

Conceptual delimitations and theoretical perspectives on university organizational culture

Maia BOROZAN, Full Professor, Doctor Habilitatus, Head of Pedagogical Research and Innovations Laboratory Ion Creanga State Pedagogical University of Chisinau

ORCID: 0000-0003-2704-0304, Mail: borozan.maia@upsc.md

Larisa SADOVEI, Associate Professor, PhD, Director of the Doctoral School of Educational Sciences Ion Creanga State Pedagogical University of Chisinau

ORCID: 0000-0002-1739-3766, Mail: sadovei.larisa@upsc.md

Abstract

This article examines the need to clarify the concept of organizational culture in higher education, highlighting the diversity of theoretical interpretations and the need for a comprehensive definition in the specialized literature. The study presents the results of a theoretical analysis of key approaches, models, and perspectives on organizational culture, with particular attention to the specific characteristics of the university environment, shaped by academic values, institutional norms, professional traditions, and distinctive patterns of interaction within the academic community. The research draws on conceptual frameworks from educational management and the sociology of organizations, focusing on the structural components of organizational culture, including values, beliefs, symbols, practices, and behavioral patterns that influence the functioning and development of higher education institutions. It also seeks to clarify the concept by distinguishing it from related notions such as organizational climate, institutional identity, and academic ethos. The findings help clarify the conceptual framework of organizational culture in universities and provide a foundation for future research on its role in improving educational quality, strengthening university management, and advancing higher education.

Keywords: Organizational culture, higher education, axiological ecosystem, academic values, institutional governance.

Introduction

The relevance and importance of studying the nature of organizational culture in higher education are clearly reflected in international policy documents developed under the auspices of UNESCO. These documents promote a global vision of the role of universities in the twenty-first century and emphasize the importance of institutional values, academic climate, and social responsibility in shaping modern educational systems. In the *World Declaration on Higher Education for the Twenty-First Century: Vision and Action*, UNESCO outlines key policy directions and standards, highlighting that higher education institutions should foster an academic culture grounded in autonomy, integrity, academic freedom, and social responsibility. These elements form the foundation of organizational culture in universities. As a normative and guiding document, often described as soft law, the Declaration defines the core principles of higher education, including quality, access,

institutional autonomy, academic freedom, and social responsibility. It also provides recommendations for reform at both national and institutional levels, emphasizing the need to strengthen institutional values and norms that support educational quality, innovation, and academic cooperation.

In a similar vein, the *Education 2030: Incheon Declaration and Framework for Action* underscores the importance of fostering an organizational culture based on *collaboration, mutual respect, and responsible academic leadership*. These principles are particularly relevant for universities, as organizational culture shapes the implementation of educational policies and institutional strategies. Furthermore, the *UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel* highlights the role of academic values, professional ethics, and the participation of the university community in decision-making processes. These dimensions constitute essential components of organizational culture in universities and contribute to the development of an institutional climate that supports professional growth and scientific research. Therefore, a clear conceptual and terminological understanding of organizational culture in higher education is essential, as it enables the alignment of institutional research and practices with international policy frameworks. This, in turn, supports the development of universities capable of promoting strong academic values, effective educational management, and an organizational climate conducive to innovation and high-quality education.

This study is guided by the following research questions:

- *What are the key dimensions of organizational culture in general, and of university organizational culture in particular?*
- *What is the scientific essence of organizational culture in universities?*
- *What are the main theoretical approaches to defining organizational culture?*
- *What factors influence the formation and transformation of organizational culture?*

From a strategic management standpoint, analyzing organizational culture is essential for ensuring organizational effectiveness. Organizational inefficiency and ineffectiveness are often linked to identity crises. A clearly defined culture enhances performance, increases employee job satisfaction, and reduces turnover, functioning as a mechanism of stability or flexibility that permeates all aspects of the organization in alignment with its strategic objectives.

Materials and Methods

The research employs several methodological approaches, including *documentary and bibliographic analysis* to identify and examine key concepts and definitions in the literature; *comparative analysis* to highlight similarities and differences among various terminological approaches to organizational culture; *synthesis*, through which the analyzed theoretical perspectives are integrated into a coherent conceptual framework; and an *interpretative approach* to explain the significance of these concepts within the specific context of higher education institutions. The use of these methods supports the clarification of the conceptual framework of organizational culture in higher education and highlights the main trends and theoretical particularities reflected in the specialized literature.

