institutional culture. They applied the term, collegial culture, according to Bergquist’s definition that focuses on research and the disciplines, and shared governance. In conclusion, the various cultures mentioned above share the basic elements of a culture: common values and behaviors of a people unit.

## 2. Subcultures or Elements of Unit Cultures and Their Functions

The term “Unit Culture” originated in this article is a generic name for cultures of organizations, institutions, and companies. There are many terms that indicate the subcultures and their functions. They overlap in meanings and levels. While Maloney (2008) considered the adhocracy, clan, market, and hierarchy cultures as the subcultures of institutional culture, Nastase (2009) held that “the managerial culture represents an essential part of organizational culture.” The following chart is a summary of subcultures or elements of cultures and their functions that leads to the discussion of this article.

Cultures	Subcultures and Functions
Organizational Culture (Gupta, 2009)	<p><u>Clan</u>: loyalty and tradition; efficiency, employee empowerment, and a horizontal structure.</p> <p><u>Entrepreneurial</u>: innovation and competition; detect and react to external changes and rewards ingenuity.</p> <p><u>Market</u>: customer satisfaction; market share and penetration.</p> <p><u>Bureaucratic</u>: efficiency, predictability, and a hierarchal structure.</p>
Institutional Culture (Maloney, 2008)	<p><u>Clan</u>: loyalty and tradition, shared values and goals, teamwork, and an organizational commitment to its employees</p> <p><u>Adhocracy</u>: a dynamic, entrepreneurial, and creative workplace; experimentation, and new knowledge, products, and services.</p> <p><u>Market</u>: external positioning and achievement-oriented activities, goal attainment, and competition.</p> <p><u>Hierarchy</u>: short-term time frames, coordinated activities, policies, procedures, rules, permanence and stability.</p>
Managerial Culture (Nastase, 2009)	<p>Functions:</p> <ol style="list-style-type: none"> <li>1) Getting the performances;</li> <li>2) Offering vision and belongingness;</li> <li>3) Promoting the organizational changes;</li> <li>4) Favoring the organizational learning process;</li> <li>5) Assuring a harmonization of the values within the organization;</li> <li>6) Achieving the culture control of the company’s evolution;</li> <li>7) Contributing to the synergy effect within the organization; and</li> <li>8) Being a major determinant in getting the competitive advantage.</li> </ol>

## 3. Collegial Culture: Its Connotation and Denotation

Collegial culture “arises primarily from the disciplines within the faculty and values scholarly engagement and shared governance” (Campbell & Hourigan, 2008). Rice (2005) compared collegial culture with managerial culture in the following pairs of concepts: research university, faculty-oriented, qualitative judgment, peer review, peer leadership, community of scholars, shared governance, and merit vs. corporate sector, customer-oriented, quantitative judgment, accountability, efficiency, technical leadership, productivity, hierarchical, and worth. The three main bodies at a college are administrators, teachers, and students. However, they are different from CEO, managers and employees of companies. Collegial management considers teachers the center of the university for it is they who work with students towards university’s mission. However, teachers have to be professional in terms of knowing their subject and pedagogy, and responsible for both the university and their students. College students are neither customers or products, nor passive receivers. They have potential, and can be active learners with motivation under the guidance of teachers.

A unit culture can be viewed as a synthesis of subcultures that indicate different aspects of that culture. A comprehensive collegial culture includes the combination of clan and bureaucratic/hierarchy subcultures from an internal aspect and the combination of market and entrepreneurial/adhocracy subcultures from an external aspect with modifications. The mission of a collegial culture serves as a general direction at the intersection of these two combinations. Mission is the overall goal of a unit or a university in the form of official statement. However, “the key is not so much the mission of the organization, but its structure – how it is governed and what values are promoted and sustained” (Meyers, 2004). Realization of the mission needs a thorough rationale and many detailed agendas. Clear understanding of the university position is the premise for formulating the university mission. Mission has to be pertinent to the characteristic of a university, and to match the credentials of teachers and the level of students. The internal motive for mission comes from a combination of clan and bureaucratic/hierarchy subcultures. In order to run the unit internally and efficiently, collegial culture has to ensure employee loyalty, empowerment and participation, and a horizontally and hierarchically balanced structure. For the purposes of enrollment and reputation, universities emphasize “external regulation, mutual recognition, and international comparability of standards,” and transnational accreditation (Perellon, 2007), whereas for teachers, the performance recognition and academic development, and for students, the experience of learning and employability.

