



## **2021 CPED Convening**

### **CPED Improvement Group Calls for Learning Exchanges**

CIG Sponsored Exchanges will capture the spirit and focus of the CIG's work and/or the convening's theme as they relate to the CIG. CIG leaders develop the call for these exchanges and will be involved in reviewing proposals.

Below you will find descriptions of each CIG's call for exchanges.

#### **Dissertations in Practice CIG Call:**

The DiP CIG is sponsoring learning exchanges that further the reimagining of the CPED dissertation genre. Many CPED dissertations follow a "traditional" chapter model and as a CIG we are interested in sharing exemplars and/or inviting heuristics which will help students and chairs to define new modes and models of scholarship. We specifically invite proposals which provide actionable and tangible supports. Proposals developed by and along with students or CPED alumni are strongly encouraged.

Our CIG seeks proposals for exchanges that address points or issues such as (but not limited to):

Exploring and sharing new models, exemplars, and approaches that reimagine the dissertation in practice, helping us to consider ways of engaging research that diverges from or even dismantles traditional models, practices, and output.

Considering actionable points or examples of how EdD programs can build in program-wide or systemic supports that allow faculty and students to engage in reimagined models of the dissertation in practice.

Exploring and discussing new possibilities and strengths (e.g., promoting equity of opportunity, encouraging new knowledge, skills, or dispositions, etc., among others) that emerge from reimagined dissertation in practice models.

Sharing potential barriers that can occur in engaging in different models of scholarship and engaging actionable approaches to breaking through or disassembling those.

These points offer potential directions for proposals but are not exhaustive of the possibilities. We aim to widely seek relevant work that connects to what it might mean to reimagine traditional dissertation models or traditional research approaches and ways of knowing. Through this CIG, we hope to engage in building a more diverse, creative, and comprehensive understanding of the dissertation in practice and what it might be or become.

#### **Improvement Science CIG Call**

The CPED Improvement Science CIG would like to offer CIG-sponsored sessions on Improvement Science as the theme is a great match for IS. The IS-CIG will sponsor proposals that provide an overall small group exchange experience focused on developing and enhancing our understanding of the role of inquiry in educational leadership programs in responding to community needs.

In response to the convening's theme, our CIG seeks proposals for exchanges that answer these and other questions to further our understanding of how integrating improvement science, and other design-based methods, contributes to preparing educational professionals who engage inquiry for and with communities and ensure all students learn and thrive in just and equitable systems

### **Social Justice CIG Call:**

Many EdD programs are oriented toward the development of educational leaders who are both committed to, and capable of, leading organizations toward equitable and socially just outcomes for students, their communities, and society. It is unclear, however, whether EdD programs are intentionally building leadership capacity to disrupt the foundations of existing educational systems including extant policies, structures, and practices. For programs that have engaged in the work of disruption, we wonder, what types of critical theory and/or critical praxis do they engage/enact?

We invite learning exchanges that explore the following.

Culminating projects that increase student recognition of the system(s) as the source of inequity and injustice including (but not limited to):

- Program and course-level practices that build understanding of non-dominant identities including African-centered, Indigenous, female/queer, and/or neuro/bodily-diverse ways of knowing & being in the world
- Program and course-level practices that encourage scholar practitioners to consider their own positionality and its connection to their leadership identity formation
- Non-traditional culminating projects focused on cultivating equitable and socially just leadership
- EdD program curriculum, learning experiences, and dissertations in practice that build leadership capacity to disrupt and transform present educational organizations and systems
- How EdD programs justify a social justice orientation of disruption and inclusion as central to high quality, EdD programming
- Challenges and opportunities with educational partners (e.g., school districts, community colleges, universities) resulting from an EdD program's commitment to the disruption and transformation of the status quo
- Ways that EdD programs support their students and alumni facing resistance to leadership for equitable and socially just outcomes
- Connections between leadership for disruption, activism, and education policy