Results and discussion

The scientific study of organizational culture (OC) within the university context reveals a complex and pluralistic theoretical framework. Organizational culture is defined as a foundational aggregate of shared meanings, interpretations, values, and basic assumptions that govern the cognitive and behavioral patterns of institutional actors in their daily activities (Alvesson & Sveningsson, 2024). As a multidimensional and procedural construct, it is shaped by multiple contexts and necessitates analytical models designed for the academic environment to capture the specificities of institutional leadership.

El Mazyani et al. (2025) note that, although no single consensus exists regarding the precise definition of organizational culture, it can be understood as a coherent system of values, beliefs, norms, and practices that guide the behavior of organizational members. Drawing on the seminal work of Edgar H. Schein (1984), the authors conceptualized organizational culture as a set of basic assumptions developed by a group as it learns to cope with challenges of external adaptation and internal integration. Once validated through collective experience, these assumptions are transmitted to new members as the correct way to perceive, think, and feel in relation to such challenges. The authors further characterize organizational culture through several core attributes and functions:

- *A Source of Identity and Guidance:* It encompasses shared values, beliefs, rituals, and underlying assumptions, often established by founders, that guide how members think, act, and approach problem-solving.
- *A Behavioral Framework:* It manifests in distinctive behavioral patterns that differentiate one organization from another while implicitly structuring internal processes and interactions.
- *A Strategic Asset:* Culture functions as a substantive lever for achieving strategic objectives, coordinating operations, and implementing organizational practices. Due to its implicit and complex nature, it often constitutes a unique source of competitive advantage.
- *An Evolving System:* Although rooted in the values of founders and early leaders, organizational culture is continuously reshaped by leadership practices, the professional values introduced by new members, and industry-specific contingencies (El Mazyani et al., 2025).

In the specific context of higher education, William G. Tierney (1988) emphasizes that institutional culture functions as the interpretive framework through which academic actors navigate the organizational environment. Culture operates as a dynamic system of shared assumptions that shapes members' perceptions, guides their responses to administrative strategies, and directs engagement with pedagogical and organizational challenges. Within this theoretical framework, Parsons and Shils (1951, as cited in Hofstede, 2011, p. 77) suggested that all human action is determined by five pattern variables, representing choices between pairs of alternatives: *affectivity* (need gratification) versus *affective neutrality* (restraint of impulses); *self-orientation* versus *collectivity-orientation*; *universalism* (applying general standards) versus *particularism* (taking particular relationships into account); *ascription* (judging others by who they are) versus *achievement* (judging them by what they do); and *specificity* (limiting relations to others to specific spheres) versus *diffuseness* (no prior limitations to nature of relations).

According to Leonor L. Torres (2022), organizational culture in education should be analyzed from a multilevel framework (Figure1).

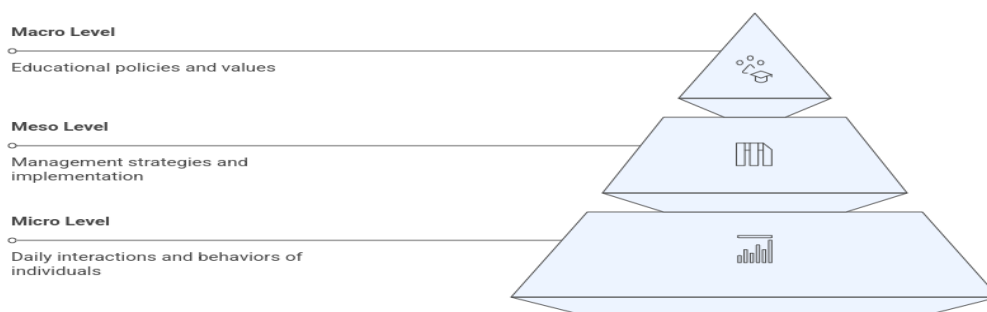


Figure 1. Organizational Culture Hierarchy (after Torres, 2022)

