Subject Index

A
Academic capital, 125–126
Academic Cultures Inventory, 265–270
Academic Cultures Inventory, marking key for, 271–274
Academic freedom, 31–33, 129–132
Advocacy culture: collective bargaining and, 112–115; conclusions on, 144–145; defined, 1, 111–112; developmental culture and, 127–129; faculty perspectives and, 122–124; origins of, 112–113; polarity and, 242–244; psychological contracts and, 120–121; rise of, 115–120; today’s, 129–144
Advocacy society, litigious, 126–127
African Virtual University (AVU), 180–181
Alverno College, 51, 90
Anxiety: containment of, 11–13; reducing, 13–14
Appreciative inquiry: defined, 140, 220; perspective and, 220–222
Appreciative perspective: on academic life, 222–224; defined, 220
Arctic, University of the, 182, 183
Autonomy, faculty, 31–33, 35

B
Blogs, 161
British model of collegial culture: characteristics of, 16–19; decline and fall of, 24–27

C
Catholic colleges and managerial culture, 43–52, 53–57
Centrifugal curriculum, 28
Charismatic power, 21
Classroom research, 97–102
Collaborative advantage, 181
Collective bargaining, 113–115, 122–124
Collegial culture: British model of, 16–19, 24–27; conclusions on, 41–42; defined, 1, 15; German research model and, 22–24, 94; leadership in colonial college and, 20–21; polarity and, 239–242; Scottish model of, 19–20; today’s, 27–41
Community colleges and managerial culture, 43, 44, 52–57
Computers: new skills and, 164–167; as tools, 153–155
Contreras-McGavin, M., 123, 124, 171, 188
Controlling environment, 17
Convenience colleges, 203
Crusading, 235–236
Cultural dynamics of academic institutions, 9–11

D
Deprived faculty members, 123
Developmental culture: conclusions on, 108–109; defined, 1, 73; faculty development, 76–78; institutional research, 79–81; organizational development, 81–89; origins of, 74–76; polarity and, 239–242; recent modifications in, 89–102; today’s, 102–108
Disciplinary orientation in collegial culture, 27–29
SUBJECT INDEX

E
Emotional intelligence, 80
Entrepreneurial culture, 150–151

F
Faculty, part-time, 173–177
Faculty autonomy, 31–33, 35
Faculty collective bargaining, 112–115.
See also Advocacy culture
Faculty development, 76–78
Flow of polarities, 235–237
The Four Cultures of the Academy, 8
Funding, performance, 141–144

G
German research model, 22–24, 94

I
Information literacy, 158
Institutional research, 79–81
Internet as information base, 149,
155–157
Ironic condition, 224

J
Justice seekers, 124

K
Knowledge economy, 157–158

L
Leadership: authority and, 55–56;
Catholic, 50–51; in colonial college,
20–21
Learning-centered education, 90–92
Liberal arts, emphasis on, 18–19

M
Managerial culture: Catholic colleges
and, 43–52, 53–57; community
colleges and, 43, 44, 52–57;
conclusions on, 68–71; defined, 1, 43;
polarity and, 242–244; today’s, 61–68
Managerial instruction, 64–66
Managerial way, 57–61
Megauniversity and collegial pyramid,
38–39
Mission, institutional, 106
Modern social structures, 2, 4–5
Morrill Land Grant College Act of 1862,
22

O
Organizational cultures and
organizational improvement, 8–14

P
Paradox and polarity, 224–233
Part-time faculty, 173–177
Pedagogy and tangible culture,
201–203
Performance funding, 141–144
Perspective transformation, 100
Polarities: and the Academy, 233–235;
flow of, 235–237; summary of
cultural, 247–248
Polarity: culture and, 237–238;
explanation of, 232–233
Polarity theory applied to six cultures,
238–247
Postmodern social structures, 2, 5–6
Premodern social structures, 2, 3–4
Preservation-oriented faculty members,
123
Professionalized students, 66–67
Psychological contract between faculty
and institutions, 120–121
Psychological covenant and tangible
culture, 203–204

Q
Quality, focus on, 17–18

R
Reflection-in-action, 93–97
Research, classroom, 97–102
Research, institutional, 79–81
Research and scholarship orientation in
collegial culture, 29–31
Research model, German, 22–24, 94
Research universities, prestige of,
33–38

S
Schismogenesis, complementary, 133
Scholarship, four types of, 94
Scottish university model, 19–22
Servant leadership, 108
Service learning, 94, 135–139
Social structures in interaction, 2–6

T
Tangible culture: conclusions on, 216–217; defined, 2, 185; enduring contributions of, 205; five dimensions of, 189; notion of worth and, 189–192; pedagogy and, 201–203; polarity and, 245–247; psychological covenant and, 203–204; space and residency in, 193–201; symbols in, 192–193; today’s, 212–216; in twentieth century, 205–211
Technical rationality, 93
Theory X model, 214–215
Tradition-bearing, 235–236

U
University of the Arctic, 182, 183
Upward mobility, myth of, 67–68

V
Virtual culture: in the Academy, 152–153; attitude and, 169–170; challenges of, 172–173; computer skills and, 164–167; computers as tools in, 153–155; conclusions on, 183; defined, 2, 147; Internet, 155–157; knowledge economy and, 157–158; living and working in, 163–182; loose organizational boundaries in, 159–160; origins of, 148–152; partnerships and, 181–182; part-time faculty and, 173–177; polarity and, 245–247; virtual epistemology, 160–163
Virtual education, 150–151
Virtual institutions, 180–181

W
Wikipedia, 161
Worth, notion of, 189–192