



The Origins and Evolution of Academic Drift at the California State University, 1960-2005

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Roadmap

My approach to higher education scholarship

Academic drift and unanswered questions

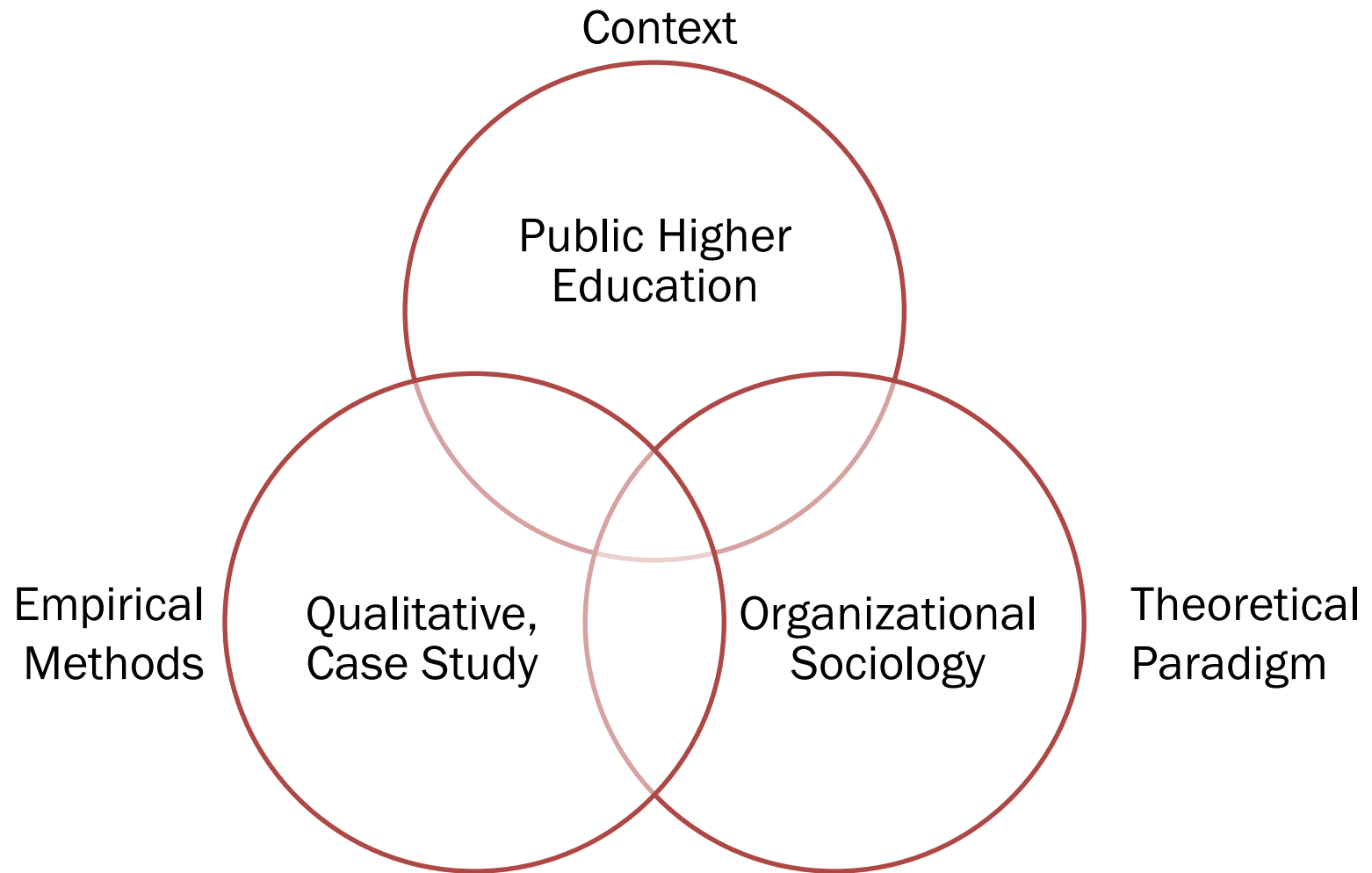
Research setting, data sources, analytic methods

Academic Drift at CSU: 1960-2005

Implications

Q&A

How I think about my research

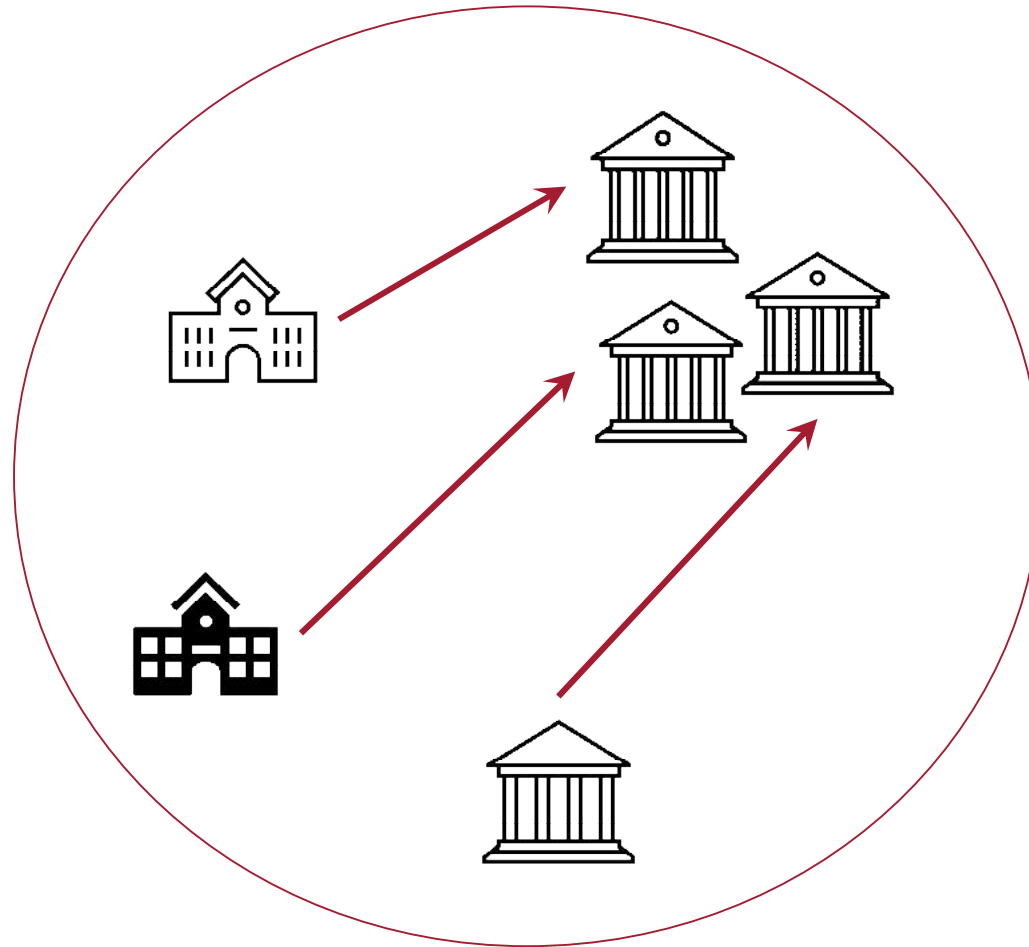


Academic Drift, Mission Drift, “Striving”