At the *macro level*, research focuses on political, legislative, and socio-cultural factors at both national and international levels. This includes the educational policy agenda, degrees of centralization versus school autonomy, and the influence of external agencies. The macro level establishes the general framework in which organizational culture develops and evolves. The *meso level*, or organizational level, examines how macro-level directives are implemented within individual institutions. At this level, culture is influenced by internal organizational structures, leadership practices, and the ways in which leadership interprets and adapts policies to local conditions. At the *micro level*, the focus is on daily interactions and behaviors of actors within the school, including teachers, students, parents, and administrators. Culture is perceived as a set of subjective norms internalized by individuals and expressed through concrete actions such as teaching style, communication methods, or approaches to conflict management.

According to Torres (2022), these three levels are mutually interdependent and continuously influence one another. Organizational culture is constructed and reconfigured over time through the dynamic interactions between actors' values and beliefs and through their practices and routines (Torres, 2022). This multilevel distributed framework allows for a deep understanding of cultural change, highlighting that organizational culture is a phenomenon in constant evolution, influenced by the interaction of multiple factors. It enables the identification of mechanisms for cultural conservation or change and supports the development of effective organizational leadership and management strategies.

These dichotomies provide a sociological basis for understanding the internal orientations that inform institutional norms and individual conduct. Consequently, the significance of organizational culture can be interpreted in several ways:

A. Definitions of organizational culture as a mechanism for external adaptation and internal integration. Organizational culture is viewed as a process that evolves over time. Classic models, such as Schein (1992), emphasize that organizational values are transmitted as the correct way to perceive, think, and feel within the group.

B. Key dimensions of organizational culture explored in recent research include innovation, which refers to the organization's capacity to explore new trends and its willingness to engage in risk-taking; result orientation, which emphasizes achieving objectives and maintaining high expectations for outcomes; teamwork, reflecting the level of collaboration and people-oriented behavior; and power distance, a concept from Hofstede's model that

describes attitudes toward authority, seniority, and hierarchical structure (Tadesse Bogale & Debela, 2024).

C. Scientific approaches to the configuration of culture. For example, the theoretical framework proposed by Tadesse Bogale and Debela (2024) identifies major perspectives through which culture is shaped and modified: *the functionality perspective*, which focuses on environmental factors such as ecological threats, market changes, technology, and regulations that compel organizations to develop cultures ensuring survival and adaptation; *the leader-trait perspective*, which examines how the personality, values, and demographic characteristics of leaders influence and shape the culture of the group; and *the cultural transfer perspective*, which explains how leaders bring cultural experiences from previous positions into their current organization (Tadesse Bogale & Debela, 2024).

A representative example of research on the significance of university organizational culture is Hofstede's model, which defines organizational culture as a foundational element of the institution, comprising a set of beliefs, values, and assumptions that guide both internal functioning and external adaptation. Hofstede (2011) identifies six key dimensions of organizational culture, capturing major variations in organizational practices: *process-oriented versus results-oriented*, with the former emphasizing adherence to routines and procedures and the latter focusing on achieving outcomes; *job-oriented versus employee-oriented*, distinguishing cultures that prioritize task performance from those that also consider the well-being of members; *professional versus parochial*, reflecting whether members primarily identify with their profession or with the organization itself; *open systems versus closed systems*, indicating the degree of communication openness and the ease of integrating newcomers; *tight versus loose control*, measuring the level of formality, regulation, and punctuality; and *pragmatic versus normative*, describing flexible, customer-oriented approaches versus rigid, rule-based practices.

The Organizational Culture Profile (OCP) model, developed by O'Reilly et al. (1991), is primarily used to assess "Person-Organization fit" by identifying seven value profiles. The model includes a quantitative assessment instrument comprising 54 value statements that utilize a forced-choice Q-sort technique to facilitate a semi-idiographic comparison between an individual's personal value preferences and the actual shared values that characterize an organization's culture. The dimensions identified by the authors categorize these values into several distinct factors that define the character of a workplace: *innovation and risk taking*, which involves a willingness to experiment and seize new opportunities; *attention to detail*, emphasizing precision and analytical thoroughness; *outcome orientation*, focusing on results and high performance expectations; *aggressiveness and competitiveness*, defining a demanding and assertive work environment; *supportiveness*, reflecting a people-oriented and supportive climate; *emphasis on growth and rewards*, highlighting professional advancement and performance-based pay; *collaborative and team orientation*, prioritizing cooperation and the free sharing of information; and *decisiveness*, which centers on making decisions quickly and maintaining a low level of conflict.

