

MEMBER INSTITUTIONS

Arizona State University
Baylor University
Boston College
Brigham Young University
California State Polytechnic U - Pomona
California State University - Bakersfield
California State University - Fresno
California State University - Fullerton
California State University - Long Beach
California State University - Sacramento
California State University - San Bernardino
California State University - Los Angeles
California State University - San José State University
California State University - Stanislaus
California State University - San Marcos
California State University - San Diego State University
California State University - San Francisco State University
Duquesne University
East Carolina University
Fielding Graduate University
Florida A&M University
Florida State University
Fordham University
Frostburg State University
Georgia Regents University
Georgia Southern University
High Point University
Illinois State University
Indiana University
Johnson & Wales University
Kansas State University
Kennesaw State University
Kent State University
Loyola Marymount University
Lynn University
Miami University
Michigan State University
Mills College
Montana State University
North Carolina State University
North Dakota State University
Northeastern University
Northern Illinois University
Northern Kentucky University
Nova Southeastern University
NYU Steinhardt
Portland State University
Regis College
Rutgers University
Salisbury University
Seattle University
Tennessee State University
Texas A&M University
Texas A&M University - Corpus Christi
Texas Tech University
The George Washington University
University of Alaska - Anchorage
University of Arkansas
University of Auckland (New Zealand)
University of Central Florida
University of Colorado, Denver
University of Connecticut
University of Denver
University of Georgia
University of Hawaii
University of Houston
University of Idaho
University of Louisville
University of Maryland
University of Massachusetts - Amherst
University of Mississippi
University of Missouri - Columbia
University of Missouri - St. Louis
University of Nebraska-Lincoln
University of New Mexico
University of North Texas
University of Northern Iowa
University of Pittsburgh
University of San Francisco
University of Southern California
University of Toronto (Canada)
University of Vermont
Virginia Commonwealth University
Washington State University
Western Carolina University
Western University (Canada)



About

The Carnegie Project on the Education Doctorate (CPED) is a consortium of over 80 colleges and schools of education which have committed resources to work together to undertake a critical examination of the doctorate in education (EdD) through dialog, experimentation, critical feedback and evaluation.

The vision of the consortium is to transform the EdD (referred to as a Professional Practice Doctorate within the consortium) into the degree of choice for preparing the next generation of practitioner experts and school (K-12) college leaders in Education, especially those who will generate new knowledge and scholarship about educational practice (or related policies) and will have responsibility for stewarding the Education profession.

To accomplish this vision, the mission of CPED is to improve that way in which professional educators are prepared by redesigning all aspects of EdD programs including curriculum, assessments, admissions, etc.

Contributions & Current Projects

Definition of the Education Doctorate & Working Principles for the Professional Practice Doctorate in Education

We, the members of CPED, believe

“The professional doctorate in education prepares educators for the application of appropriate and specific practices, the generation of new knowledge, and for the stewardship of the profession.”

With this understanding, we have identified the following statements that will focus a research and development agenda to test, refine, and validate principles for the professional doctorate in education.

The Professional doctorate in education:

1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.

c/o Duquesne University
Canevin Hall 401- 600 Forbes Avenue - Pittsburgh, PA 15282
<http://cpedinitiative.org>

4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
6. Emphasizes the generation, transformation, and use of professional knowledge and practice.

Design Concepts for Professional Preparation Program

Scholarly Practitioner: Scholarly Practitioners blend practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice. They use practical research and applied theories as tools for change because they understand the importance of equity and social justice. They disseminate their work in multiple ways, and they have an obligation to resolve problems of practice by collaborating with key stakeholders, including the university, the educational institution, the community, and individuals.

Signature Pedagogy: Signature Pedagogy is the pervasive set of practices used to prepare scholarly practitioners for all aspects of their professional work: “to think, to perform, and to act with integrity” (Shulman, 2005, p.52). Signature pedagogy includes three dimensions, as articulated by Lee Shulman (2005):

1. Teaching is deliberate, pervasive and persistent. It challenges assumptions, engages in action, and requires ongoing assessment and accountability.
2. Teaching and learning are grounded in theory, research, and in problems of practice. It leads to habits of mind, hand, and heart that can and will be applied to authentic professional settings.
3. Teaching helps students develop a critical and professional stance with a moral and ethical imperative for equity and social justice.

Inquiry as Practice: Inquiry as Practice is the process of posing significant questions that focus on complex problems of practice. By using various research, theories, and professional wisdom, scholarly practitioners design innovative solutions to address the problems of practice. At the center of Inquiry of Practice is the ability to use data to understand the effects of innovation. As such, Inquiry of Practice requires the ability to gather, organize, judge, aggregate, and analyze situations, literature, and data with a critical lens.

Laboratories of Practice: Laboratories of Practice are settings where theory and practice inform and enrich each other. They address complex problems of practice where ideas—formed by the intersection of theory, inquiry, and practice—can be implemented, measured, and analyzed for the impact made. Laboratories of Practice facilitate transformative and generative learning that is measured by the development of scholarly expertise and implementation of practice.

