V. UCEA Membership Policy and Procedures
(revisions by the UCEA Plenum, November 2004)

A. UCEA Membership Provisions and Goals
This statement of policy governing membership in the University Council for Educational Administration (UCEA) shall be the official policy of the consortium, effective January 1, 1991. The policy shall be applicable to all current and potential UCEA member institutions. Policy governing membership shall be consistent with the established rationale of UCEA, the established logic and purpose of UCEA membership criteria, and the UCEA statement of Mission, Vision, and Values adopted by the Plenum.

1. The Rationale of UCEA
The UCEA symbolizes an important aspiration; namely, advancing significantly the field of educational leadership through inter-institutional cooperation, communication, and contribution. The logic of inter-university cooperation, communication, and contribution rests upon the following propositions:

a. Far greater human, financial, and technical resources exist in the total group of institutions belonging to UCEA than in any one of the member institutions;

b. Strategies for combining these resources for effective improvements can be better realized through a cooperative framework than through isolated efforts of individual institutions;

c. Cooperative patterns can be created for effectively implementing significant strategies;

d. Motivations of UCEA institution faculty to improve educational leadership will be enhanced through cooperative ventures; and

e. Results of program innovation and research endeavors can be disseminated efficiently through established channels that formally link the professors in member universities.

Since UCEA is founded on the concept of cooperation, membership should be viewed as an avenue for contributing as well as for receiving. Contributions within UCEA have taken a variety of expressions. Examples include the following: travel funds for professor participation in organizational activities; financial support to sponsor UCEA task force operations, career seminars, publications, and institutes; assistance in the administration of large research or development projects; and institutional membership payments. More substantial contributions are expected than mere monetary giving. It is the commitment of individuals’ time, talents, and energies that form the dynamic of inter-university cooperation.

The nature of UCEA is such that membership should neither be taken lightly nor entered into hastily. Before membership is sought, a high degree of commitment to improve educational leadership through research and development should be evident on the part of faculty members and the institutions they represent. Member universities should be able to commit personnel, time, and resources to research, development, and dissemination activities toward the ends of (1) improving preparatory programs and (2) solving substantial problems in educational leadership.

2. Logic and Purpose of UCEA Membership Requirements
Membership requirements inevitably relate to goals and objectives of organizations. UCEA’s membership requirements, then, are related to UCEA’s aspirations to advance the field of educational leadership.

The membership requirements are designed to be of assistance to the UCEA staff, the Executive Committee, the Plenum, and institutions interested in applying for membership. An overriding consideration will be given to evidence of commitment to UCEA’s Mission,
Vision, and Values and to the improvement of preparatory programs in educational leadership.

3. UCEA Statement of Purpose

UCEA is a consortium of research/doctoral granting institutions committed to advancing the preparation and practice of educational leaders for the benefit of schools and children. We fulfill this purpose by:

- Promoting, sponsoring, and disseminating research on the essential problems of schooling and leadership practice
- Improving the preparation and professional development of educational leaders and professors
- Positively influencing local, state, and national educational policy

UCEA is a community of learners that values:

- Learning and social development for ALL children
- Contributions of educational leaders to the success of all children
- Systematic inquiry that is relevant, integral, and essential to the success of children, schools, and school leaders
- Quality and excellence in the preparation of school leaders and professors
- Collaboration with schools, other educational and service agencies, and professional organizations
- Professional community, collegiality and respect for diverse perspectives
- Educational and social policy that positively support the learning and development of all children
- Diversity, equity, and social justice in all educational organizations

UCEA is a community of scholars committed to the improvement of leadership and policy that supports the learning and development of ALL children. UCEA actively initiates and leads educational reform efforts through its high quality research and preparation programs. UCEA institutions work collaboratively with schools and educational agencies to positively influence local, state, and national educational policy. UCEA constantly questions and reevaluates its practice and beliefs to ensure its effectiveness and relevance.

4. Program Standards
The UCEA consortium asserts the following standards for educational leadership preparation programs.

a. Faculty within preparation programs should make significant efforts to identify, develop, and promote relevant knowledge focused on the essential problems of schooling, leadership and administrative practice.

b. The preparation program should involve a critical mass of full-time tenure-track faculty members (typically five or more) whose appointments are in the department in which educational leaders are educated and who exhibit excellence in scholarship, teaching and service in educational leadership. A majority of educational leadership coursework must be taught by these full-time faculty.

c. The preparation program should make use of an advisory board of educational leadership stakeholders and involve leadership practitioners in program planning, teaching, and field internships.
d. Preparation programs should engage in collaborative relationships with other universities, school districts, professional associations, and other appropriate agencies to inform program content, promote diversity within the preparation program and the field, and generate sites for clinical study, field residency, and applied research.

e. The preparation program should be conceptually coherent and clearly aligned with some quality leadership standards, informed by current scholarship on the essential problems of schooling, leadership and administrative practice, and should make use of research-based, best practices in leadership preparation. In particular, the content of the preparation program should address problems of practice including leadership for student learning and diversity. Also, the processes of the preparation program should be based on adult learning principles.

f. The preparation program should engage in on-going programmatic evaluation and enhancement.

g. The preparation program should include concentrated periods of study and supervised clinical practice in settings that enable leadership candidates an opportunity to work with diverse groups of students and teachers.

h. The preparation program should be characterized by systematic, written recruitment and admission plans that rely on multiple sources of evidence and show deliberate efforts to attract applicants who demonstrate leadership potential with particular attention given to increasing diversity within the program.

i. The preparation program should develop and maintain systematic efforts to assist all students in professional placement and career advancement.

j. The preparation program faculty should participate in the development, delivery, and evaluation of systematic professional development programs for educational leaders, in cooperation with appropriate professional associations and other educational and social agencies.

k. The preparation program should offer regular professional development for program faculty to enhance their skills in leadership preparation, research methods, and other content areas.

