Name of the proposed new unit:
Leadership, Higher Education, and Policy (LHEP)

Name, address, phone number, and e-mail information of one contact person for this proposal:
Kris Bosworth, P. O. Box 210069, phone: 626-4350, e-mail: boswortk@email.arizona.edu

List and title of the members of the team who developed the proposal
Kris Bosworth, Professor and Head, Educational Leadership
Ron Marx, Dean
Jeff Milem, Professor, Center for the Study of Higher Education; Associate Dean for Academic Affairs
Gary Rhoades, Professor and Director of the Center for the Study of High Education
Rose Ylimaki, Associate Professor, Educational Leadership

List of the current units (including the academic programs) that will be reorganized/consolidated.

1. Center for the Study of Higher Education
   Academic programs:
   Ph.D. in Higher Education
   M.A. in Higher Education

2. Educational Leadership Program
   Academic programs:
   Ed.D. in Educational Leadership
   Ed.S. in Educational Leadership
   M.Ed. in Educational Leadership (with principal certification)
Nationally, and in the state of Arizona, educational systems are increasingly characterized by a P-20 policy focus. Our proposal to combine the K-12 focused Educational Leadership program with the postsecondary-education focused Center for the Study of Higher Education into a P-20 Leadership, Higher Education, and Policy (LHEP) Department taps into the dominant discourse and perspective of education and policymakers today. In the merger, both the Center for the Study of Higher Education (CSHE) and the Educational Leadership Program (EDL) would maintain their core functions and programs, consistent with professional career paths and state certification requirements as well as reputational identity. However, the combined unit would facilitate and encourage research, instructional, and service/outreach initiatives, particularly in the area of educational policy, in ways that are consistent with the objectives of the UA Strategic Plan, with the land-grant mission of the UA, and with enhancing the educational access and success of underserved populations in the region.

**Educational Leadership Program.** The primary focus of the EDL program is to prepare scholar-practitioner leaders for Arizona schools; thus, its curriculum and degree programs are linked to state certification requirements. The school superintendents who are key supporters of the unit and employers of program graduates are committed to the identity and success of EDL. The program’s students are largely local. Currently, over 80 are enrolled in graduate programs. Additionally, EDL houses one Tier 2 course (Global Education) and collaborates with the Center for Student Involvement and Leadership to offer several undergraduate leadership and service-learning courses. Over the past two decades, EDL has prepared outstanding leaders who are now superintendents, associate and assistant superintendents, district office personnel, principals, and assistant principals. The faculty boasts of having two former superintendents (both recipients of the Superintendent of the Year Award), a former principal, a former assistant superintendent for curriculum, a former dean, and an endowed chair. This focus of our scholarship is varied and includes business, family and community partnerships, minority student and faculty access to higher education, educational policy, school climate and culture, educational reform and change, curriculum and international studies. EDL faculty have been active in securing outside funding from local school districts, the State of Arizona, and federal agencies to continue their work in school climate and culture and school change. EDL is home to grants from the U.S. Department of Education, the Arizona Department of Education, several local school districts, and recently has received a grant to create online certification courses.

The Educational Leadership Program brings strong resources to a combined Department. These resources include rich experience in leadership in the community, the state, and the nation; an endowed chair with a focus on climate and culture that cuts across all of the research agendas in the proposed new department; the opportunity for a professional development organization (UA LINKS), which will be a venue for moving scholarship into practice; strong links with Southern Arizona educational leaders and the business community; and a strong research productivity in the area of school culture and climate, curriculum leadership, and international studies of leadership in “turn-around schools.” The combined unit will expand the research agenda for leadership, increase opportunities for externally funded research, and raise the unit’s national and international reputation.

**Center for the Study of Higher Education.** The mission for the Center for the Study of Higher Education remains the Regents-approved mission (August 1978), which is “The development and dissemination of knowledge of and about higher education policy and operation, instruction at the graduate level leading to graduate degrees, the facilitation of research of faculty members and students, and research studies and service activities for (a) national, international, or regional governmental units or organizations and (b) state or institutional needs.” The current balance of our 85 graduate students, most of whom come from out of state and about 12% of whom are international, is about two-thirds Ph.D. and one-third M.A.
The CSHE faculty are extraordinarily productive, as reflected in our high national ranking over the past two decades in *U.S. News and World Report* (No. 14 last year). In addition, our faculty are grant active, with current grants from the National Science Foundation, the Department of Education (GEAR-UP), the Helios Foundation, the Women’s Sports Foundation, and the Pima Education Research Collaborative (PERC). Thus far this semester, our faculty have submitted additional letters of inquiry and grant proposals to the Lumina Foundation, the National Science Foundation, and the National Institutes of Health. Since 2000, we have undertaken a fundamental transformation in our faculty profile, from being all Full Professors, all Anglo, and all but one male and over age 50 to four assistants, an associate, and two full professors, only three of seven Anglo and male, and five of the seven under 40.

We have also positioned ourselves in several key strategic niches in research and student markets that have enabled us as a relatively small program to achieve international prominence and leverage various opportunities for external support.

- **Policy and finance**: No other program in the country has faculty who focus across the board on the range of international, national, state, and institutional policy issues and levels in the ways that characterize our program, including a long history of distinction of strength in the area of higher education finance and resource allocation.
- **Comparative higher education focused on the Americas**: No other program has such strength across the board in comparative higher education or one focused on the Americas.
- **Science and technology studies**: No other program has sustained the sort of success we have achieved in research on science and technology policy and professional practice.
- **Outreach and transitions**: No other program offers such across-the-board strength in studying outreach and transitions throughout the educational pipeline, from middle to high school to community college to university to graduate and professional education.
- **Social justice**: Although many programs offer a social justice focus in their programs, none provides such a consistent orientation to these issues from sociologically materialist/modernist and international perspectives.