Dissertation in Practice: The Dissertation in Practice is a scholarly endeavor that impacts a complex problem of practice.

Problem of Practice is as a persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improved understanding, experience, and outcomes.

FIPSE Grant: P116B100134 (2010-2014)

Project Title: *Redesign of the Professional Practice Doctorate in Education*

Timeframe: 2010-2013 (original grant); an extension has been awarded through September 2014

Award: \$700,000

Principal Investigator: Jill A. Perry, PhD

This project consists of a cross-case study of 21 original CPED member institutions that seeks to answer the following research questions and goals. Results and products from this research are available on the CPED website.

FIPSE Research Questions

1. What has been CPED's impact on doctoral preparation?
2. What do the Professional Practice Doctorates look like and how do they differ from what was offered before?
3. How did the College / School make these changes?
4. What are the lessons learned?

FIPSE Research Goals

1. Document and evaluate change in the organizational structures of graduate schools to accommodate new professional practice degrees for school and college leaders. (Institution)
2. Document and evaluate change in the signature learning processes, learning environments, and patterns of engagement of faculty and candidates in Ed.D. programs that participate in CPED. (Program and individual)
3. Document and evaluate fidelity to the set of guiding principles developed in Phase I. (Program)
4. Disseminate lessons learned and best practices for the design and implementation of professional practice degrees to a new cohort of graduate schools of education. (Field)

Dissertation in Practice Award & Database

As a means to honor the work of scholarly practitioners in professional practice programs, the Carnegie Project on the Education Doctorate seeks to recognize exemplary Dissertations in Practice. While the final product can use any research approach (historical, quantitative, qualitative, etc.) and any individual or group dissertation format, we are particularly interested in products that demonstrate a means to create change in practice and adhere to the CPED definition of Dissertation in Practice.

A call for nominations is made in the spring of every year with awards presented at the October convening. Awards have been made for 2012, 2013 and 2014. See website for details.

In addition, the consortium archives dissertations in practice generated from CPED-influenced EdD programs as a means to support our consortium in learning about different formats and designs. The database is available on the CPED website.

CPED Program Recognition

CPED member institutions are committed to improve doctoral education for the preparation of scholarly practitioners through national conversations focused on “reclaiming, reframing, and redesigning” the professional Doctor of Education (EdD). The recognition process recognizes those doctoral programs that have embraced and implemented CPED ideals, serving as a mechanism for external constituencies to distinguish EdD programs. Active CPED member institutions have their program reviewed for consistency with the *CPED Working Principles* (2009), which includes applying the *CPED Design Concepts* (2010) as a means to enact them. CPED-endorsed programs use continuous improvement data to demonstrate the impact of their program, students, and alumni.

With this understanding in mind, the CPED recognition process is designed to:

- Articulate the nature and function of the doctorate of education for scholarly leaders in practice-based settings;
- Demonstrate effectiveness that adheres to the *CPED Working Principles* and *Design Concepts*;
- Provide a framework for continuous program improvement;
- Recognize differing phases of program development; and
- Expect active participation and contributions by member institutions to CPED organizational activities and initiatives.

Background Information

Historical Overview

The education doctorate’s murky beginnings at Harvard College in 1921 ensured a long struggle to gain legitimacy as a professional degree. Over the next 80 years, more than 20 academic studies examined the design and outcomes of both the Ed.D. and Ph.D. at many institutions, but never sought to distinguish or clarify the two. As a result, the Education Doctorate has faced many challenges to becoming the terminal degree that prepares professional practitioners in education.

Phase I: 2007-2010

With the support of the Carnegie Foundation for the Advancement of Teaching under the leadership of then President Dr. Lee Shulman, and the backing of the Council for Academic Deans of Research Education Institutions (CADREI), the project began with 25 member institutions. Three years of bi-annual convenings and on-line collaborations produced the following Definition of the Education Doctorate:

"The professional doctorate in education prepares educators for the application of appropriate and specific practices, the generation of new knowledge, and for the stewardship of the profession."

In addition, the Consortium developed a set of Working Principles (see attached) to guide program development and a set of Design Concepts (see attached) that represent the core components of Ed.D. preparation.

Phase II: 2010-2013

In September 2010, the hard work of the consortium was rewarded with a \$700,000 grant from the Fund for the Improvement of Post-Secondary Education (FIPSE). With the receipt of these funds, the CPED Initiative entered a second phase during which the consortium has undertaken a mixed-methods, multi-case study of its work at 21 of the original member institutions (for more

information see: FIPSE Research Tab). In addition, the Consortium has added 8 new California State University campuses and 27 new universities that have committed themselves to continuing the work of the Consortium in a continuous and evaluative discussion of the Education Doctorate. CPED Headquarters moved to Duquesne University School of Education where Dr. Jill A. Perry, Co-Director received a research faculty position. A founding member, Duquesne University has offered both support and guidance to the Consortium.