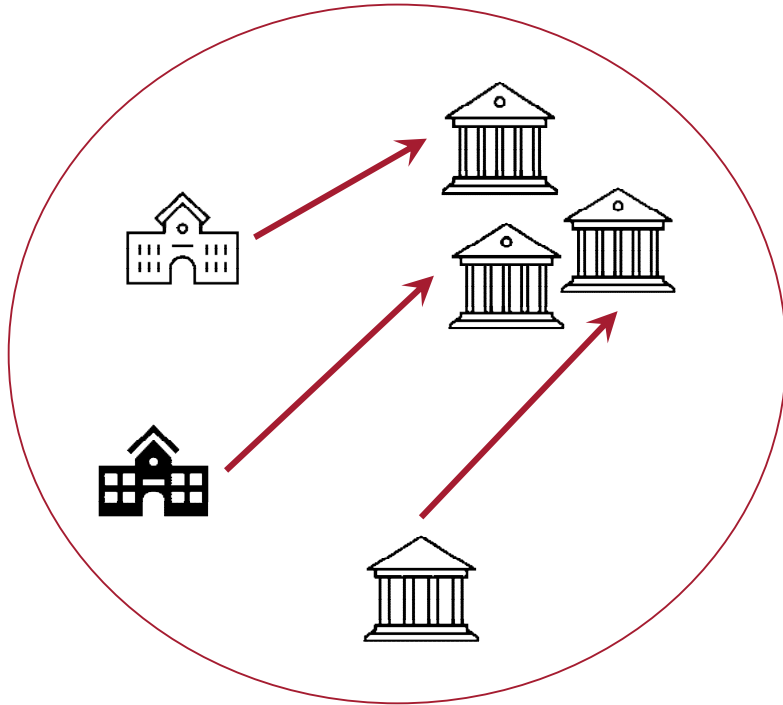
Conceptualizing academic drift



Conceptualizing academic drift

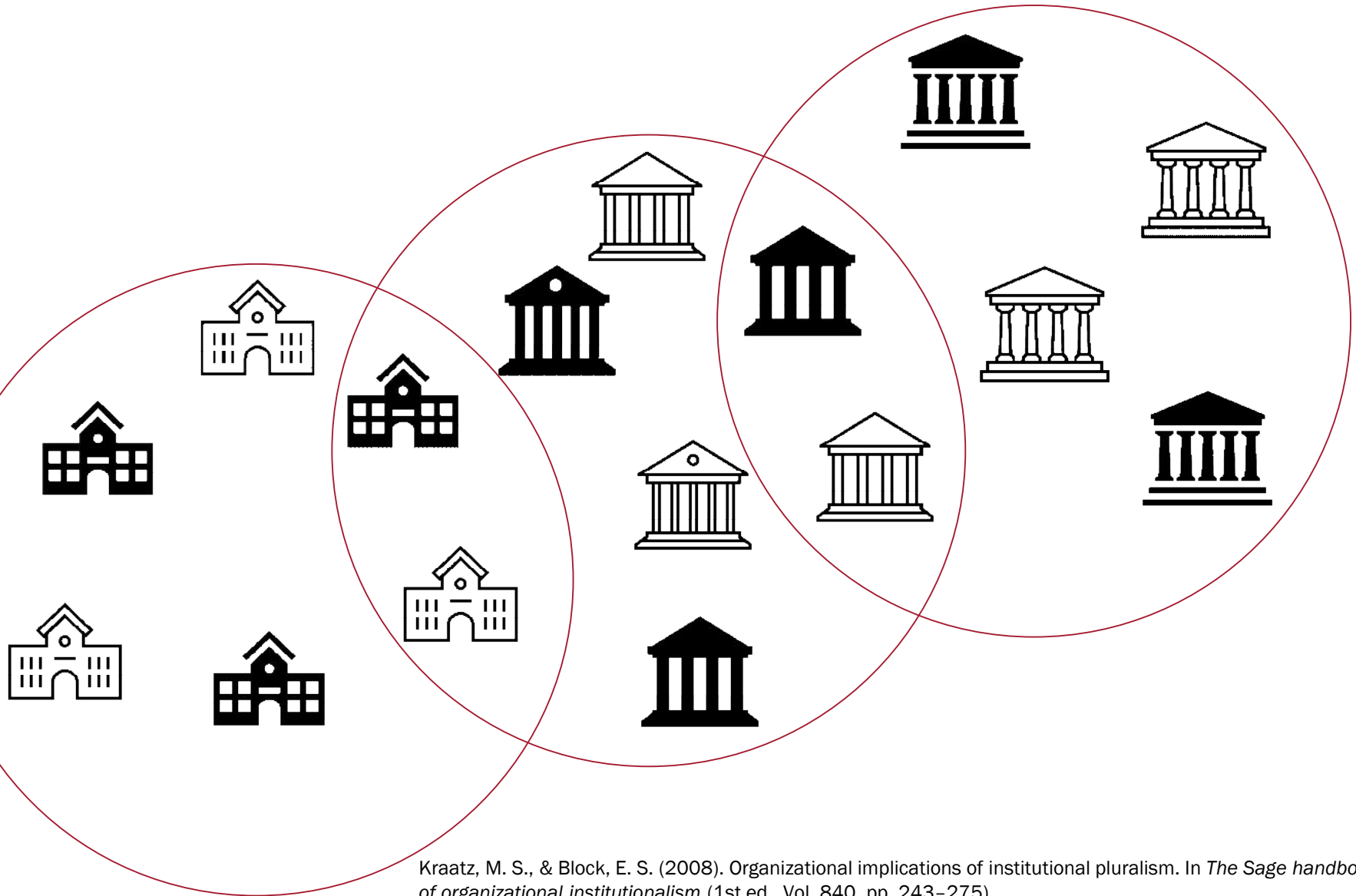


Conceptualizing academic drift



“the informed view remains...[that] in the medium to longer term academic drift is inevitable”

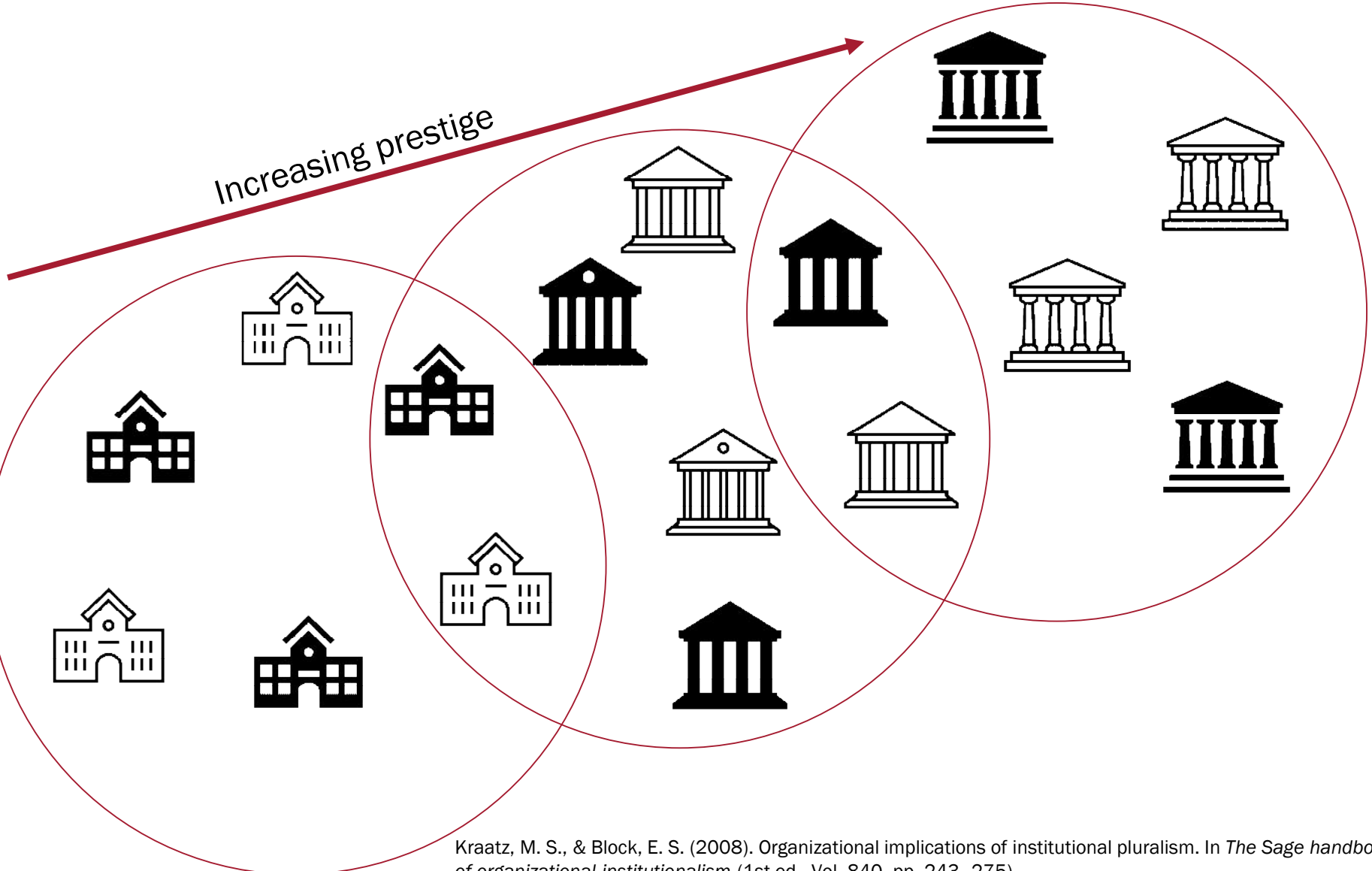
Conceptualizing academic drift



Kraatz, M. S., & Block, E. S. (2008). Organizational implications of institutional pluralism. In *The Sage handbook of organizational institutionalism* (1st ed., Vol. 840, pp. 243–275).

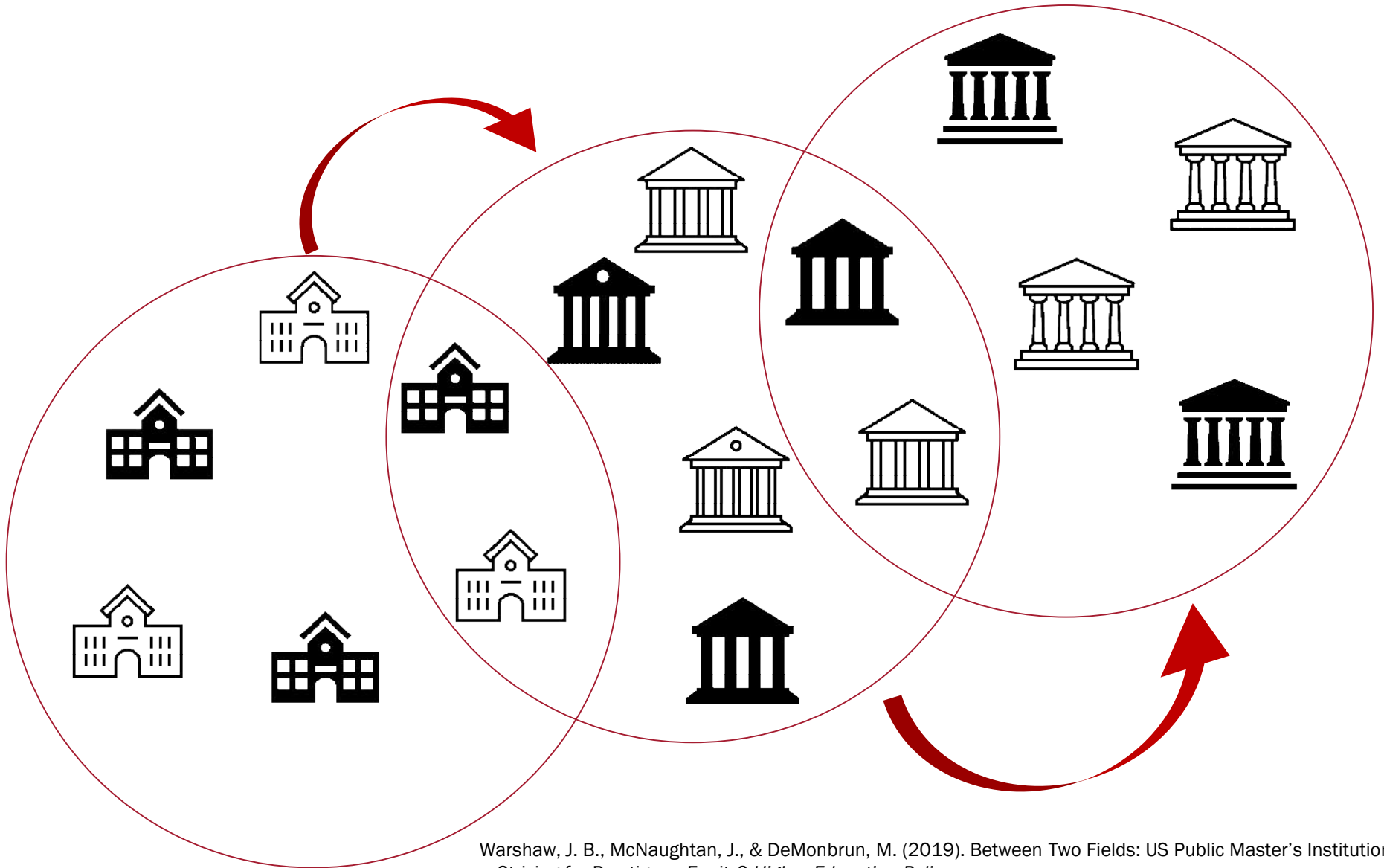
Conceptualizing academic drift

Increasing prestige



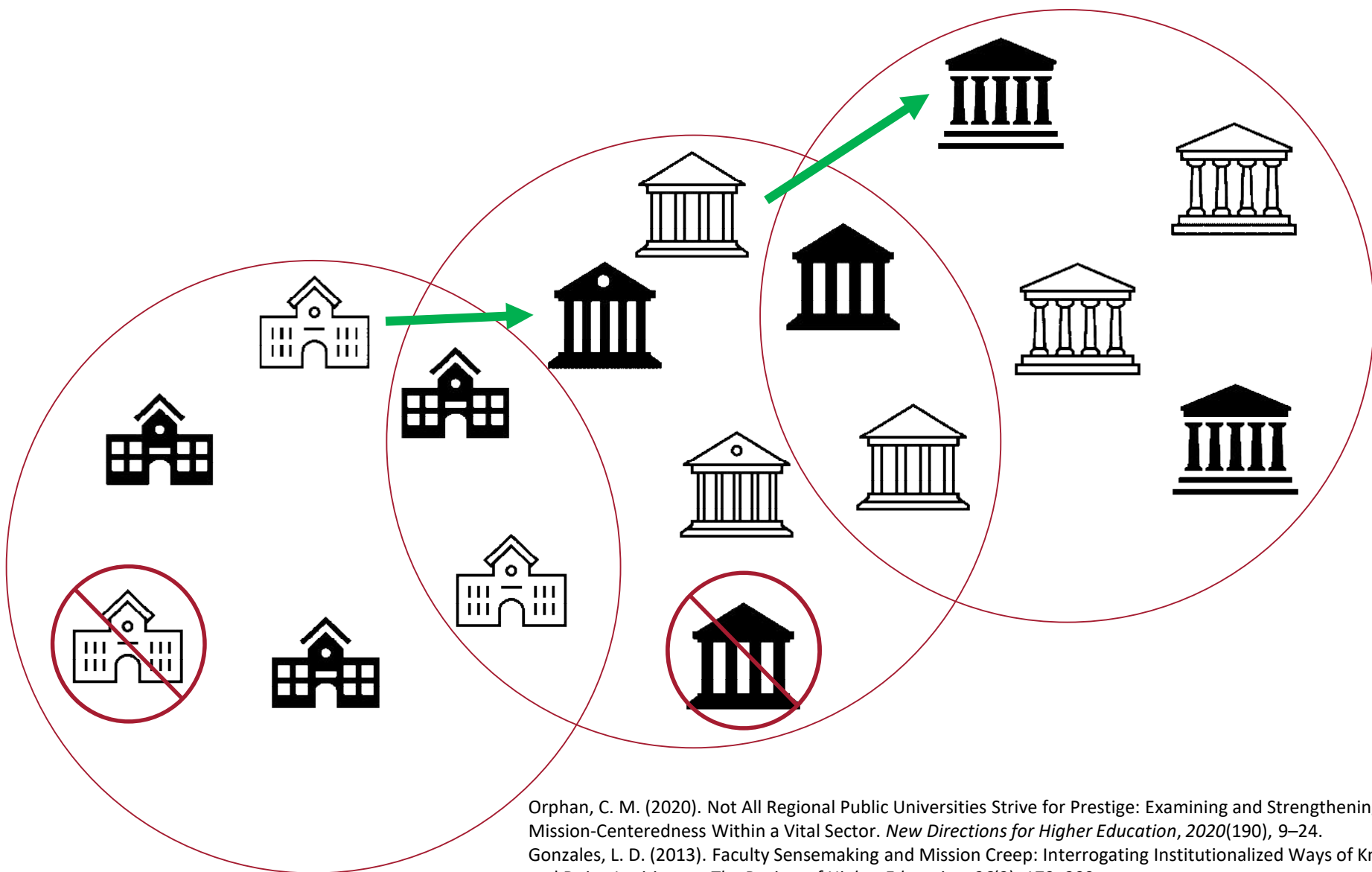
Kraatz, M. S., & Block, E. S. (2008). Organizational implications of institutional pluralism. In *The Sage handbook of organizational institutionalism* (1st ed., Vol. 840, pp. 243–275).

