Dissertation In Practice Award Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>University</th>
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<tr>
<td>Val Storey</td>
<td>University of Central Florida</td>
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<tr>
<td>Micki Caskey</td>
<td>Portland State University</td>
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<td>Bryan Maughan</td>
<td>University of Idaho</td>
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<td>Jim Marshall</td>
<td>CSU Fresno</td>
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<td>Amy Wells Dolan</td>
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<td>Nancy Shanklin</td>
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<td>Cheri C. Magill</td>
<td>Virginia Commonwealth</td>
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1. Review DiP definition;
2. Refine guidelines for DiP Annual Award submission;
3. Review and revise DiP Annual Award assessment criteria;
4. Review and analyze data from 2012-2013 DiP submissions; and
5. Respond to challenges identified by consortium members (Fall, 2013) transitioning from a traditional DiP format.
"My team is having trouble thinking outside the box. We can’t agree on the size of the box, what materials the box should be constructed from, a reasonable budget for the box, or our first choice of box vendors."
Design Concept-Definition
Dissertation In Practice

The Dissertation in Practice is a scholarly endeavor that impacts a complex problem of practice.
Dissertation in Practice of the Year Award, 2014
Submission Guidelines

Submission is made online.
http://cpedinitiative.org/dissertation-practice-year-award

Closing date for completed submissions
June 20, 2014, 11:59pm PST

Submitted DiPs will be judged on their alignment with CPED working principles, identification of a researchable, complex problem of practice; use of rigorous and appropriate methods of inquiry; potential for positive impact on the identified complex problem of practice; integration of theory and practice to advance professional knowledge and to impact the field; ability to act ethically and with integrity; and effectiveness of communication.
2013 DiP Submission Analysis

- 8 reviewers
  - 300 responses to rubric criteria
  - Item scored on a 1-5 continuum with 3 being “target.”
  - Mean = 2.86
  - