

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

17 June 2021

The logo for the Centre for Global Higher Education is a red square with white text. The text is arranged in four lines: "CENTRE", "FOR", "GLOBAL", and "HIGHER EDUCATION".

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00:42:49 Martin Doel: The term 'drift' normally implies unconscious movement which I recognise in the English case, but in your case study the change appears to have occurred as a result of deliberative actions making the term 'creep' more appropriate?

00:43:08 Akiyoshi Yonezawa: Did you also consider the incentives of academic drift related to financial allocation from the state as well as other stakeholders such as tuition fees by students, industry, endowment, etc? At least, you mentioned that the financial matters is a point of debate.

00:43:56 Martin Doel: Are other definitions of prestige capable of protecting institutional identity? Eg responsiveness to employers or communities?

00:45:47 Martin Doel: Does Rumelt's thinking regarding Good and Bad Strategy have any relevance in this debate? Rumelt argues that good strategy defines as much what will not be done as will be done. In this way it may buttress institutional identity?

00:46:00 Leo Van Cleve: Is the distinction between "applied" doctorates and "research" doctorates meaningful in your categorization? Not all doctorates are equal.

00:46:19 Astrid Favella: Thank you for this presentation. Do you think that the identity of CSU being recognized started then a self-reinforcing process for doctoral training capacity building in CSU?

00:51:47 Ludovic Highman: Is it not, in current times, unrealistic to prescribe the role and mission of any institution (that are dynamic by nature) for ever? Combined pressures of new managerialism, massification of HE, neoliberal trends (marketisation, increased competition), regional convergence of degree standards (like the Bologna Process), and social equality make this impossible? No plan can last forever.

01:02:37 Zachery Spire: The points that a 'system' and a 'plan' is rendered effectively mute when people have to compete for resources and public funding. You want a title to obtain access to resource (funding) in this context. Is academic drift simply a matter of pursuing the economic interests of sustaining the university rather than the academic arguments being made?

01:04:03 CGHE Webinars: Thank you for joining us today. A recording of this session will be on the CGHE site tomorrow morning: <https://www.researchcghe.org/events/cghe->

[seminar/the-origins-and-evolution-of-academic-drift-at-the-california-state-university-1960-2005/](https://www.researchcghe.org/events/cghe-seminar/the-origins-and-evolution-of-academic-drift-at-the-california-state-university-1960-2005/)

01:04:59 CGHE Webinars: Our next webinar will be on Tuesday, 'The New Geopolitics of International Higher Education'. You can register here:

<https://www.researchcghe.org/events/cghe-seminar/the-new-geopolitics-of-international-higher-education/>

01:09:09 Akiyoshi Yonezawa: Thank you, Amal, great talk!

01:09:18 Victorița Trif: Thank you!

01:10:11 Cristina Carvalho: Thanks, Amal! It is really interesting presentation.

01:10:16 Leo Van Cleve: In Audiology

01:17:01 Zachery Spire: Many thanks!

01:17:10 Bernard Lee: Thanks a lot, Simon and Amal! Interesting talk!

01:17:25 Leo Van Cleve: Thanks

01:17:37 Monika Jaiswal-Oliver: Thank you

01:17:50 Ludovic Highman: Thank you very much - great presentation and discussion!

01:18:02 QI AN: Thanks for sharing !

01:18:05 Jyoti Arora: Thank you for interesting presentation

01:18:16 Monika Jaiswal-Oliver: Amal can we get your contact information please

01:18:21 Amal Kumar: amal_kumar@g.harvard.edu

01:18:26 Monika Jaiswal-Oliver: Thank you

01:18:37 Amal Kumar: Happy to correspond with anyone who has questions/wants to continue the discussion!