Conceptualizing academic drift



Warshaw, J. B., McNaughtan, J., & DeMonbrun, M. (2019). Between Two Fields: US Public Master's Institutions – Striving for Prestige or Equity? *Higher Education Policy*.

Conceptualizing academic drift



Orphan, C. M. (2020). Not All Regional Public Universities Strive for Prestige: Examining and Strengthening Mission-Centeredness Within a Vital Sector. *New Directions for Higher Education*, 2020(190), 9–24.

Gonzales, L. D. (2013). Faculty Sensemaking and Mission Creep: Interrogating Institutionalized Ways of Knowing and Doing Legitimacy. *The Review of Higher Education*, 36(2), 179–209.

Academic drift: Unanswered questions

Academic drift: Unanswered questions

Field-level dynamics?

Academic drift: Unanswered questions

Field-level dynamics?

“Prestige is to higher education as profit is to corporations”?

The Origins and Evolution of Academic Drift at the California State University, 1960-2005

Archival and original sources

Documentary Sources

- California State Archives
- California State University Archives
- California Postsecondary Education Commission Website
- California Digital Newspaper Collection (UC Riverside)
- ProQuest

Interviews/Oral Histories

- University of California, Bancroft Library (archived)
- Original interviews: 21 interviews, 82 minutes (median), 30 hours (total)

Academic Drift within the CSUs: A Summary

Academic Drift within the CSUs: A Summary

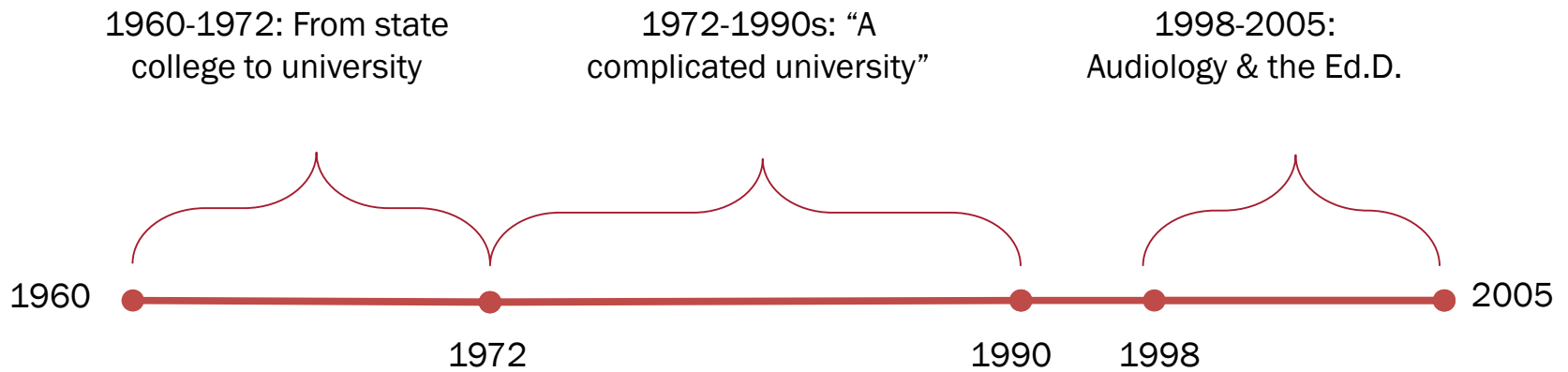
Identity threat/recognition → academic drift

Academic Drift within the CSUs: A Summary

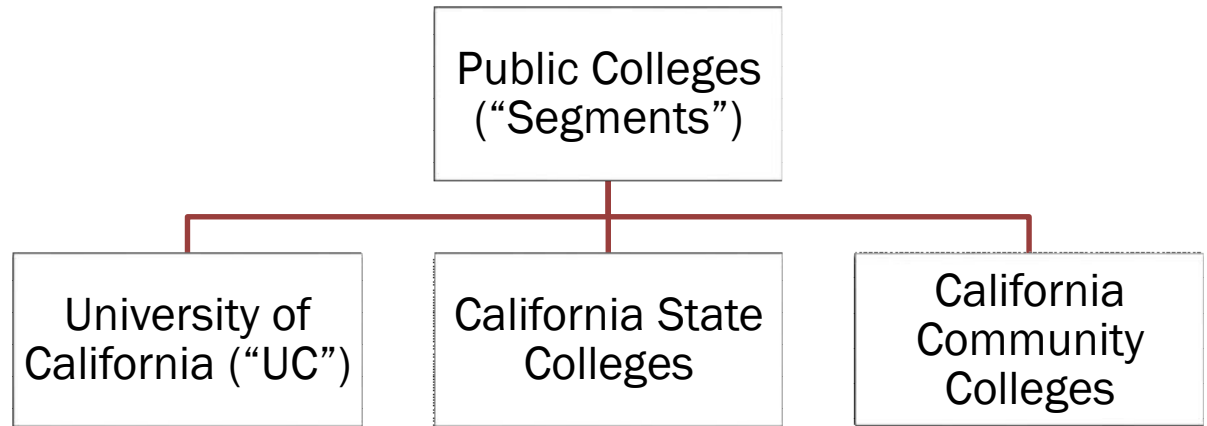
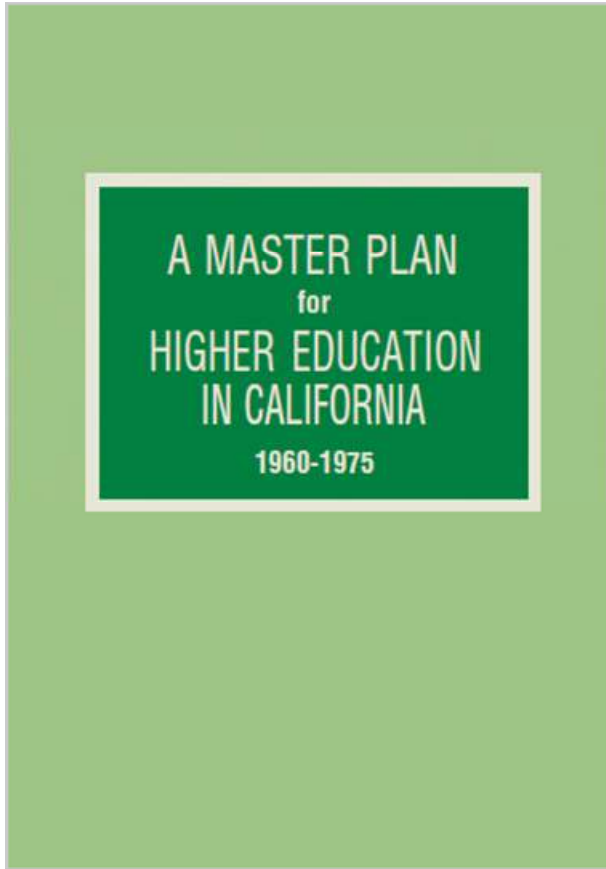
Identity threat/recognition → academic drift

Dynamics of contestation, evolution over time

Academic Drift within the CSUs: A Summary



1960-1972: From state college to university



1960-1972: From state college to university

Chapter 2. University of California

22550. The Legislature hereby finds and declares that the University of California is the primary state-supported academic agency for research.