B. Categories of UCEA Membership

There shall be four categories of UCEA membership: (a). Full membership, (b). Conditional membership (c) Associate membership, and (d). Partner membership. Participation in governance of UCEA, authority and responsibility for carrying out the work of the association, and the dues structure shall be determined by membership category.

1. Full Membership

A. For Research Generating Institutions

Full membership shall be comprised of those public and private universities and organizations whose primary mission is the pursuit of scholarly research activity, and who satisfy the membership standard established in this policy while meeting the UCEA standard as determined through a review process conducted by the UCEA Executive Committee and Plenum.

1. Governance of UCEA shall be vested in those institutions holding full membership.

2. Members shall have authority and responsibility for carrying out the work of the Association.

3. Continuation of Full membership in UCEA shall be subject to periodic review by the Executive Committee and Plenum of UCEA.

4. Full members shall partner with other universities, school districts, schools, professional associations, and/or educational agencies in order to promote diversity and social justice in UCEA and the member institutions.
5. Dues for full members shall be established by the Plenum.

6. All membership decisions shall be made by the Executive Committee and Plenum of UCEA.

### B. For Research Utilizing Institutions

Full membership shall be comprised of those public and private universities and organizations whose primary mission is quality leadership preparation and/or research utilization, and who satisfy the membership standard established in this policy while meeting the UCEA standard as determined through a review process conducted by the UCEA Executive Committee and Plenum.

1. Governance of UCEA shall be vested in those institutions holding full membership.

2. Members shall have authority and responsibility for carrying out the work of the Association.

3. Continuation of Full membership in UCEA shall be subject to periodic review by the Executive Committee and Plenum of UCEA.

4. Full members shall partner with other universities, school districts, schools, professional associations, and/or educational agencies in order to promote diversity and social justice in UCEA and the member institutions.

5. Dues for full members shall be established by the Plenum.

6. All membership decisions shall be made by the Executive Committee and Plenum of UCEA.

### 2. Conditional Membership

#### A. For Research Generating Institutions

Conditional membership shall be comprised of those public and private universities and organizations, whose primary mission is the pursuit of scholarly research activity and who either do not yet satisfy the Full membership standard established in this policy or specifically request Conditional membership under this category. Conditional membership is intended for those institutions that demonstrate superior potential for meeting the UCEA standard. Membership decisions are determined through a review process conducted by the UCEA Executive Committee and Plenum.

1. Governance of UCEA is vested in those institutions holding Full membership. During the Conditional period, the university shall receive the benefits of membership and be entitled to participate in UCEA governance and other activities, including the Plenum, but may not vote nor serve on the Executive Committee.

2. Conditional membership under this category shall not exceed five years, during which time the university shall address specific concerns written into the provision of Conditional membership.

3. Conditional members shall address specific concerns written into the Conditional Membership provisions presented by the Executive Committee during the first five years of membership in order to be considered for Full membership.

4. Conditional members hoping to be considered for Full membership must reapply for said membership. However, Conditional members are under no obligation to apply for Full membership within a specified time period.
5. UCEA is not obligated to admit the institution to Full membership for Research Generating Institutions. During this period, UCEA will provide limited consulting services to the organization in meeting the Full membership criteria.

6. All members must renew their membership through their dues on an annual basis.

7. Conditional membership status is non-renewable. In the event that no formal request to reactivate the membership category is received by UCEA six months before the end of the five-year Conditional membership period, the Conditional membership shall lapse.

8. Before the end of the established Conditional membership five-year period, the institution may submit an amended application (if an earlier application for full membership was submitted) addressing identified concerns and request that the Executive Committee forward the amended application, with its recommendation, to the Plenum for a vote on Full membership. If an earlier site visit was made, this process will include a second site visit, however, the visit may be waived at the discretion of the Executive Committee. If the institution originally requested Conditional membership before a full review by the Executive Committee was made, the institution shall prepare an application for Full membership. The Executive Committee will review this application and decide whether to recommend it to the Plenum for a vote on Full membership.

9. Conditional members shall be expected to participate in carrying out the work of the association.

10. Dues for Conditional members shall be established by the Plenum.

11. All membership decisions shall be made by the Executive Committee and Plenum of UCEA.

B. For Research Utilizing Institutions

Conditional membership shall be comprised of those public and private universities and organizations, whose primary mission is quality leadership preparation and/or research utilization and who either do not yet satisfy the Full membership standard established in this policy or specifically request Conditional membership under this category. Conditional membership is intended for those institutions that demonstrate superior potential for meeting the UCEA standard. Membership decisions are determined through a review process conducted by the UCEA Executive Committee and Plenum.

1. Governance of UCEA is vested in those institutions holding Full membership. During the Conditional period, the university shall receive the benefits of membership and be entitled to participate in UCEA governance and other activities, including the Plenum, but may not vote nor serve on the Executive Committee.

2. Conditional membership under this category shall not exceed five years, during which time the university shall address specific concerns written into the provision of Conditional membership.

3. Conditional members shall address specific concerns written into the Conditional Membership provisions presented by the Executive Committee during the first five years of membership in order to be considered for Full membership.

4. Conditional members hoping to be considered for Full membership must reapply for said membership. However, Conditional members are under no obligation to apply for Full membership within a specified time period.
5. UCEA is not obligated to admit the institution to Full membership for Research Utilizing Institutions. During this period, UCEA will provide limited consulting services to the organization in meeting the Full membership criteria.

6. All members must renew their membership through their dues on an annual basis.

7. Conditional membership status is non-renewable. In the event that no formal request to reactivate the membership category is received by UCEA six months before the end of the five-year Conditional membership period, the Conditional membership shall lapse.

8. Before the end of the established Conditional membership five-year period, the institution may submit an amended application (if an earlier application for full membership was submitted) addressing identified concerns and request that the Executive Committee forward the amended application, with its recommendation, to the Plenum for a vote on Full membership. If an earlier site visit was made, this process will include a second site visit, however, the visit may be waived at the discretion of the Executive Committee. If the institution originally requested Conditional membership before a full review by the Executive Committee was made, the institution shall prepare an application for Full membership. The Executive Committee will review this application and decide whether to recommend it to the Plenum for a vote on Full membership.