Sarros, Gray, Densten, and Cooper (2005) later revised the Organizational Culture Profile (OCP) to enhance its utility for large-scale research by replacing the original Q-sort methodology with a more user-friendly five-point Likert-type scale. This modern version reduced the instrument to 28 items across seven distinct factors. These factors include *competitiveness*, which focuses on achievement orientation, quality, and distinctiveness;

social responsibility, which involves being reflective, maintaining a good reputation, and adhering to a clear guiding philosophy; *supportiveness*, characterized by being team-oriented, people-oriented, and collaborative; *innovation*, which involves risk-taking and the ability to take advantage of opportunities quickly; *emphasis on rewards*, focusing on fairness, praise, and opportunities for professional growth; *performance orientation*, which includes high expectations for performance and a results-oriented approach; and *stability*, characterized by job security, low conflict, and calmness. Furthermore, the researchers identified a higher-order structure that groups these seven factors into three broader categories: *people* (comprising supportiveness and rewards), *business* (comprising competitiveness, performance orientation, and innovation), and *environment* (comprising stability and social Responsibility). Notably, innovation was found to play an important role within this structure, loading across both people-focused and business-focused orientations. According to Cascio (2026), organizational culture reflects the values and behaviors of managers and employees, which together create a distinctive organizational environment. It shapes the daily work experience of employees and influences how leaders make decisions regarding human resource management.

Author contributions

Drawing on conceptual interpretations of organizational culture, university organizational culture can be defined as a foundational system of beliefs, values, and assumptions that guides both internal operations and interactions with the external environment. This inquiry begins by identifying the core mission of the contemporary university, which includes professional training, scientific research, and the production and valorization of knowledge, as the ontological nucleus of higher education institutions. This mission serves as a strategic driver for the development of intellectual capital, the generation of innovation, and the systematic transfer of knowledge to society.

Professional training constitutes a central institutional function aimed at preparing specialists capable of navigating the complex demands of a knowledge-based society. The university educational process extends beyond the mere dissemination of information, emphasizing the progressive development of students' cognitive, professional, and social competencies. Within this framework, the Humboldtian principle of the unity of teaching and research, though not explicitly detailed in the provided sources, aligns with academic values that view the university as a unique space for intellectual formation and the cultivation of critical thinking. This model implies that professional development is inseparable from active engagement in research and the preservation of academic autonomy.

Scientific research represents a defining pillar of the university mission, facilitating the expansion of knowledge and the resolution of contemporary societal challenges. The university functions as a specialized intellectual environment in which faculty and researchers generate ideas, theories, and explanatory models across diverse scientific domains. Consistent with established sociological perspectives on education, high-performing institutions are characterized by an organizational culture oriented toward research, innovation, and academic competition. In these contexts, scientific activity serves as a primary determinant of institutional prestige and the consolidation of academic reputation. The consolidation of academic reputation is often linked to what Clark (1972) defines as the organizational saga, a collective understanding of a unique institutional mission grounded in historical achievement. This saga creates strong normative bonds within

the university community, transforming institutional history into a powerful cultural force that sustains academic excellence and social prestige (Clark, 1972).

The dimension of scientific knowledge production involves the systematic generation of new knowledge through fundamental and applied research initiatives. In contemporary society, higher education institutions are recognized as the main actors in the knowledge-based economy. In this context, Gibbons (1994) emphasizes the emergence of new modes of knowledge production defined by interdisciplinarity, inter-institutional collaboration, and a specialized orientation toward addressing practical societal challenges.