22551. The university may provide instruction in the liberal arts and sciences and in the professions, including the teaching profession. The university has exclusive jurisdiction in public higher education over instruction in the profession of law, and over graduate instruction in the professions of medicine, dentistry, veterinary medicine and architecture.

22552. The university has the sole authority in public higher education to award the doctoral degree in all fields of learning, except that it may agree with the state colleges to award joint doctoral degrees in selected fields.

22553. The university may make reasonable provision for the use of its library and research facilities by qualified members of the faculties of other institutions of public higher education in this State.

1960-1972: From state college to university

22606. The primary function of the state colleges is the provision of instruction for undergraduate students and graduate students, through the master's degree, in the liberal arts and sciences, in applied fields and in the professions, including the teaching profession. Presently established two-year programs in agriculture are authorized, but other two-year programs shall be authorized only when mutually agreed upon by the Trustees of the State College System and the State Board of Education. The doctoral degree may be awarded jointly with the University of California, as provided in Section 22552. Faculty research is authorized to the extent that it is consistent with the primary function of the state colleges and the facilities provided for that function.

1960-1972: From state college to university

Master Plan Discrimination Against State Colleges Charged

BY WILLIAM TROMBLEY

Times Education Writer

California's Master Plan for Higher Education discriminates against the California State Colleges, a professor has charged in a report to the State Colleges' faculty Academic Senate.

Marc R. Tool, professor of economics at Sacramento State College, said in a 200-page report made public Saturday that the Master Plan provides "an unwarrantably advantageous position" for the University of California.

According to Prof. Tool, who prepared the report as a research consultant to the Academic Senate, "The placing of the State Colleges in a perpetually and invidiously subordinate position to the University operates to the inherent disadvantage of the students and the faculties in the State Colleges and thus to the people of California . . ."

Tool suggested a series of changes, ranging from equal admission standards for students to lighter teaching loads and more research

opportunities for faculty members, to remove what he called "the aura of second-class status" from the State Colleges.

Tool contends that UC and the State Colleges perform "nearly identical functions" and lists these illustrations of "differential and subordinate treatment accorded the State Colleges":

1—UC receives 58% of state support funds for 38% of the students; the State Colleges receive 42% of the funds but handle 58% of the students.

While Tool concedes that UC does all the Ph.D training in the state and that such training is more expensive than undergraduate or master's degree instruction, he does not believe this justifies the discrepancy in state support.

2—UC has 73% of the library holdings, the State Colleges only 27%. The report notes that the UC

Please Turn to Page 5, Col. 1

1960-1972: From state college to university

1960-1972: From state college to university

LOCAL IMAGES SOUGHT

What's in a Name? Plenty, Schools Say

BY NOEL GREENWOOD
Times Education Writer

The great name change debate, which everyone thought was finally settled when the state college system won the right to use the designation "university," is on again.

Last time, the fight pitted the state colleges against the University of California and certain legislators reluctant to grant university status to the colleges.

But this time, the fight is between state University and Colleges Chancellor Glenn Dumke and at least three of his own campuses where movements are underway to change names again.

The insurgent movement may spread to more campuses in the next few months, despite Dumke's efforts to quash it.

Two state legislators are preparing to introduce bills which would change the names of at least the San Diego and San Jose campuses, and probably others.

At San Diego, an underground resistance group has gone about changing campus name signs in the middle of the night.

At San Francisco, the county Board of Supervisors weighed in with a resolution supporting a name change, and a local newspaper invited readers to send coupons to Dumke demanding a name change.

Some alumni associations, student newspapers and other campus organizations have simply refused to use the official name of the campus, substituting their own version instead.

Previous Names

The issue is not the use of the word "university" in place of "college." Everyone likes that change. Instead, the issue is how to arrange the several words in each campus' name.

To outsiders, the whole thing may sound slightly absurd. But Dumke and his staff are taking it quite seriously.

campuses, in existence long before the system was formed, where the location now gets second billing.

The insurgents complain that they have ended up with cumbersome campus names that not only shatter years of tradition, but also erode community identity.

San Diego is a good example. The campus was "San Diego State College" before the name change. Then it became "California State University, San Diego." The insurgents would rename the campus

13 Colleges Due to Be Renamed Universities

New Status Will
Stem From Criteria
OKd by State Panel

BY WILLIAM TROMBLEY
Times Education Writer

At least 13 of the 19 California state colleges will be renamed universities according to criteria approved Tuesday by the State Coordinating Council for Higher Education.

At earlier meetings several council members had expressed reservations about granting university status to a large number of colleges all at once but the opposition was not voiced Tuesday.

The approved criteria include size, number of graduate programs, diversity of academic offerings, number of nationally accredited programs and percentage of faculty members holding the Ph.D.

The criteria were worked out by state college and coordinating council staff members and already have been approved by the Board of Trustees of the renamed California State University and Colleges.

Individual Approval Needed

The trustees and the council still must approve the renaming of each individual institution but conversations at Tuesday's meeting made it clear that all but five or six of the colleges will be renamed.

The certain exceptions are Cal State Bakersfield, Cal State Dominguez Hills, Sonoma State, Stanislaus State, and Cal State San Bernardino. Humboldt State College remains doubtful.

University of California President Charles J. Hitch voted for the criteria.

Trombley, W. (1972, April 5). 13 Colleges Due to Be Renamed Universities: New Status Will Stem From Criteria OKd by State Panel. *Los Angeles Times*, c1.
Greenwood, N. (1973, January 21). What's in a Name? Plenty, Schools Say. *Los Angeles Times* (1923-1995), 3.

1972-1990s: “A complicated university”

1972-1990s: "A complicated university"

Friday, Nov. 15, 1985 — Santa Cruz Sentinel—A-17

Cal State to offer doctoral degrees

LOS ANGELES (AP) — California State University's plan to offer doctoral degrees would be "a radical departure" from the state's master plan for higher education and should be blocked by the Legislature, University of California regents say.

Under a plan adopted in 1960, graduate and professional degrees were awarded to the nine-campus UC system while undergraduate education was made the focus of the 11-campus Cal State system.

UC regents, meeting at UCLA Thursday, criticized the announced intention of Cal State to move into the doctoral-degree arena.

"Nothing could be more damaging" to California's system of higher education, regent Edward Carter said of the Cal State plan. "It would create competition for research (dollars). The state simply cannot afford it."

Carter suggested that the Legislature should block Cal State's plan to begin offering doctoral degrees.

UC President David P. Gardner viewed the move as "a radical departure from the (state university's) . . . assigned role" under the California Master Plan for Higher Education.

CSU Chancellor W. Anne Reynolds, in announcing the plan Wednesday, said Cal State should begin moving into the doctoral field in at least some subjects because of the shortage of teachers and engineers.

However, Gardner countered that the added doctoral programs would be designed primarily to produce scholars rather than practitioners in education and engineering.

"Should further study suggest there is an unmet need for doctoral degrees, the university is prepared to address that need," Gardner added in a statement Thursday.

Patrick Cal California Post Commission, s nouncement "I plications an minds enorm tions," adding nificant depart plan that has l segment in the

Both Califas members of ti Educational Pl the Cal State p be studied.

Earlier in t Special Comm Action Police detailing the pr to increase mi

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An even larg cent — was freshman class

Not only is th students enter creasing, but port, the numb ates also incr academic year

Nine percent receiving bach minority stude represented a over the numb from the 1980-1

Cal State Plan Could Ignite Turf War: Might Offer Doctorates in ...
Savage, David G
Los Angeles Times (1923-1995); Nov 14, 1985; ProQuest
pg. A3



BOB CHAMBERLIN / Los Angeles Times

'For the doctorate in education, there is a need. The demand is clearly there.'