9. Conditional members shall be expected to participate in carrying out the work of the association.

10. Dues for Conditional members shall be established by the Plenum.

11. All membership decisions shall be made by the Executive Committee and Plenum of UCEA.

3. Associate Membership

Associate membership shall be comprised of public and private universities and organizations (both Research Generating and Research Utilizing) that do not wish to be considered for Conditional membership under a respective category and/or institutions that may want to consider Conditional or Full membership at a future time. This category is also suitable for organizations that are exploring membership in UCEA, but may not have the infrastructure or resources to meet the respective Full/Conditional Membership Criteria. Membership decisions are determined through a review process conducted by the UCEA Executive Committee and Plenum.

1. Governance of UCEA shall be vested in those institutions holding full membership. Associate members are entitled to participate in UCEA activities but are not be eligible to vote in the Plenum or serve on the Executive Committee.

2. Associate members hoping to be considered for Conditional or Full membership in either category at a future time must re-apply for said membership. However, Associate members are under no obligation to apply for Conditional/Full membership within a specified time period.

3. If an application for Conditional/Full membership is requested by an Associate Member, UCEA is not obligated to admit the institution to said membership. If an Associate Member wishes to consult with UCEA about transitioning to Conditional/Full Membership, UCEA will provide limited consulting services to the Associate Member in meeting the Conditional/Full membership criteria.

4. All members must renew their membership on an annual basis.

5. Associate membership status is renewable once every five years. If the organization wishes to remain an Associate Member after two terms (or ten
consecutive years), the organization must submit a rationale as to why they chose to do so. The rationale must be approved by UCEA. In the event that no formal request to reactivate the membership category is received by UCEA six months before the end of the active Associate membership period, the Associate membership shall lapse.

6. Associate members shall be expected to participate in carrying out the work of the association.

7. Dues for Associate members shall be established by the Plenum.

8. All membership decisions shall be made by the Executive Committee and Plenum of UCEA.

4. Partner Membership

Partner membership shall be comprised of those school districts, K-12 schools, professional associations, and other non-university educational agencies that are engaged in efforts supportive of UCEA’s mission and purpose, and whose collaborative relationship is mutually beneficial to both the partner and UCEA.

1. Partner members shall be nominated by a member university or self-nominated for a term of three years, renewable. Nominating universities shall consult with the Executive Director to initiate appropriate procedures. The letter of nomination—by either a member university or the applying entity—shall provide the rationale and potential for successful collaboration between the partner and UCEA, including specific objectives for the partnership.

2. Partner members shall participate in UCEA activities. Partner representatives shall not be eligible to vote in the Plenum or serve on the Executive Committee.

3. Partner members shall be expected to participate in carrying out the work of the Association.

4. Dues for partner members shall be set by the Plenum.

5. The Executive Committee shall make decisions on partner membership.

C. Requirements for Membership in UCEA

1. Requirements for Full Membership

A. For Research Generating Institutions.

To be admitted to full membership in UCEA as Research Generating Institution, the applicant shall be required to satisfy UCEA’s standard of excellence in administrator preparation and scholarship. This includes (but is not limited to) superior institutional commitment and capacity to provide leadership for the advancement of educational leadership preparation, scholarship, and practice consistent with UCEA’s established mission and values [see UCEA Statement of Purpose in this document].

I. Categories of Evidence

Decisions on full membership shall be made by the Executive Committee and Plenum based on three categories of evidence: (1) eligibility, including consistency with UCEA’s standard of excellence; (2) consistency with UCEA’s Program Standards (section A.4.); and (3) other evidence. The applicant demonstrates eligibility to apply for full membership status, based on the following criteria for each of these categories outlined below:
a) **Eligibility:**

The following evidence should be provided in the executive summary statement (not to exceed 7 single-spaced pages) as well as throughout the application materials.

i. Evidence that the applicant institution offers the doctorate in educational administration/leadership or equivalent program.

ii. Evidence that the applicant institution is rated in the Carnegie classification system as a Doctorate Granting University (Research University Very High, Research University High, and Doctoral/Research University), or has a comparable rating within a classification system for international standing.

iii. Evidence that the applicant demonstrates superior institutional commitment and capacity for advancement of educational leadership preparation, scholarship, and practice, as per UCEA’s standard of excellence.

iv. A letter of commitment from an appropriate university official (e.g., Provost or Vice-President) and/or the Dean of the university’s college of education should be submitted.

b) **Consistency With UCEA’s Program Standards:**

The applicant demonstrates through submission of required and volunteered evidence that it satisfies (or is making significant progress toward satisfying) program standards set forth in Section A. 4 of this document. In all cases, evidence shall include, but not be limited to, the following:

i. Evidence of significant efforts by faculty members to identify, develop, and promote relevant knowledge focused on the essential problems of schooling, leadership and administrative practice.

   a) A list of the 10 most recent and relevant research products of program faculty holding a minimum half-time appointment in the K-12 educational leadership preparation program.

   b) Submission of full curriculum vitae for all program faculty

   c) A list of recent presentations at research and professional conferences.

ii. Evidence that the preparation program involves a critical mass of full time tenure track faculty (typically five or more) members whose appointments are in the department in which educational leaders are educated and who exhibit excellence in scholarship, teaching and service in educational leadership. A majority of educational leadership coursework must be taught by these full-time faculty.

   a) A list of all full-time faculty with documentation of research and teaching specialties; teaching loads for the last 2 years; approximate advising load for the last 2 years (licensure and degree students); number of doctoral graduates in the last 2 years and titles of dissertations.

   b) A list of all part-time faculty with documentation as above for full-time faculty.

   c) A list of all other faculty members (e.g., auxiliary, “clinical,” adjunct) with documentation of type of appointment (full-time or part-time), professional experience and expertise, teaching specialties, teaching load for last 2 years, and approximate advising load for last 2 years.
d) A description of how teaching and advising loads are determined for program faculty.

e) A description of professional development opportunities provided to program faculty, particularly those opportunities/strategies used to improve instruction (e.g., peer evaluations, team planning and/or teaching, external expert review of syllabuses, etc.), and the professional travel funds provided to faculty each year.

f) A description of the faculty evaluation process and the purposes it serves.

g) A description of plans used in faculty recruitment and retention efforts, including a diversity plan, and the representativeness of the faculty in regard to the diversity of the region served by the university program.

iii. Evidence that the program makes use of an advisory board of educational leadership stakeholders and involves leadership practitioners in program planning, teaching and field internships.

a) A description of program advisory board (e.g., membership, terms, selection, etc.)

b) A description of strategies used by the program for obtaining other advice and participation from the field (e.g., surveys, program evaluation, etc.).

c) A description of plans used to recruit and retain leadership practitioners to work with the program, including a diversity plan.

iv. Evidence that the preparation program engages in collaborative relationships with other universities, school districts, professional associations, and other appropriate agencies to (1) promote diversity within the preparation program and the field; (2) generate sites for clinical study, field residency, and applied research; and (3) other purposes as explained by the applicant.

a) A description of the formal collaborative relationships with school districts that inform program content and delivery and facilitate the provision of clinical study and formal inquiry as part of the required educational leadership program.

b) A list of the schools and school districts, primary contacts at each site, and contact information.

c) Memoranda of understanding or other formal documents that make the nature of the collaborative relationships explicit.

v. Evidence that the preparation program is (a) conceptually coherent and clearly aligned with quality leadership standards, (b) informed by current scholarship on the essential problems of schooling, leadership and administrative practice, and (c) makes use of research-based, best practices in leadership preparation. In particular, applicants should demonstrate how the content of the preparation program addresses problems of practice including leadership for student learning and diversity. Also, evidence should be provided to demonstrate that the processes of the preparation program are based on adult learning principles.

a) A narrative description of the program conceptual framework and how that framework is carried out through the delivery of program curriculum and other educational experiences.
b) A description of how the program demonstrates content and process standards.

c) A description of the pedagogical approach(es) used to deliver course content.

d) Documentation of program requirements for all educational leadership programs (degree and licensure), including coursework, internships, projects, theses, testing, exit, and any other requirements.

e) Specific description of the differences between the Ph.D. and Ed.D. degree programs (if applicable)

f) Description of the research preparation of doctoral students and how their research is linked to academic faculty research.

g) Syllabuses of core coursework, practica, and internships for all programs.

vi. Evidence that the preparation program engages in on-going programmatic evaluation and enhancement.

a) A description of the approach(es) used to evaluate the effectiveness of each preparation program.

b) A brief description of the findings from the program’s evaluation research.

c) A narrative description of how program evaluation findings have been used for program improvement.

vii. Evidence that the preparation program includes concentrated periods of study and supervised clinical practice in settings that enable leadership candidates an opportunity to work with diverse groups of students and teachers.

a) Documentation (all programs) of requirements for concentrated study, clinical study, and internship. In these descriptions, include length of time, number of hours, minimal conditions necessary to meet the requirements, how these aspects of concentrated study are managed and conducted by the program faculty, and how placement decisions are made.

b) Documentation of scholarships, assistantships, fee remissions, etc. awarded to full-time K-12 educational administration/leadership candidates in the two most recent academic years.

viii. Evidence that the preparation program is characterized by systematic, written recruitment and admission plans that rely on multiple sources of evidence and shows deliberate efforts to attract applicants who demonstrate leadership potential, with particular attention given to increasing diversity within the program.

a) A narrative description of plans, timelines and documents used in annual recruiting efforts, including a diversity plan, for each preparation program.

b) A list of the criteria used and a description of the procedure(s) followed to select students for participation in each preparation program.

c) A list of program applicants for the most recent academic year, their scores and other indicators used for screening, racial designation, gender, and whether they were admitted. (Use fictitious number-names, but be able to demonstrate case veracity).
d) A description of the demographics of the community served.

ix. Evidence that the preparation program has developed and maintained systematic efforts to assist all students in professional placement and career advancement.

a) A narrative description of strategies for student placement and career advancement used by the program.

b) A list of graduates, by program, for the most recent academic year, with their position prior to completing the program and their position following program completion.

x. Evidence that the preparation program faculty participates in the development, delivery, and evaluation of systematic professional development programs for educational leaders, in cooperation with appropriate professional associations and other educational and social agencies.

a) A narrative description of formal, regular, professional development efforts which the program participates in or sponsors.

b) Descriptions of professional development efforts planned/delivered jointly with professional associations or other educational or social agencies.

xi. Evidence that the preparation program offers regular professional development for program faculty to enhance their skills in leadership preparation, research methods, and other content areas.

a) A description of recent professional development efforts provided for program faculty.

c) Other Evidence
At its discretion, the university demonstrates through other evidence its superior commitment and capacity to provide leadership for advancement of educational leadership preparation, scholarship, and practice consistent with UCEA’s Mission, Values, and Vision.

B. For Research Utilizing Institutions.
To be admitted to full membership in UCEA as Research Utilizing Institution, the applicant shall be required to satisfy UCEA’s standard of excellence in administrator preparation and research utilization. This includes (but is not limited to) superior institutional commitment and capacity to provide leadership for the advancement of educational leadership preparation, practice, and research utilization consistent with UCEA’s established mission and values [see UCEA Statement of Purpose in this document].

I. Categories of Evidence
Decisions on full membership shall be made by the Executive Committee and Plenum based on three categories of evidence: (1) eligibility, including consistency with UCEA’s standard of excellence; (2) consistency with UCEA’s Program Standards (section A.4.); and (3) other evidence. The applicant demonstrates eligibility to apply for full membership status, based on the following criteria for each of these categories outlined below:

a) Eligibility:

The following evidence should be provided in the executive summary statement (not to exceed 7 single-spaced pages) as well as throughout the application materials.
i. Evidence that the applicant institution offers the doctorate or masters degree in educational administration/leadership or equivalent program.

ii. Evidence that the applicant institution is rated in the Carnegie classification system as a Doctorate Granting University (Research University Very High, Research University High, and Doctoral/Research University), Masters College or University (large, medium, or small), a Tribal College, or has a comparable rating within a classification system for international standing.

iii. Evidence that the applicant demonstrates superior institutional commitment and capacity for advancement of educational leadership preparation, scholarship, and practice, as per UCEA’s standard of excellence.

iv. A letter of commitment from an appropriate university official (e.g., Provost or Vice-President) and/or the Dean of the university’s college of education should be submitted.

b) Consistency With UCEA’s Program Standards:

The applicant demonstrates through submission of required and volunteered evidence that it satisfies (or is making significant progress toward satisfying) program standards set forth in Section A. 4 of this document. In all cases, evidence shall include, but not be limited to, the following:

i. Evidence of significant efforts by faculty members to identify, develop, and promote relevant knowledge of best practices focused on the essential problems of schooling, leadership and administration.
   a) A list of the 10 most recent and relevant scholarly and academic products of program faculty holding a minimum half-time appointment in the K-12 educational leadership preparation program.
   b) Submission of full curriculum vitae for all program faculty
   c) A list of recent presentations at research and/or professional conferences.

ii. Evidence that the preparation program involves a critical mass of full time faculty members whose appointments are in the department in which educational leaders are educated and who exhibit excellence in scholarship, teaching or service in educational leadership. A majority of educational leadership coursework must be taught by these full-time faculty.
   a) A list of all full-time faculty with documentation of research and/or teaching specialties; teaching loads for the last 2 years; approximate advising load for the last 2 years (licensure and degree students); number of graduates in the last 2 years and titles of dissertations (if applicable).
   b) A list of all part-time faculty with documentation as above for full-time faculty.
   c) A list of all other faculty members (e.g., auxiliary, "clinical," adjunct) with documentation of type of appointment (full-time or part-time), professional experience and expertise, teaching specialties, teaching load for last 2 years, and approximate advising load for last 2 years.
   d) A description of how teaching and advising loads are determined for program faculty.
   e) A description of professional development opportunities provided to program faculty, particularly those opportunities/strategies used to
improve instruction (e.g., peer evaluations, team planning and/or teaching, external expert review of syllabuses, etc.), and the professional travel funds provided to faculty each year.

f) A description of the faculty evaluation process and the purposes it serves.

g) A description of plans used in faculty recruitment and retention efforts, including a diversity plan, and the representativeness of the faculty in regard to the diversity of the region served by the university program.

iii. Evidence that the program makes use of an advisory board of educational leadership stakeholders and involves leadership practitioners in program planning, teaching and field internships.

a) A description of program advisory board (e.g., membership, terms, selection, etc.)

b) A description of strategies used by the program for obtaining other advice and participation from the field (e.g., surveys, program evaluation, etc.).

c) A description of plans used to recruit and retain leadership practitioners to work with the program, including a diversity plan.

iv. Evidence that the preparation program engages in collaborative relationships with other universities, school districts, professional associations, and other appropriate agencies to (1) promote diversity within the preparation program and the field; (2) generate sites for clinical study, field residency, and applied research; and (3) other purposes as explained by the applicant.

a) A description of the formal collaborative relationships with school districts that inform program content and delivery and facilitate the provision of clinical study and formal inquiry as part of the required educational leadership program

b) A list of the schools and school districts, primary contacts at each site, and contact information.

c) Memoranda of understanding or other formal documents that make the nature of the collaborative relationships explicit.

v. Evidence that the preparation program is (a) conceptually coherent and clearly aligned with quality leadership standards, (b) informed by current research, scholarship and clinical practices on the essential problems of schooling, leadership and administration. In particular, applicants should demonstrate how the content of the preparation program addresses problems of practice including leadership for student learning and diversity. Also, evidence should be provided to demonstrate that the processes of the preparation program are based on adult learning principles.

a) A narrative description of the program conceptual framework and how that framework is carried out through the delivery of program curriculum and other educational experiences.

b) A description of how the program demonstrates content and process standards.

c) A description of the pedagogical approach(es) used to deliver course content.
d) Documentation of program requirements for all educational leadership programs (degree and licensure), including coursework, internships, projects, theses, testing, exit, and any other requirements.

e) Description of the preparation of students and how their preparation is linked to research utilization efforts.

f) Syllabuses of core coursework, practica, and internships for all programs.

vi. Evidence that the preparation program engages in on-going programmatic evaluation and enhancement.

a) A description of the approach(es) used to evaluate the effectiveness of each preparation program.

b) A brief description of the findings from the program’s evaluation research.

c) A narrative description of how program evaluation findings have been used for program improvement.

vii. Evidence that the preparation program includes concentrated periods of study and supervised clinical practice in settings that enable leadership candidates an opportunity to work with diverse groups of students and teachers.

a) Documentation (all programs) of requirements for concentrated study, clinical study, and internship. In these descriptions, include length of time, number of hours, minimal conditions necessary to meet the requirements, how these aspects of concentrated study are managed and conducted by the program faculty, and how placement decisions are made.

b) Documentation of scholarships, assistantships, fee remissions, etc. awarded to full-time K-12 educational administration/leadership candidates in the two most recent academic years.

viii. Evidence that the preparation program is characterized by systematic, written recruitment and admission plans that rely on multiple sources of evidence and shows deliberate efforts to attract applicants who demonstrate leadership potential, with particular attention given to increasing diversity within the program.

a) A narrative description of plans, timelines and documents used in annual recruiting efforts, including a diversity plan, for each preparation program.