Complementary to the generation of knowledge, universities are responsible for exploiting knowledge through innovation, technology transfer, and the systematic dissemination of scientific findings. This process includes the publication of research, the development of partnerships with economic and social stakeholders, and the practical application of scientific discoveries. The concept of the "entrepreneurial university," introduced by Etzkowitz (2008), emphasizes the role of higher education in collaborating with the economic sector and public institutions to promote innovation and regional development. The multidimensional mission of the university, which combines professional training, research, and the production and utilization of knowledge, reflects the complexity of higher education institutions in balancing educational, scientific, and social functions. The integration of these functions into the university's organizational culture strengthens its position as a central institution in the knowledge society and as a dedicated environment for intellectual growth, innovation, and social progress.

Drawing from a systematic review of the literature, university organizational culture can be conceptualized as a forward-looking institutional axiological ecosystem. This construct, grounded in the principles of sustainable education, provides a guiding framework for innovative administrative governance and student-centered academic engagement. It directs institutional efforts toward the multifaceted mission of professional training, scientific research, and the production and application of knowledge. Moreover, this cultural framework shapes institutional identity and social prestige through academic competitiveness, effective resource management, and strategic performance, all of which influence the career trajectories and socioeconomic outcomes of graduates.

The term "prospective institutional axiological ecosystem" represents a complex conceptual construct that captures the dynamic interaction between institutional values, the organizational environment, and a forward-looking strategic orientation within higher education. The ecosystem metaphor conveys a holistic view of the institution, where values, norms, practices, institutional actors, and academic processes interact continuously within a dynamic system.

In this framework, *the principles of sustainable education* provide essential benchmarks, guiding higher education institutions toward social responsibility and a balanced integration of academic, economic, and ecological dimensions. Applying these principles requires the internalization of sustainability values within the institutional mission, educational practices, and daily conduct of academic actors.

The principle of social and ethical responsibility highlights the role of higher education in promoting sustainable development through a transformation of the educational paradigm. This approach positions universities as environments for cultivating responsible citizens

capable of addressing global challenges by embedding ethical values, civic engagement, and community responsibility into the institutional culture.

A second fundamental principle emphasizes *a systemic and interdisciplinary approach to knowledge*, which goes beyond traditional disciplinary boundaries to foster an integrated understanding of social, economic, and ecological phenomena. The development of systems thinking within the academic environment enables a deeper comprehension of the complex interdependencies between societal and environmental components. Within the university's organizational culture, this principle is reflected through interdisciplinary collaboration, flexible curricula, and a focus on applied research.

The third principle highlights *innovation and continuous learning*, characteristic of universities that act as proactive agents of social change. Contemporary institutions must cultivate an organizational culture grounded in critical reflection, adaptability, and the capacity to anticipate rapid transformations in the knowledge society. Sustainable education thus supports the development of a university culture that is receptive to pedagogical innovation, digitalization, and international cooperation.

Active participation and collaboration within the academic community constitute another core pillar of sustainable education. A university culture oriented toward sustainability encourages the engagement of students, faculty, and institutional stakeholders in decision-making processes and in advancing educational and social initiatives. Shared values and norms, as emphasized in theoretical frameworks of organizational culture, reinforce the importance of collective participation in shaping institutional identity.

Taken together, the principles of sustainable education define a university organizational culture that prioritizes responsibility, collaboration, interdisciplinarity, and innovation. By embedding these principles into institutional policies and practices, universities strengthen their role as agents of sustainable development and as promoters of the values necessary for a knowledge-based society rooted in global responsibility. Theoretical representations of this model are illustrated in Figure 2.