—W. Ann Reynolds
California State
University chancellor

Cal State Plan Could Ignite Turf War Might Offer Doctorates in Competition With UC, Other Schools

By DAVID G. SAVAGE *Times Education Writer*

The California State University system announced Wednesday that it wants to begin offering doctoral degrees, a move that could set off a turf war within higher education.

Doctoral programs at Cal State campuses would signal a departure from the state's 1960 Master Plan for Higher Education, which called for the University of California to offer graduate and professional degrees, and for the Cal State system to focus on undergraduate education.

In higher education circles, the California plan was much admired because it limited the competition among state universities, all of which would otherwise tend to seek expansion of their programs. The plan was issued during a period of great expansion of higher education throughout the nation in which many normal schools and teachers colleges were being transformed to full-fledged universities offering

an array of graduate and professional schools.

Over the years, however, the Cal State universities have chafed a bit at their second-tier status. Recently, university officials have contended that they should begin offering doctorates in certain applied and technical fields.

In a statement approved Wednesday, the Cal State Board of Trustees said its "intent is to proceed on professional doctoral education only in limited instances . . . where the public need is great."

The board also ratified the higher admission standards for the freshmen class of 1988. Those students—who are 10th-graders now—will have to take 15 college preparatory classes in high school as a prerequisite to admission to the 19-campus Cal State system.

Officials hope that better-prepared students will fare better in

the university, but they also say that they will monitor the new requirements to make sure that they do not screen out black and Latino students.

The surfacing of the issue of doctoral programs at Cal State coincides with a review by the state of the 1960 Master Plan. So far, the review commission, established by the Legislature, has focused entirely on the community colleges.

But next year the commission is to consider changes in the state universities, and Cal State has staked out a position in favor of an expanded mission for itself.

"There is a glut of doctorally prepared individuals" in fields such as history and political science, Cal State Chancellor W. Ann Reynolds told the board Wednesday. "There is certainly not a mandate or a need to move into offering doctorates in those areas."

"But for the doctorate in education, there is a need. The demand is clearly there," she said.

The Cal State universities already train most of the state's teachers. If the plan is finally approved by the Legislature, Cal State would expand its programs to include doctoral studies.

The Cal State faculty had favored a broader endorsement of doctoral programs, but the trustees had balked because of what were labeled Wednesday as "practical political considerations."

The plan approved by the board speaks only of education doctorates while leaving open the possibility of moving into other fields.

"We left a little wiggle room," said Trustees Chairman Roy Brophy, "so that if things change, we could move into other areas as needed."

Patrick Callan, director of the

Please see DEGREES, Page 33

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Santa Cruz Sentinel. (1985, November 15). Cal State to offer doctoral degrees. *Santa Cruz Sentinel*, A-17. California Digital Newspaper Collection, Center for Bibliographic Studies and Research, University of California, Riverside.

Savage, D. G. (1985, November 14). Cal State Plan Could Ignite Turf War: Might Offer Doctorates in Competition With UC, Other Schools. *Los Angeles Times*, 3, 33.

1972-1990s: “A complicated university”

Despite such comparisons, officials in the Cal State system, including Chancellor W. Ann Reynolds, have strongly objected to the characterization of their plan as a dramatic departure from their current mission.

“We are not trying to move into the area of doctoral research. . . .” Reynolds said in a telephone interview. “We are not research universities. . . . We do not aspire to be.”

1972-1990s: “A complicated university”

Despite such comparisons, officials in the Cal State system, including Chancellor W. Ann Reynolds, have strongly objected to the characterization of their plan as a dramatic departure from their current mission.

“We are not trying to move into the area of doctoral research. . . .” Reynolds said in a telephone interview. “We are not research universities. . . . We do not aspire to be.”

“I’m just really sorry. I still think that being able to offer a doctorate is a normal function of any complicated university, any sophisticated university, which CSU is”

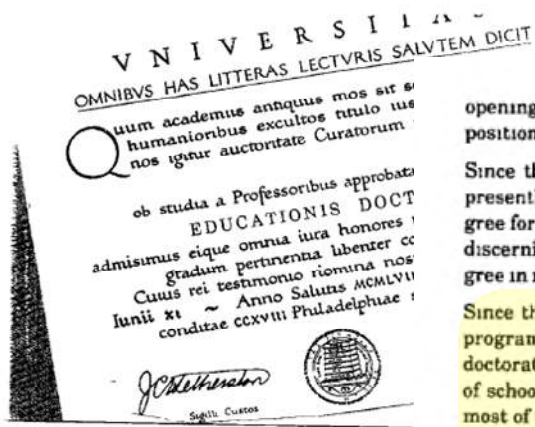
Roark, A. C. (1985, November 29). Doctorate Plan Finds Foes Within CSU System. *Los Angeles Times*, a3.

Reynolds, W. A. (2004, August 19). *Transcript of Interview with Donald R. Gerth* (D. R. Gerth, Interviewer; Box 69-05) [Interview]. California State University Archives, Inventory of the Donald R. Gerth Papers, 1946-2000.

1972-1990s: “A complicated university”

THE DOCTORATE IN EDUCATION

Issues of Supply and Demand in California



CALIFORNIA POSTSE
EDUCATION CO



openings for the foreseeable future, and therefore no positions are likely to go unfilled, and

Since there is no agreement that the doctorate as presently offered is a necessary or appropriate degree for most school administrators, nor is there is a discernible trend toward formally requiring the degree in more cases than it is now, and

Since there is no compelling evidence that existing programs will be unable to produce the number of doctorates needed to maintain current percentages of school administrators with the degree, and since most of these programs can accommodate additional students in educational administration, therefore

The Commission recommends that, at the present time, no new doctoral programs in educational administration be established in any institution not now offering the degree. Recognizing that some efforts are currently underway to plan new programs -- including joint doctoral programs -- which respond to issues of access and equity, the Commission recommends that any such programs be developed to reflect con-

cerns for such issues and concern for the quality, content, and effectiveness of existing programs.

2 Review of preparation for California Community College administrators

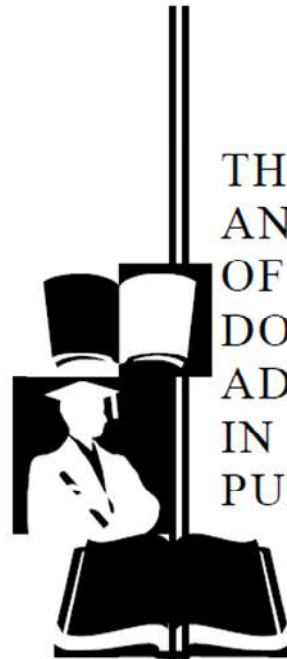
Since additional doctoral programs specifically designed for California Community College administrators are needed, and

Since it would be possible and desirable to solicit a wide range of opinion in designing a model program, therefore

The Commission recommends that an intersegmental committee investigate the needs and propose possible structures, components, and modes of delivery for doctoral programs designed specifically for present and future administrators in California's Community Colleges.

1998-2005: Audiology and the Ed.D.

1998-2005: Audiology and the Ed.D.



THE PRODUCTION
AND UTILIZATION
OF EDUCATION
DOCTORATES FOR
ADMINISTRATORS
IN CALIFORNIA'S
PUBLIC SCHOOLS



CALIFORNIA
POSTSECONDARY
EDUCATION
COMMISSION

DECEMBER 2000 COMMISSION REPORT 00-9

1998-2005: Audiology and the Ed.D.



MEETING CALIFORNIA'S NEED FOR THE EDUCATION DOCTORATE

A Report Examining California's Needs
for More Holders—and Suppliers—of Education Doctorates

Prepared by
The California State University

March 2001

CSU Office of the Chancellor
401 Golden Shore
Long Beach, California 90802-4210

1998-2005: Audiology and the Ed.D.

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INSTITUTE OF EDUCATIONAL RELATIONS
1311 CHANNING WAY # 1016
BERKELEY, CALIFORNIA 94720-1688
947 482000
800 948-2828 FAX

April 4, 2001

The Honorable Dede Alpert
Chair, Joint Committee to Develop a Master Plan
for Education - Kindergarten through University
State Capitol, Room 5114
Sacramento, CA 95814

Dear Senator Alpert:

I have followed with interest California State University Chancellor Charles Reed's proposal that CSU be granted independent authority to offer the Ed.D. degree. Chancellor Reed's proposal has direct implications for the future of the Master Plan, which is why I should like to offer some comments on it to you and your colleagues.