Phase III: 2014

The CPED Consortium has transitioned to a stand-alone entity. Since 2013, our membership has overwhelmingly expressed their commitment for continuing CPED work on professional practice doctoral preparation. With the support “bridge funds” from our membership consortium transitioned into a 501(c)(3) non-profit membership organization. We have appointed a Board of Directors to guide us in utilizing these funds to advance the work of the Consortium.

Central to this Phase will be the development of a Recognition process to demonstrate the quality and difference of CPED-Influenced EdD programs and the creation of a CPED Knowledge Forum that will support the work of members and non-members in the development of their EdD programs. In addition, a call for new membership grew CPED membership to 86 institutions including three new international members in Canada and New Zealand.

Association with the Carnegie Foundation for the Advancement of Teaching

The CPED consortium remains an integral part of the Carnegie Foundation for the Advancement of Teaching’s agenda under the administration of President Anthony Bryk. The Carnegie Foundation supports efforts to bring the discipline of improvement science to bear on important problems of education practice and recognizes an important aspect of this effort is the significant capacity-building among educational leaders. CPED is working to integrate improvement research into the training of education doctorate students—an important endeavor in order to advance the work of improvement in education. The Foundation views CPEDs work as high-leverage work aligns with its mission. To this end, a team of 18 CPED faculty and staff participated in the October 2012 Explorer’s Workshop, a 2-day training on Improvement Research held at the Foundation in Palo Alto, CA. In addition, CPED submitted a proposal to the Institute of Education Sciences (IES) for funding to train education faculty in the use of improvement research. If funded in 2014, CPED will work with the Foundation to implement this project. In addition, The Carnegie Foundation is the fiscal agent for CPED housing and managing funds generated from CPED membership.

CPED Convenings

The signature activity of many Carnegie Foundation programs is a "convening." The term is meant to convey not only that these meetings are different from traditional conferences, but also that the central feature is coming together.

There are five key features that make the convening unique:

1. **Idea Centered:** key questions and proactive ideas focus each convening and engage participants in discussing and defining the future of the education doctorate.
2. **Mix of Pedagogies:** plenary sessions, campus team-work time, structured small groups, presentations and social occasions make up the structure of a convening and promote intellectual community.

3. **Multiple Voices:** A crucial component of the CPED convening is the voices of multiple stakeholders—faculty, deans and graduate students.
4. **Unstructured Conversations:** convenings include the all-important social components to build personal connections and strengthen intellectual connections.
5. **High Expectations:** CPED asks each institution team to complete several assignments in advance, which often involve consulting widely with leadership and other members of their institution.

In addition, CPED has added the following component to represent the work that we do as a consortium.

6. **Critical Friends:** In CPED, the role of critical friends is to support and empower each other by demonstrating a positive regard for people and providing an informed critique of processes and practices (Swaffield, 2005). The longer the involvement of an institution with a critical friend is, the more beneficial the relationship becomes as a greater understanding of specific contextual issues facing the university, priorities, and pressures within the institution develop (Storey & Hartwick, 2009).

CPED Leadership

Dr. Jill A. Perry, Executive Director

Jill Alexa Perry is the Executive Director for the Carnegie Project on the Education Doctorate. She is also currently a Research Faculty member in the Department of Foundations and Leadership at Duquesne University. A graduate of the University of Maryland, she received her Ph.D. in International Education Policy. Dr. Perry's research focuses on professional doctorate preparation in education, organizational change in higher education, teacher professionalization, and teacher issues both nationally and internationally. She has over 18 years of experience in leadership and program development in education and teaching experience at the elementary, secondary, undergraduate, and graduate levels in the US and abroad. She is a Fulbright Scholar (Germany) and a returned Peace Corps Volunteer (Paraguay).

Dr. David G. Imig, Chair of the Board & Founding Director

David G. Imig is the Chair of the Board for the Carnegie Project on the Education Doctorate. He is also Professor of the Practice at the University of Maryland. For twenty-five years he led the American Association of Colleges for Teacher Education where he engaged deans in on-going dialogue regarding institutional change and developed a firm understanding of the challenges of changing education schools. Imig holds his academic degrees from the University of Illinois, Urbana-Champaign and is widely published in the areas of teacher and administrative leadership.

Board Members

The Board consists of the following CPED Deans:

David Rock, University of Mississippi
 Claire Cavallaro, California State University – Fullerton
 Jon Engelhardt, Baylor University
 James Hennessy, Fordham University
 Lucindia Chance, Georgia Regents University

CPED Contact Information:

Jill A. Perry, Executive Director
 CPED c/o Duquesne University School of Education
 Canevin Hall 401 600 Forbes Avenue Pittsburgh, PA 15282
 (O) 412-396-4341 (c) 301-204-2644 JillAPerry@cpedinitiative.org

c/o Duquesne University
 Canevin Hall 401- 600 Forbes Avenue - Pittsburgh, PA 15282
<http://cpedinitiative.org>