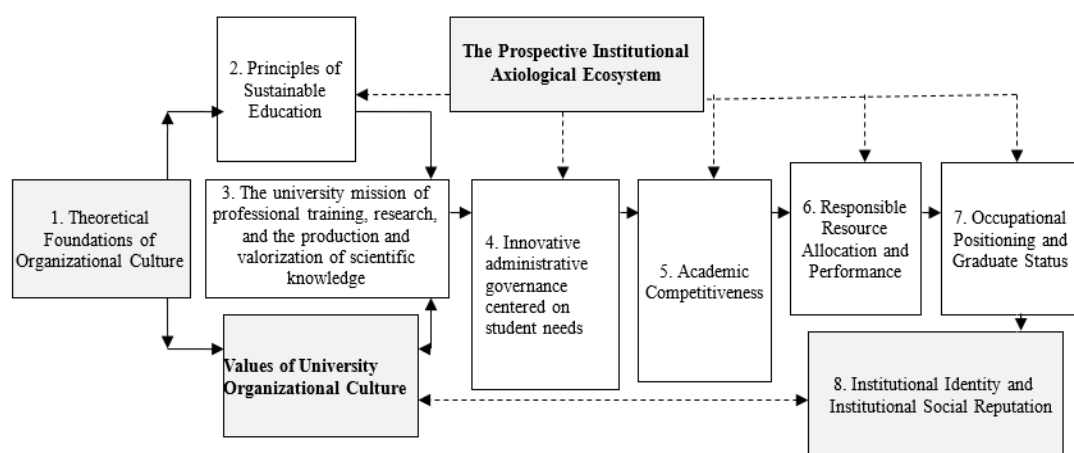


Figure 2. The Structure of the Concept of University Organizational Culture

Within higher education, this conceptualization of organizational culture aligns closely with the theoretical framework proposed by Edgar H. Schein, who defines culture as a systemic aggregation of foundational assumptions, shared values, and institutional

practices. In the university context, this system operates as a critical axiological framework, consisting of deeply embedded beliefs that guide how members perceive, think, and act. These beliefs govern academic decision-making, professional interactions, and the integrity of educational processes.

The axiological dimension of the institutional ecosystem encompasses the full range of values that underpin university activity, including academic responsibility, integrity, academic freedom, cooperation, and a focus on knowledge creation. From this perspective, higher education institutions function as specialized cultural communities, where disciplinary and institutional values shape both academic practices and organizational identity. As such, this institutional axiological ecosystem forms the foundational environment in which university culture is created, sustained, and consolidated.

These cultural values are systematically embedded within university policies, strategic development plans, ethical codes, and pedagogical practices. As a result, universities cultivate a distinct organizational culture that represents the deepest and most entrenched layer of institutional life, where values are fully integrated into governance structures and academic workflows, fostering institutional cohesion and stabilizing a unique academic identity over time.

The prospective character of the axiological ecosystem reflects a strategic commitment to institutional growth, innovation, and adaptation within the evolving context of the knowledge society. From this perspective, Ronald Barnett's scholarship highlights the essential role of universities in shaping a future-oriented academic culture founded on critical reflection, social responsibility, and proactive anticipation of educational and societal changes. Institutional values are therefore dynamic, evolving alongside broader educational developments and contemporary societal needs.

Accordingly, the concept of a *prospective institutional axiological ecosystem* can be defined as a dynamic system of institutionalized values that provides the structural foundation for university organizational culture and guides the strategic direction of higher education institutions. This framework demonstrates the profound interdependence between the cultural, normative, and strategic dimensions of the university, emphasizing the central role of values in defining institutional identity and shaping the future trajectory of the academic environment.

The values embedded within university organizational culture serve as the axiological foundation for academic engagement, institutional relationships, and strategic development. These values encompass the principles that guide the behavior of all academic stakeholders, including faculty, researchers, students, and administrative personnel, which establishes a coherent institutional identity. Specialized literature in university management and organizational culture identifies several core values specific to the academic sphere.

Academic freedom represents a cornerstone of the university mission by safeguarding the right of faculty and researchers to explore ideas, conduct inquiries, and disseminate scientific findings without ideological or institutional interference. This value is necessary for the advancement of knowledge and the maintenance of a robust intellectual climate. In accordance with the vision of Barnett, academic freedom is the fundamental prerequisite for fostering critical thinking and developing an institution dedicated to systematic reflection and intellectual responsibility.

Academic integrity represents a steadfast commitment to ethical mandates within pedagogical and research frameworks, encompassing intellectual honesty, copyright compliance, and a rigorous responsibility toward scientific truth. This value functions as a prerequisite for institutional credibility and the substantive quality of scientific output. Consistent with the model of Schein (1992), these internalized ethical values are instrumental in consolidating organizational culture and establishing the behavioral norms inherent to the academic environment.