Those of us involved in developing the 1960 Master Plan envisioned joint degree programs offered by the University of California and the California State University as a cost-effective way of meeting the state's needs for doctoral training, particularly in education and professional disciplines. As I mentioned in my August 1999 testimony to your committee, I have been disappointed that less use has been made of the joint degree option than we anticipated in 1960. Yet I also noted that there were a variety of reasons for this situation-- a national Ph.D. surplus in many fields over the ensuing decades, for example.

The question now facing you and your colleagues in the Legislature is how best to meet the state's needs for educational leaders in the K-12 schools and the community colleges. Chancellor Reed's proposal assumes that these needs can only be met by giving CSU independent authority to offer the Ed.D. I disagree for two reasons.

First, doctoral programs are the most expensive offered throughout higher education, and it is clear that instituting such programs at CSU in addition to those at UC will involve substantially higher costs. Moreover, UC President Richard Atkinson has made it clear that, to the extent a problem exists, the University of California is prepared to address it. I have discussed this issue with him and seen copies of his February 7th letters to you and to Chancellor Reed, which committed the University of California to a series of initiatives to expand public higher education's ability

The CSU proposal raises an even larger issue, however, which brings me to my second point. Chancellor Reed has said that he is interested only in authorization for CSU to offer the doctorate in education, not an independent CSU doctorate in other disciplines.

-3- April 4, 2001

over the next five to ten years of working professionals and that and practice. The approach reflected natives offers the following advantages:

a's existing capacity for addressing y calling on UC campus chancellors graduate education programs to make orking professionals in K-12 and the

ial programs with CSU and commits UC f four UC/CSU joint degree education view. President Atkinson has also o explore with CSU campuses in its oint degree collaborations, not only disciplines:

question of degree programs. There are on programs to give professional nity college administrators. nced that by the end of this year a will establish the UC Institute which will take a comprehensive look offered to current and future leaders college and produce policy perspectives, relevant to making informed decisions p. UC, for example, already rams that prepare graduates for K-12 idual campus programs for principals e Governor's Principal Leadership programs contribute to meeting the d community college administrators. inute by President Atkinson is to activities and focus on developing policy research for California.

re than sufficient to ensure California's nistrators for the K-12 schools and the ear that UC is prepared to do what and future needs for education doctorates ary.

de Alpert -3- April 4, 2001

ancellor's or CSU's intentions, once doctoral degree is given to CSU in one discipline, the principle on of missions among California's three public er education would be breached. Pressure will o extend this authority to other fields as of an independent CSU doctorate would be a major ion creep"-- a well-known phenomenon in American in which one segment of higher education redefines include responsibilities already being performed by et in motion, mission creep is nearly impossible to cost taxpayers in most states millions of dollars generated unproductive competition, overbuilding, of effort in public higher education systems around

California. Thanks to the Master Plan's differentia- , the Community Colleges, the California State he University of California have distinctive missions dents. As a result, each has achieved a degree of s sphere unmatched by higher education in other ee-way division of labor, about which the framers an thought long and hard, has been so successful years that it is respected and admired not only y but around the world.

against an independent doctorate for CSU, I am not any change in the Master Plan. The California he California of 1960, and the task of your committee extent to which the Master Plan should be modified no realities. I am suggesting, however, that it hic policy to compromise an essential Master Plan ve a problem that can be addressed and indeed is -without a change in State policy.

nia State University is one of the great assets of a former president of the University of California, the longstanding partnership between UC and CSU. or not misstep to approve the CSU proposal which in I not bear serve the State of California. I strongly on of President Atkinson.

Sincerely,

Clark Kerr

int Committee to Develop a Master Plan - Kindergarten
University
Reed

President Atkinson

1998-2005: Audiology and the Ed.D.

“Approval of an independent CSU doctorate would be a major example of ‘mission creep’ [...] Once set in motion, mission creep is nearly impossible to reverse. It has cost taxpayers in most states millions of dollars because it has generated unproductive competition, overbuilding, and duplication of effort in public higher education systems around the country”

1998-2005: Audiology and the Ed.D.

1998-2005: Audiology and the Ed.D.

CALIFORNIA LEGISLATURE— 2005–2006 REGULAR SESSION

SENATE BILL

NO. 724

Introduced by Senator Scott

February 22, 2005

An act to amend Section 66010.4 of the Education Code, relating to the California State University.

LEGISLATIVE COUNSEL'S DIGEST

SB 724, as introduced, Scott. California State University: doctoral degrees.

Existing law, known as the Donahoe Higher Education Act, sets forth, among other things, the missions and functions of California's public and independent segments of higher education, and their respective institutions of higher education. Provisions of the act do not apply to the University of California unless the regents of the university act, by resolution, to make them applicable.

Among other things, the act provides that the University of California has exclusive jurisdiction in public higher education to award the doctoral degree in all fields of learning, except that it may agree with the California State University to award joint doctoral degrees in selected fields. With respect to doctoral degrees, the act limits the California State University to awarding these degrees jointly with the University of California, as described above, or jointly with independent institutions of higher education, provided that the proposed doctoral program is approved by the California Postsecondary Education Commission.

This bill would instead authorize the California State University to independently award professional/clinical doctoral degrees, which the bill would define as degrees awarded as part of a post-master's degree program that prepares students for entry to professional practice other than university faculty research and teaching.

Vote: majority Appropriation: no Fiscal Committee: yes Local Program: no

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 66010.4 of the Education Code is amended to read:

66010.4. The missions and functions of California's public and independent segments, and their respective institutions of higher education shall be differentiated as follows:

(a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

1998-2005: Audiology and the Ed.D.

“People said, “well, why do you care so much about this [Audiology]? It's just a little thing, a little topic over here. Your people really haven't been all that interested in this anyway, they won't do it, why are you so [against it]?” It was a difficult argument to make as to why they should not be able to do this.”

1998-2005: Audiology and the Ed.D.

“[That was] a pure read of the votes and the politics...members of the committee were persuaded about the K-12 and community college need. Audiology was not as prevalent in their mind. And it was Jack and Charlie’s read that we needed to focus on education”

1998-2005: Audiology and the Ed.D.

CSU Doctorate in Master Plan

Senate bill allows CSUF to offer degree only permitted to UC campuses

By ELIZABETH SIMOES
Daily Titan Staff Writer

The CSU chose Cal State Fullerton as one of the first campuses to offer an independent educational doctorate degree.

California's Master Plan for Higher Education – which was adopted in 1960 – permitted only UC campuses

to offer independent doctorate programs.

But Senate Bill 724 – which was sent by legislatures and signed by Gov. Arnold Schwarzenegger in late September 2005 – gave approval for the CSU to offer the independent doctoral degree. The CSU then decided which campuses could initially offer the doctoral program.

"It was like being selected to go the Olympics," said Louise Adler, chair and professor of educational leadership at CSUF. "We were pleased."

The program comes with a certain amount of prestige and CSUF will uphold its reputation of high quality

degree programs, Adler said.

"It will offer a high quality program at an accessible cost at a location people can get to," Adler said.