b) A list of the criteria used and a description of the procedure(s) followed to select students for participation in each preparation program.

c) A list of program applicants for the most recent academic year, their scores and other indicators used for screening, racial designation, gender, and whether they were admitted. (Use fictitious names, but be able to demonstrate case veracity).

d) A description of the demographics of the community served.

ix. Evidence that the preparation program has developed and maintained systematic efforts to assist all students in professional placement and career advancement.

a) A narrative description of strategies for student placement and career advancement used by the program.
b) A list of graduates, by program, for the most recent academic year, with their position prior to completing the program and their position following program completion.

x. Evidence that the preparation program faculty participates in the development, delivery, and evaluation of systematic professional development programs for educational leaders, in cooperation with appropriate professional associations and other educational and social agencies.

a) A narrative description of formal, regular, professional development efforts which the program participates in or sponsors.

b) Descriptions of professional development efforts planned/delivered jointly with professional associations or other educational or social agencies.

xi. Evidence that the preparation program offers regular professional development for program faculty to enhance their skills in leadership preparation, research utilization, and other content areas.

a) A description of recent professional development efforts provided for program faculty.

c) Other Evidence
At its discretion, the university demonstrates through other evidence its superior commitment and capacity to provide leadership for advancement of educational leadership preparation and practice consistent with UCEA's Mission, Values, and Vision.

2. Requirements for Conditional Membership

A. For Research Generating Institutions.

Decisions on conditional membership for research-generating institutions shall be made by the Executive Committee and Plenum based on the following:

a) Evidence that the applicant university offers the doctorate in educational leadership or equivalent program.

b) Evidence that the applicant university is rated in the Carnegie classification system as a Doctoral Granting University, or has a comparable rating within a classification system for international settings.

c) Evidence that the applicant is committed to the advancement of educational leadership preparation, scholarship, and practice, in accordance with UCEA's Mission, Values, and Vision statement. This evidence may be provided in an executive summary statement (not to exceed 5-7 single-spaced pages).

d) A letter of commitment from an appropriate university official (e.g., Provost or Vice-President) and/or the Dean of the university's college of education, and Chair of the respective Department of Educational Leadership/Administration should be submitted.

e) Evidence of the applicant's intention to meet the requirements for Full membership as a Research Generating Institution in UCEA within 5 years. This evidence should be provided in a program improvement plan (not to exceed 7 single-spaced pages) as well as in the letter of commitment stipulated in 2c above.
B. For Research Utilizing Institutions.

Decisions on conditional membership for research-utilizing institutions shall be made by the Executive Committee and Plenum based on the following:

a) Evidence that the applicant university offers the doctorate or master’s degree in educational leadership or equivalent program.

b) Evidence that the applicant institution is rated in the Carnegie classification system as a Doctorate Granting University (Research University Very High, Research University High, and Doctoral/Research University), Masters College or University (large, medium, or small), a Tribal College, or has a comparable rating within a classification system for international settings.

c) Evidence that the applicant demonstrates superior institutional commitment and capacity for advancement of educational leadership preparation, scholarship, and practice, as per UCEA’s standard of excellence. This evidence may be provided in an executive summary statement (not to exceed 5-7 single-spaced pages).

d) A letter of commitment from an appropriate university official (e.g., Provost or Vice-President) and/or the Dean of the university's college of education, and Chair of the respective Department of Educational Leadership/Administration should be submitted.

e) Evidence of the applicant’s intention to meet the requirements for full membership as a Research Utilizing Institution in UCEA within 5 years. This evidence should be provided in a program improvement plan (not to exceed 7 single-spaced pages) as well as in the letter of commitment stipulated in 2c above.

3. Requirements for Associate Membership.

Decisions on Associate membership shall be made by the Executive Committee and plenum based on the following:

a) Evidence that the applicant institution offers at least a master’s degree in educational leadership or an equivalent program/training.

b) Evidence that the applicant institution is rated in the Carnegie classification system as a Doctorate Granting University (Research University Very High, Research University High, and Doctoral/Research University), Masters College or University (large, medium, or small), a Tribal College, or has a comparable rating within a classification system for international settings.

c) Evidence that the applicant is committed to the advancement of educational leadership preparation, scholarship or practice, in accordance with UCEA’s Mission, Values, and Vision statement. This evidence may be provided in an executive summary statement (not to exceed 7 single-spaced pages).

d) A letter of commitment from an appropriate university official (e.g., Provost or Vice-President) and/or the Dean of the university's college of education, and Chair of the respective Department of Educational Leadership/Administration should be submitted.

e) If the university applicant is considering Conditional or Full membership at a future time, evidence of the applicant’s intention to meet the requirements for conditional membership in UCEA within the allotted time frame should be presented. This evidence should be provided in a program improvement plan (not to exceed 5 single-spaced pages) as well as in the letter of commitment stipulated in 3c above.
4. Requirements for Partner Membership.
Decisions on Partner membership shall be made by the Executive Committee based on the following:

   a) Evidence that the applicant demonstrates clear potential for successful collaboration with UCEA.

   b) Evidence that membership and participation in UCEA will be mutually beneficial.

   c) Evidence that the applicant is committed to the advancement of educational leadership preparation, scholarship, or practice, in accordance with UCEA’s Mission, Values, and Vision statement. This evidence may be provided in an executive summary statement (not to exceed 7 single-spaced pages).

   d) A letter of commitment from an appropriate representative or agent of the organization (e.g., Superintendent, Principal, Program Director, etc.).

D. UCEA University Membership Procedures

Universities seeking membership in UCEA shall follow established application procedures as follows:

1. Prior to submitting a membership application, interested universities shall consult with the executive director on all aspects of application, including eligibility and appropriateness. Membership application materials will be supplied to interested institutions upon request.

2. An interested university may develop an application portfolio, if it is willing to assume responsibilities of membership and believes that it can meet UCEA’s membership standard.

3. Upon request, UCEA shall appoint a consultant to assist the applying university in preparing its application portfolio.