One of the main principles to follow in order to enhance the internal aspect of unit culture including a collegial culture, is its performance or quality (Maloney, 2008; Nastase, 2009). Quality improvement is a common highlight in the mission statement of universities. However, its implication varies among universities including “economic development, equity, accountability, public opinion, market failure, and the activities of interest groups” (Blackmur, 2007). Among these implications, the most relevant ones for private universities are, accountability, public opinion, and market failure, which are related to common terms of performance, university reputation or ranking, and employability. What affects the university’s reputation or ranking the most is the recognition of its performance. Credible recognition within the culture encourages better performance whereas false recognition causes the performance to deteriorate, such as certification fraud and grade inflation. However, the performance of a collegial culture is recognized both internally and externally through peer review, external tests, and employability. To a certain extent, the employability rate of a university is the score of the most recognizable “external test” on the overall performance of the university in a market driven society.

The external motive for mission completion comes from a combination of market and entrepreneurial subcultures. Collegial culture in a market driven society has to include some elements of managerial culture such as accountability, efficiency, productivity, quantity, and worth. According to CSPUP (2000), the culture of an institution covers the following eight aspects: organizational continuity and integrity, diversity, leadership and shared governance, evidence and assessment, economics, teaching and learning, technology, and the physical environment. We can integrate elements from managerial culture in most aspects of collegial culture to meet the challenge a university faces in the business world. In other words, collegial culture with managerial and global connotation and denotation overlaps with the elements in organizational culture, institutional culture, business culture, and managerial culture. It also includes the elements of world business culture or international culture, and covers campus culture, academic culture, and student culture (Tierney, 1988). However, this article focuses on the collegial culture on a multicultural campus that adds new elements concerning cross-cultural communication and interaction between the managerial style of mainstream culture and that of foreign cultures, and between foreign teachers’ cultures and students’ native culture. In order to gather the positive energy from students, teachers, and administrators for improvement and innovation, the collegial culture on a multicultural campus in globalization needs the new elements of diversity and global standards.

In conclusion, collegial culture is the culture in academic organizations or institutions with both profit

and nonprofit tendencies. It includes elements listed in the four types of organizational culture (clan, entrepreneurial, market, and bureaucratic) (Gupta, 2009), in the four types of institutional cultures (clan, adhocracy, market, and hierarchy) (Maloney, 2008), and in the four cultures of the academy (collegial, managerial, developmental, and negotiating) (Bergquist, 1992). While including the organizational, institutional, and managerial aspects, collegial culture in this article distinguishes its multicultural environment from other cultures in a monistic-cultural environment. It focuses on the culture of colleges and universities with its spatial aspect on a multicultural campus and its temporal aspect in the process of globalization. It discusses the two important elements of this collegial culture: diversity and global standards, and the dynamics they bring to the performance and learning within the culture.

Unit culture decides a unit's success or failure. Success is the main goal of companies, institutions, and organizations, and is the goal of universities or collegial culture. The new elements of collegial culture on a multicultural campus are the keys to success.

### **New Elements of Collegial Culture on a Multicultural Campus**

Culture changes in time and space. Collegial culture on a multicultural campus is an evolutive version of the collegial culture in globalization. The word "multicultural" identifies its space, and indicates its time. Maloney (2008) stated, "Institutional change and reform through performance and learning are fundamentally related to the development of a complex campus culture that includes the values of the adhocracy, clan, and hierarchy cultural types." Collegial culture on a multicultural campus can be understood as the culture of higher education institutions with cultural diversity and of which pursues global standards while keeping the traditional collegiate values. In the age of globalization, the clan and adhocracy/entrepreneurial subcultures of collegial culture have become more diversified; and its market and bureaucratic/hierarchy subcultures have moved towards global standards. Diversity and global standards are the new elements of collegial culture on a multicultural campus in globalization.

#### *Diversity*

Diversity is an important characteristic of a multicultural campus. The collegial culture in globalization appreciates and respects regional, country, and cultural diversity. Diversity has dual effects of challenge and benefits. In order to cope with its challenges and enjoy its benefits, an institution needs to cultivate a global mindset, and attitudes of adaptation, tolerance, and integration.

With a global mindset, people realize that diversity is the reality of the present world. On a multicultural campus, there are faculty members and students from foreign cultures. The adaptation is bi-directional between native culture or dominative culture and imported or foreign cultures. Understanding the process of adaptation helps people in the unit to be aware of the differences between cultures, and to make appropriate and respective rules and decisions. And understanding the different cultures and subcultures, and treating them in reasonable and sensitive ways are the behavior of global citizens with an attitude of tolerance. On a diverse campus, integration must be involved in every aspect of educational procedure to fuse the varieties and oppositions within a broad framework of thinking. Teachers and students from different ethno-linguistic backgrounds can be unified under a global mindset and with an attitude of tolerance. However, the process of integration among different cultural elements needs a combination of knowledge and skills as well as attitudes. When everyone in the unit has an attitude of tolerance and integration, the conflicting factors of diversity are overcome, and diversity becomes a coherent part of collegial culture on a multicultural campus. It is a long process of becoming global citizens for people in the unit.