Concurrently, *academic excellence* reflects the strategic orientation of universities toward high-level performance in education, research, and innovation. This pursuit necessitates the maintenance of stringent quality standards across instructional processes, scientific inquiries, and the formal evaluation of academic outcomes. Drawing upon the sociological perspectives of Burton R. Clark, high-performing institutions deliberately foster an organizational culture centered on competence, merit, and scientific achievement.

Academic Collaboration and the Institutional Community. Universities function as specialized environments for intellectual cooperation and interdisciplinary dialogue. Collaboration among faculty, researchers, and students facilitates the exchange of ideas and the development of collective academic projects. Within this framework, Tony Becher (2001) identifies the communitarian nature of the university environment, where disciplinary values and professional relationships contribute to the formation of a collective academic identity.

The Mandate of Social Responsibility. Higher education institutions bear a profound mandate of social responsibility, serving as primary public institutions that drive societal evolution through education, research, and the systematic transfer of knowledge. Such engagement aligns with macro-scale political and social agendas in which academic activities are purposefully oriented toward addressing complex community challenges and fostering sustainable development.

Innovation and Strategic Openness to Change. To remain competitive in a rapidly transforming knowledge society, universities must proactively cultivate an adhocratic culture that is fundamentally open to change and pedagogical innovation. This cultural archetype emphasizes creativity, risk-taking, and the seamless integration of modern technologies to ensure that the organization can adapt to the shifting requirements of the professional and educational environments.

Therefore, the core dimensions of university culture, comprising academic freedom, integrity, excellence, collaboration, and innovation, function as strategic assets for institutional growth and survival. By internalizing these shared values, institutions consolidate their academic prestige and establish a communitarian environment rooted in ethics, knowledge creation, and social responsibility.

Conclusions

The theoretical model of university organizational culture developed in this inquiry provides a scientific perspective on the structural complexities inherent in the academic environment. Innovative administrative governance centered on student needs occupies a primary position within this framework, representing a key dimension of contemporary university management and a defining component of an institutional culture dedicated to quality, participation, and responsibility. In the current landscape of higher education reform, universities are compelled to adopt governance models that encourage the participation of

academic actors, promote transparency in decision-making, and respond effectively to the educational and professional needs of the student body.

A central aspect of such governance involves a student-centered orientation, in which the individual is regarded as an active participant in both academic and administrative processes rather than a passive recipient of educational services. Ronald Barnett (1997) argues that contemporary universities must cultivate an organizational culture that fosters student intellectual autonomy and meaningful engagement throughout the educational experience. This focus on the student experience aligns with the conceptualization of university culture as an invisible tapestry of mutually shaping norms and practices (Kuh & Whitt, 1988). Innovative governance must therefore account for these underlying cultural patterns to foster an institutional climate that supports both professional growth and the holistic development of the student body. Accordingly, university policies are designed to create flexible and inclusive environments that respond to the diverse requirements of the student population.

The involvement of students in governance structures, such as the academic senate, faculty councils, and quality assurance committees, is essential for fostering an institutional climate rooted in dialogue and collaboration. Research by Burton R. Clark (1972) highlights the role of organizational culture in supporting stakeholder engagement and advancing collaborative governance practices. Innovative governance also requires the modernization of university management through the strategic use of digital technologies and advanced administrative mechanisms. The implementation of digital learning platforms, learning management systems, and institutional evaluation tools enhances administrative efficiency and enriches the overall educational experience. Michael Fullan (2001) underscores the importance of organizational innovation and transformative leadership in enabling educational institutions to respond effectively to social and technological changes.

Another core principle of student-centered governance involves ensuring quality across teaching and institutional services. Contemporary universities implement mechanisms for continuous curriculum evaluation, monitoring student satisfaction, and improving academic support systems. Lee Harvey (2010) emphasizes the need to align quality assurance frameworks with the lived experiences of students and to foster an educational environment conducive to learning. Innovative administrative governance focused on student needs reflects a paradigm shift in university management, aligning decision-making, organizational structures, and institutional strategies to support the academic and professional development of students. Integrating this governance model into university organizational culture contributes to the consolidation of a flexible, participative institution oriented toward the pursuit of educational excellence.

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