4. The applying university shall file two (2) paper copies of the completed application with the UCEA Central Office, one (1) electronic copy of the competed application with the UCEA Central Office, and a hard copy with each of the nine (9) current members of the Executive Committee.

5. On the basis of the application, the Executive Committee shall determine if a site visit team should be sent to the applying university (at the applicant’s expense) or if additional information is needed from the applying university.

6. After considering the site visitation report, the Executive Committee shall ordinarily recommend a membership decision to the Plenum, or, extraordinarily, offer provisional membership to the applying university.

7. Upon recommendation of the Executive Committee, the applying university shall forward copies of the application (with abbreviated vitae) to Plenum Representatives prior to a vote. In the case of a recommendation not to admit, the applicant may withdraw from the membership process prior to the vote of the Plenum.

8. Following the vote, an applying university shall be informed of the results. For memberships activated after July 1, the membership fee will be prorated for the first year.
E. Requirements for Continuation of UCEA University Membership

Continuation of university membership in UCEA shall be subject to periodic review by the Executive Committee and Plenum of UCEA.

University members of UCEA shall, as a condition of continued membership, undertake a UCEA recommitment review (formerly call sabbatical review) of their educational administration/leadership preparation program once every seven years. These reviews shall be conducted on a published schedule in accord with the established UCEA membership standard and procedures for membership application.

F. Readmission to UCEA University Membership

Universities seeking readmission within seven years of their admission or sabbatical review shall be required to submit materials consistent with procedures established for sabbatical membership reviews. Such universities, which do not meet UCEA member requirements at the time readmission is sought, shall be permitted to seek “provisional status” as specified in this policy statement.

G. UCEA Membership Dues

Revisions approved by the plenum 12/05

UCEA membership dues for all membership categories shall be determined by the Plenum. The Executive Committee is directed to review the amount of dues and payment schedules no less than once every three years. If during the review, it is found that the rate of inflation has increased by more than 8% since the last dues increase, that the program initiatives of the organization have expanded to a substantial degree, or that UCEA is faced with other unanticipated financial exigencies, then the Executive Committee may recommend a dues increase. Only dues increases of at least $500 per year will be considered. A minimum of one-year’s notice of changes in dues amounts shall be given to member institutions.

H. Sabbatical Review

(effective 2/91, revised 2/95)

Article I, Section 4 of the UCEA Code of Regulations requires that “each member of the corporation shall provide evidence every seven (7) years that it continues to meet the criteria as to superiority of program, staff, facilities, and funds established by this corporation as a condition of membership.”

Preamble

The purpose of this self-study is to provide each member institution opportunities to: 1) review its commitment to improve its programs in educational administration; 2) assess progress in the attainment of program goals; 3) exhibit unique program qualities and strengths and, 4) describe future program goals and opportunities.

A. Review purpose, standard, and responsibilities.

1. The year during which a member is to be reviewed will be established by the Executive Committee. Subsequent reviews shall occur at least every seven (7) years. The review date may be rescheduled by the Executive Committee. A postponement may be sought, provided it comes with a serious reason under the signature of the dean and is received on or before August 15 of the academic year in which the report is due. Only under extraordinary circumstances would a second postponement be considered.
2. The purpose of the review is to present a succinct description (10-15 single-spaced typed pages) of the department's current status and future goals specifically related to UCEA membership criteria.

3. Review Standard: To retain membership in good standing, members shall be required to satisfy UCEA's standard of excellence in administrator preparation:

Superior institutional commitment and capacity to provide leadership for advancement of educational administration preparation, scholarship, and practice consistent with UCEA's established mission and purpose.

B. Operational definition and measures of the standard of excellence.

Ultimately, the determination that a member university does or does not meet the UCEA Standard of Excellence rests on the professional judgment of the Executive Committee. However, for purposes of review, that judgment shall be based on evidence of eligibility, commitment to UCEA's program standards, and other relevant evidence.

1. Continued eligibility:
   The university demonstrates eligibility for membership status, based on:
   a. Evidence that the university offers the doctorate in educational administration or equivalent program.
   b. Evidence that the institution is rated in the Carnegie classification system as a Research I, Research II, or doctoral I institution. Member universities in good standing shall be exempt from this requirement for purposes of sabbatical review.

2. The university will provide a narrative description of its faculty and program(s), demonstrate its commitment and capacity to provide leadership for the advancement of educational administration preparation, scholarship, and practice consistent with UCEA's established mission and purpose. Describe activity, capacity, and achievement related to the following program standards.
   a. Faculty
      1) The program involves a critical mass of full-time faculty whose appointments are in the department in which educational administrators are educated and who exhibit excellence in scholarship and teaching in educational administration and sensitivity to the needs and concerns of practitioners.
      2) Evidence of significant efforts by faculty members to identify, develop and promote a relevant, professional knowledge base for the contemporary practice of educational administration.
   b. Program
      1) The program requires an appropriate master's degree as a prerequisite for study in the professional preparation program.
      2) The program is systematic, sequential, and linked to the knowledge base and best practices of the field.
      3) The program includes concentrated periods of full-time study and supervised clinical practice.
      4) The program has established long-term formal relationships with selected school districts, and other appropriate agencies, to create partnership sites for clinical study, field residency, and applied research.
   c. Recruitment and Placement
      1) The program is characterized by systematic, written recruitment and admission plans that rely on multiple sources of evidence and show deliberate efforts to
attract highly qualified applicants, including applicants from racial and ethnic minority groups and women.

2) The program has developed and maintained systematic efforts to assist all students in professional placement and career advancement.

d. Professional Development

The program participates in the development, delivery, and evaluation of systematic professional development programs for educational leaders, in cooperation with appropriate professional associations and other educational and social agencies.