*Global Standards*

Standards are relative, and set up within contexts. In collegial culture, there are standards from either managerial or academic perspective. Among collegial cultures, standards are set up based on the mission, vision, and values of respective universities. However, standards of collegial culture on a multicultural campus have to be global, or to meet global norms. Discussion on global standards can be multifaceted. This article, however, only discusses three of these standards: ethics, professionalism, and quality.

Ethics should be the soul of collegial culture. Ethical behavior from top administrators to individual teachers keeps collegial culture healthy and strong, and enhances its function and development. To a certain extent, ethical behavior is more important than professional status and academic credentials. Forster (2010) stated that, “a code of ethics, however, has little effect if the institution does not take steps to ensure it is fully institutionalized”. The insurance of staff’s ethical behavior starts at the hiring stage, and is reinforced throughout time, and can be applied to anybody in the unit. Honesty is the core value of ethical behavior. Like other ethical values such as responsibility, teamwork, and service to the community, honesty is nurtured in the family, school, and society. Nourishing ethical behavior on campus should be an important task for collegial culture through two approaches: 1) role model from top administrators and senior professors; and 2) taking ethics into account in performance evaluation.

Professionalism is “a specific style of behavior in the workplace guided by values and professional roles” (Campbell & Taylor, 2008). Professionalism in collegial culture is usually oriented more toward performance than learning in the practices of its administrators and faculty members. Top managers have to align the academic management, and faculty members have to align their teaching and research, with the global standards. As part of professionalism, “how the institution treats its staff and builds its culture directly affects how the staff live the institution’s values and treat their clients” (Foster, 2010). A professional evaluation is multidimensional including setting up performance indicators in advance, internal audit by experts in subject and pedagogy, and external references and standards.

The meaning of “quality” in higher education varies internationally “in terms of the extent to which minimum performance standards are met in respect of each characteristic of the system” (Blackmur, 2007). The concept “quality” in collegial culture is generally addressed in three areas of campus operation: “research activities, study programs, and general institutional management” (Perellon, 2007). Scholarship is an important aspect of quality in collegial culture. However, the implications of scholarship change. Rice (2005) used the term of “complete scholar” and “unbundled faculty role” to distinguish the different meanings of scholarship in collegial culture and managerial culture. He divided scholarship into those of teaching, integration, engagement, and discovery, which broadens the meaning of scholarship, and connects it to other collegial responsibilities. The quality of study programs depends on a solid and complete curriculum and qualified teachers. That “teaching of some courses may be restricted to people who possess at least certain nominated qualification” (Blackmur, 2007) should be strictly followed. Perellon (2007) looked into the quality assurance procedure of two aspects: methodological soundness and the degree of involvement. Universities can apply this to both teaching and general institutional management. The methodological questions are addressed in three pairs of oppositions: 1) outcome-oriented vs. process-oriented procedures; 2) internal vs. external procedures; and 3) qualitative vs. quantitative methods. The degree of involvement is the percentage and depth of administrators, teachers and students’ participation.

First, since quality is the most important standard, outcome and process should be integrated in teaching for quality assurance. Outcome is the destination of process, and process is the way to reach a nominated outcome. They cannot be separated. Although the outcomes should be the objective products of a teaching procedure, the integration of process and outcome depends on the understanding of subject matter and its pedagogy. Second, as the focus of collegial culture, learning outcomes can be analyzed and assessed with either internal or external procedure based on certain standards. The internal procedure consists of learning

as well as teaching assessment. Process and outcome meet at internal assessment, and continue at external assessment. If the teaching process brings outcomes comparable to the objective and generic standards of external assessment, process and outcome become integrated. Third, qualitative and quantitative methods are two widely used methods to assess quality of teaching and research by means of student evaluation, peer review, and academic report. A scientific and close-to-fact evaluation on both teaching and research depends on the integration of qualitative and quantitative methods. The qualitative aspect of student evaluation includes the reliability of its questions and the credibility of answers to those questions. An objective, scientific, and valid statistic analysis should include the student number that is an important quantitative factor of statistic sample. The computer simply counts the input of students' answers to the survey questions according to the point category, but excluding the qualitative aspect of these inputs. There is also a need for the integration of qualitative and quantitative elements in peer review. In terms of the academic report, it has to meet the standards of credibility and professionalism.