The combined unit will enhance the ability of the CSHE to connect more closely with local districts and to explore college-going culture in schools in ways that expand our grant opportunities.

**Explanation of how the Reorganization will Raise the Unit’s and the University’s Reputation**

To enhance the College of Education’s and University’s rankings, it is important to maintain the identity of each of the programs, for within Education Schools, the Educational Leadership and Higher Education programs are ranked in separate categories. At the same time, the merging of the two units into one focused on the whole spectrum of education will connect us with the prevailing patterns of policy discourse. Our P-20 LHEP Department will serve as an opportunity structure for leveraging state and national support for research and policy analysis contracts, which may serve to enhance the independent rankings of the two programs. In a broad sense, the Department of Leadership, Higher Education, and Policy will focus on how organizations, institutions (both formal and informal), official policies (and informal practices), and educational professions affect outcomes across local, national, and international (multi-cultural and diverse) contexts and how organizations, institutions, policies, and professions are themselves affected by societal, economic, and political pressures. A central and ongoing area of research will be examining educational/social policies and interventions used by public and private pre-K-20 educational organizations and professionals and how they impede and/or promote educational transitions, success, and social equity. There are increasing similarities between educational policies that shape the schools and those that shape higher education, yet the academic literature is relatively silent on this connection. Our combined unit will feature such connected policy analysis. Similarly, there are increasing numbers of partnerships between schools and universities, and again, the academic literature is relatively silent on this subject. Further, there are transition points that are relatively understudied in the schools and
higher education literatures, with most work focusing on either students in school or on students in college. Our partnership will facilitate the sort of transition studies between sectors that several CSHE faculty are currently pursuing. The social and professional networks of the EDL faculty, combined with the work of these faculty on school culture and “turnaround” schools, can help inform the analysis of CSHE faculty of pathways into and through college. Each of the above areas represents a strategic research niche for our faculty in their research. Each represents a significant opportunity for enhancing the already strong grant productivity of faculty in the combined unit.

The reorganized partnership could also facilitate collaboration in teaching. It could enhance the development of a policy minor, open to students in various programs in the College and including courses taught by CSHE and EDL faculty. The partnership would also allow Higher Education faculty to combine their substantive expertise in higher education and community colleges with the strength and expertise that EDL currently has in its off-site masters programs in leadership. This could result in additional sources of off-site revenue generation. A particularly strategic opportunity facilitated by the combined unit would be the enhanced ability of faculty in both programs to make more contributions to the undergraduate general education and honors programs. Currently, EDL offers EDL 200, A Global Perspective on Schooling, as part of the undergraduate program. The Project SOAR service-learning courses in Higher Education are important contributions that the Center makes to the undergraduate program at the University. Given the scholarly expertise of our faculty, additional undergraduate courses such as sociology of education, higher education and society, education and race relations, and educational policy (to name a few) could be developed and offered by LHEP faculty members which would help to meet the growing demand for courses and to generate additional funding to support the activities of the Department and the College.

A central aspect of this merger is to integrate our research, instruction, and service/outreach work in ways that enhance not only our national academic reputation and ability to attract students and external grant/donor support but also our impact on local education and youth in Arizona. For example, researchers in the EDL program are tackling key issues that are directly related to the success of students, particularly in high-risk areas and low-performing schools. Similarly, researchers in the CSHE are constructing longitudinal data sets and program interventions at various transition points across the educational spectrum. We hope to better understand how organizational and educational policies, practices, and professionals can work to improve individual outcomes and subsequent life opportunities by studying relationships between them and outcomes within complex, multi-layered educational institutions/organizations and across these organizations and the publics they serve. Our aim, as part of a land-grant university, is to impact and position ourselves in the academic literature but also to impact and connect ourselves to educational policies, practices, and professions, particularly in Arizona, the borderlands, and the Americas. Indeed, the CSHE is initiating a capital campaign to endow a chair in Applied Research on Expanding Pathways into and through College.

**Description of the Processes of Consultation**

In both units, a series of meetings has been held both formally and informally with tenured faculty, adjunct faculty, and staff. At the initial meetings, several proposals for organization were discussed. Tenured faculty had individual meetings with representatives from a number of areas to determine interest in consolidation and emerged with two white papers, one focusing on policy. These papers were circulated and feedback was received. In a conversation with Dean Marx, the option to create a new unit with the Center for the Study of Higher Education and the Educational Leadership Program was identified as the one that would strengthen EDL as well as open the faculty and students to leadership theory and practice. Certified, appointed, and grant staff had input informally at all stages of the process. The EDL Head was requested to draft the white paper in conjunction with faculty from each of the units. Once the white paper was complete, faculty and staff from each of the units reviewed and revised the document.
Budget Page

- A budget page with a general outline of the projected net savings due to the reorganization.

Budget savings in the new unit can be achieved through seeking greater efficiencies in the planning and presentation of the curriculum in the two existing programs and in the new policy focus. Moreover, the new unit offers substantial opportunities to generate new revenues through three sets of activities. In the area of research, the focus on policy and practice in P-20 education will afford the unit new opportunities for research grants and for policy analysis contracts funded at the state and national levels. In instruction, the new unit will afford new opportunities at the graduate level to develop a policy minor that will attract a large number of students; at the undergraduate level there will be opportunities to expand Tier II course offerings to generate additional revenues. In service and outreach, the new unit will afford opportunities to expand fee-for-service workshops and certificate offerings to practicing educational administrators and professionals in local school districts.