To best meet the unique needs and capacities of each member institution, the required evidence to support the 10-15 page narrative may be provided to the UCEA Sabbatical Review Team in one of two ways:

1) At your invitation, and after notification of the UCEA central office, a standing Plenum Representative of your choice will make a site visit to your university. All evidence stipulated in this section will remain on campus for examination during the site visit. The university under review will cover the costs for the site visit. Again, local capacity and preference would be the primary consideration for the use of a site visit.

2) A member institution may choose to provide documentary evidence organized into a succinct appendix of appropriate materials relevant to UCEA program standards.

3. "Vitae" of all program faculty.

C. Sabbatical Review Procedures.

In the assigned year of its Sabbatical Review, member universities are asked to conduct a self-study and produce a report (conforming to the outline below) for submission to the UCEA Executive Committee. Reports shall address any additional criteria for membership that may be adopted or modified by the corporation subsequent to the adoption of this statement of review policies and procedures. The core of the review report shall be limited to a narrative statement that describes the department's current status and future goals specifically related to UCEA membership criteria and program standards. The narrative summary shall be limited to 10-15 single-spaced pages.

D. Report Outline.

1. Cover letter(s) signed by university chief academic officer and college dean, confirming the university's continuing commitment to excellence in the professional preparation of school administrators and knowledge production.

2. Narrative response to the 9 program standards (not to exceed 15 pages, single spaced)

3. Vitae of educational administration faculty.

4. The member institution will indicate its preference for a site visit or if it will provide required evidence in written summary form. In the case of the former, the visitor should be named, after consultation with the Executive Director, regarding eligibility of the nominee. In the case of the latter, the evidence should be included as appendices to the report. The documentation should be organized and summarized so that the reviewers can easily determine whether or not the program standards are met. It is the responsibility of the reviewed university to demonstrate, point by point, that the program standards are met. In the absence of such organized and convincing evidence, the reviewers must presume that program standards are not met.

E. Report Specifications.

1. The report shall be prepared by the member institution and twelve (12) copies shall be submitted not later than January 15th of the year during which the university is scheduled
for review. For example, a university scheduled for review during the 1995-96 period will submit its report to the Executive Director on or before January 15, 1996. One copy shall be sent to each of the nine members of the Executive Committee (mailing labels will be supplied) and three (3) copies will be sent to the UCEA offices. The basic reporting period shall ordinarily consist of the full academic year most recently completed. For example, a university scheduled for review during the 1995-96 period will use the academic year ending June 1995 as the basic reporting period.

2. If your university chooses a site visit, it should occur between January 30 and March 15 of the review year. At the end of the site visit, the designated visitor will be expected to meet with appropriate officials to review findings, impressions, and such recommendations as will be forwarded to the Executive Committee. In their report to the Executive Committee, visitors will explicitly indicate and demonstrate whether or not the institutions under review meet each program standard.

3. At its spring/summer meeting, based on the submitted report, evidence, and/or report of the visitor, the Executive Committee shall make a determination whether or not the university continues to meet the UCEA standard of excellence. Moreover, the Executive Committee will be explicit in its determination concerning any deficiencies and strengths relative the program standards and comments to the reviewed institution. The Executive Director shall inform member universities of the Executive Committee's determination and the Committee's rationale for making that determination.

   a. In case of a determination that the university does continue to meet the standard of excellence, the member continued membership in good standing for seven years.

   b. If it is determined that a member university does not meet the standard of excellence, the Executive director's letter shall include a list of those areas in which the university is deficient (based on specific review of the Executive Committee) and notification that its membership may be terminated if it does not meet the standard within three (3) years of notification. Six months prior to the third anniversary of notification, the university shall submit twelve (12) copies of an updated report, responsive to the deficiencies noted. If the Executive Committee, at its next face-to-face session, then determines that the deficiencies have been corrected, the member university shall be restored to good standing. If the deficiencies have not been corrected, the Executive Committee shall recommend to the Plenum that membership be terminated. Termination shall be by a majority vote of the Plenum, ordinarily responding to a mail referendum.

Termination of Probationary Status
adopted by the Executive Committee 2/19/88
Universities on probation may request early consideration for removal from probation, at the same time they submit a report responsive to the deficiencies.

Requests for Postponement
adopted by the Executive Committee 7/24/95
The executive director may act on the requests for postponement, provided they fall within the policy guidelines approved by the Executives Committee.

UCEA Sabbatical Review Postponement Policy
adopted by the Executive Committee 4/12/93
Effective immediately, UCEA member universities assigned to a specific academic year for submitting to the Consortium's Sabbatical Review procedure will be permitted to seek a postponement for one year, provided

1. a serious and credible reason for the postponement is provided, over the signature of the dean;

2. the request is received by the UCEA before August 15 of the academic year in which the report is due.
Only under the most extraordinary circumstances would a second postponement be considered.

**Proposed Site Visitor Guidelines (not approved)**
(This is a draft of guidelines to be used by the site visitor. Comments, corrections, and additions are welcome. These guidelines are not official, that is, they have not been adopted by the EC.)

1. **Advance Arrangements:**
   a. All costs associated with the visitation are the responsibility of the university under review.
   b. Instruct the host university to have scheduled meetings with the educational administration department chair, all individual educational administration faculty, current degree candidates and license students, the provost (or equivalent academic officer) and an exit meeting with the college dean.
   c. Arrive for necessary evidence, data to be centrally collected and summarized for your review (related to the nine program standards).

2. **Site Visit:**
   a. Examine complete set of evidence with respect to the nine program standards.
   b. Meet with groups and individuals as scheduled.
   c. Observe general quality factors and review draft of preliminary recommendations with appropriate university officials (most likely the dean) prior to departure.

3. **Report to the Executive Committee:**
   a. The report should contain a summary of the accuracy of the institution's self-report for each of the nine program standards.
   b. The report should highlight the substance of the various meetings.
   c. Report should contain summaries of discussions with individual educational administration faculty members, including the history of their UCEA participation and interest in future UCEA activities and projects.
   d. Summary of strengths, weaknesses of educational administration program and recommendations for improvement.