As discussed above, it needs more wisdom to integrate the elements in pairs of outcome and process, internal and external procedures, and qualitative and quantitative methods than to make a choice between them based on invalid comparisons. It needs a global mindset to combine diversity and global standards that can create dynamics for the success of collegial culture on a multicultural campus.

#### *Dynamics*

Cultures are dynamic, shifting in response to external and internal changes (Watkins, 2013). Culture can be a source for innovation as well as resistance. The cultural clashes happen between administrators and faculty members, and between business values and academic values. One reason for a culture to be strong is more people in the unit sharing the elements of that culture, thus bringing positive energy for performance and development. According to Tierney (2008), "shared governance is a cultural artifact of the organization." Within this organization, communication occurs on multiple levels and in multiple forms; differences and even clashes can be turned into the dynamics of advances. But in a weak culture, there is less to share and more negative energy including disagreement, conflicts, and resistance as obstacles to the coherence of that culture.

There are temporal and spatial dynamics among different sectors and elements within a collegial culture. What are the dynamics for a collegial culture to be attractive to both faculty members and students? An important one is the attitude of administration towards teachers, and that of teachers and administrators towards students. Stack (2007) stated three ways of keeping staff: 1) empowering them to make decisions; 2) getting them to accept more responsibility; and 3) not recriminating against them if they make a mistake. A healthy culture can influence its members to raise their values and their standards of professional behavior, work ethic, and productivity whereas an unhealthy culture can gradually make its members "willing to accept lower professional or ethical standards of behavior." Meanwhile, the culture will lose employees with high standards and professionalism. Dynamics also occur in the interaction among the subcultures of collegial culture such as managerial culture, academic culture, faculty culture and student culture. All these subcultures, along with collegial culture, interact against the background of an ethno-linguistic culture or civilization. Meanwhile, the influence of societal culture also brings the dynamics to a collegial culture.

The dynamics of collegial culture on a multicultural and global-oriented campus have their generic and specific aspects. The generic aspect includes dynamics between quality and quantity in teaching, research, enrollment, graduation, employability, regulation, and reputation. The specific aspect covers dynamics between mainstream culture and foreign cultures, and between locality and globalism, which are brought by foreigners in a faculty and a student body, in areas of standards, performance, language, attitude, and cultural awareness. The dynamics of collegial culture on a multicultural and global-oriented campus can have either positive power or negative power when the mainstream culture and foreign cultures meet. There can

be a cultural fusion or a cultural conflict. Tolerance is the lubricant of positive power, and mistrust grows negative power that cripples the mission of the institution. With a global mindset and a positive attitude, the dynamics between the new elements of diversity and global standards, and the elements from the sub-cultures of clan, entrepreneurial, market, and bureaucratic can develop a strong and successful collegial culture on a multicultural campus that pursues high performance, good learning, and innovation.

In his *The Soul of Enterprise*, Ye (2004) stated that a system could stop those who want to do something negative whereas a culture could stop those who have the opportunity to do something negative. “The key is not so much the mission of the organization, but its structure – how it is governed and what values are promoted and sustained” (Meyers, 2004). Diversity is the best context to avoid the value conflicts and to work towards the global standards. When the value of diversity is promoted and global standards are sustained, the collegial culture on a multicultural campus will reach its mission in both its atmosphere and outcomes.

### Conclusion

As it represents values and behavior of the unit, culture is a key factor that influences the attitudes of an institution to learn, innovate, and improve. It is a ubiquitous atmosphere that is shaping and shaped by the people of this culture. Positive energy in any unit culture enhances individuals’ integrity, brings positive dynamics in shaping the culture, and maintains the coherence of this culture, which holds the centripetal force to its members.

As one type of unit culture, collegial culture is the collective identity of administrators, faculty members, and students within a university. Its core values range from a code of ethics, professionalism, quality, and various standards, to individual and institutional goals. Its common behavior includes performance and reward, university reputation and ranking, students’ employability, and strive for the success of everyone in the unit.

Collegial culture on a multicultural campus focuses on its diversity and global standards. With an understanding of diversity, administrators, faculty members, and students communicate, tolerate, complement, and integrate in any campus-related business. Global standards can be understood as unbiased and updated principles that are accepted by, and applicable for people with any cultural, career, or academic background. With diversity and global standards, everyone works for the unit, and everyone’s work is evaluated with the same standards. Thus, individual’s development is part of institution’s advancement. With diversity and global standards, we can build and promote a healthy and strong collegial culture on a multicultural campus. Collegial culture on a multicultural campus keeps the original meaning of collegial culture, includes some aspects of managerial culture, and adds two new elements to update the implication of collegial culture in a market driven society in the age of globalization.

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