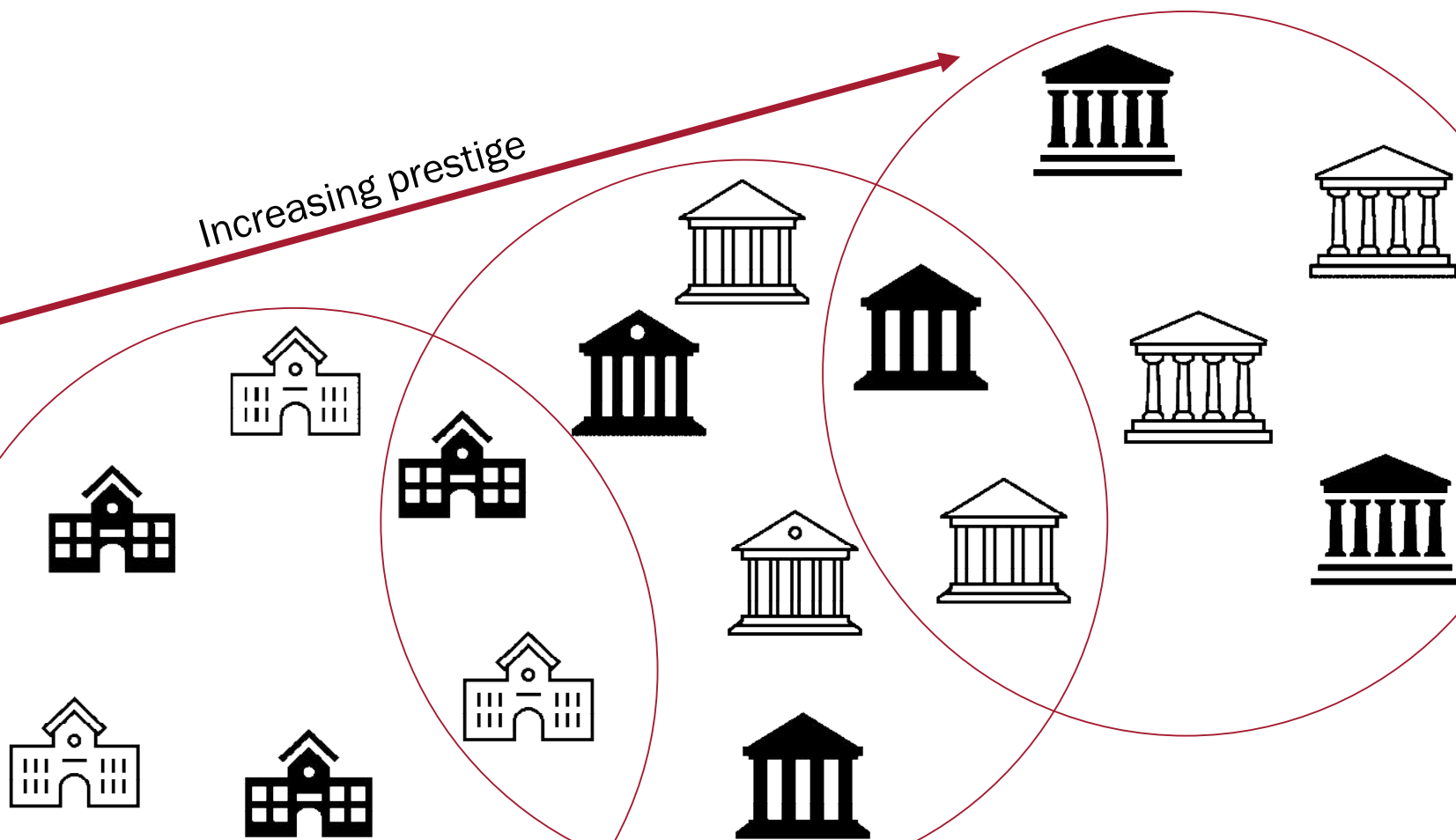
Before the bill was signed, the CSU allowed a limited number of doctoral degrees through partnerships with other universities. Since 2003, CSUF and UC Irvine came together to provide a joint Ed.D. in educational administration and leadership.

"A majority of the courses were taken at CSUF," said Ash Bishop, acting dean of the CSUF College of

SEE DOCTORATE • PAGE 3

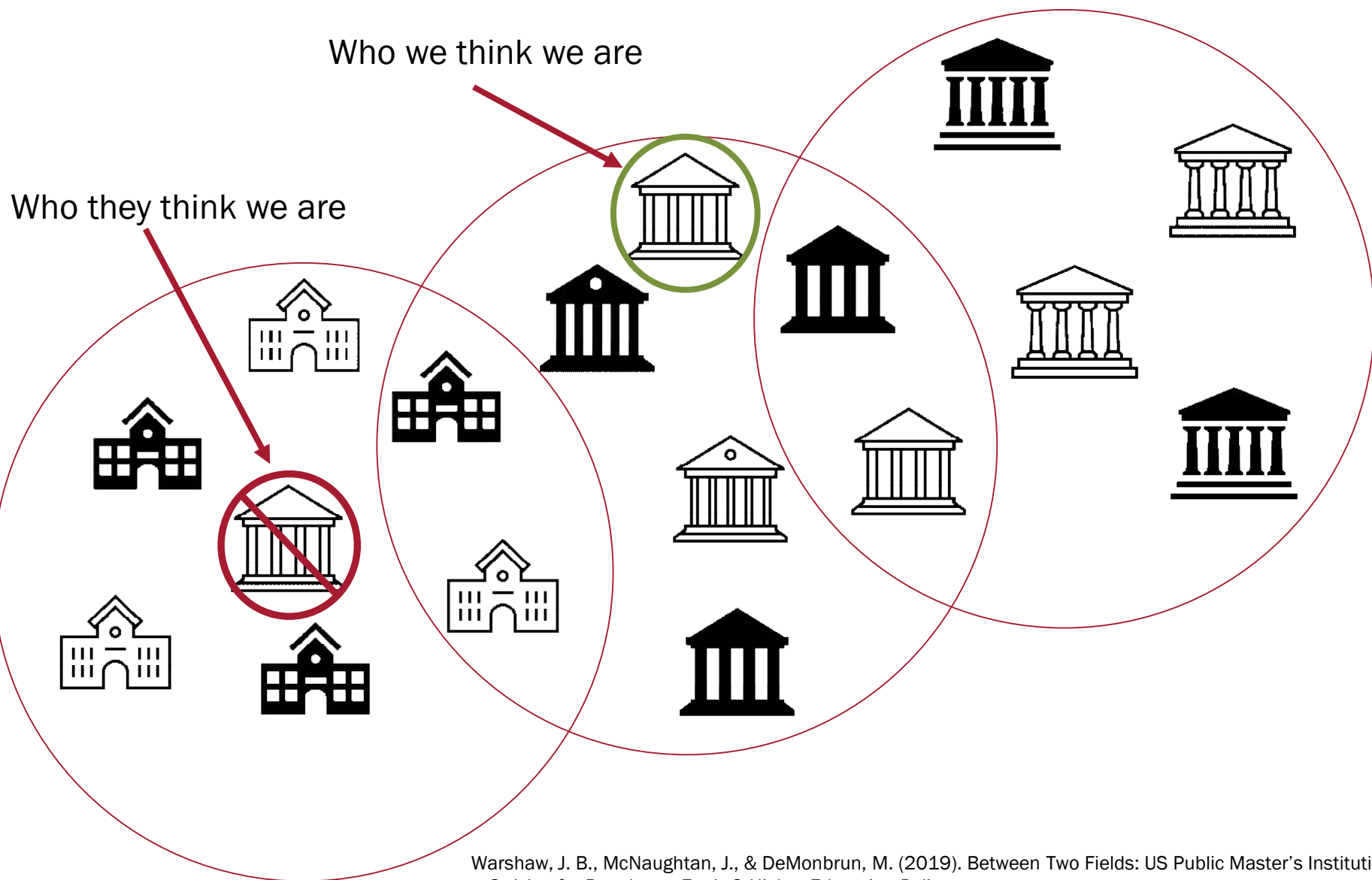
The Origins of Academic Drift

Increasing prestige



Kraatz, M. S., & Block, E. S. (2008). Organizational implications of institutional pluralism. In *The Sage handbook of organizational institutionalism* (1st ed., Vol. 840, pp. 243–275).

The Origins of Academic Drift: Identity Threat



Warshaw, J. B., McNaughtan, J., & DeMonbrun, M. (2019). Between Two Fields: US Public Master's Institutions – Striving for Prestige or Equity? *Higher Education Policy*.

Academic Drift: Summary

Contested, contingent, non-linear as a phenomenon

Academic Drift: Summary

Contested, contingent, non-linear phenomenon

Time is an important “variable”

Academic Drift: Summary

Contested, political, non-linear phenomenon

Time is an important “variable”!

Processual disaggregation?

Thank you!

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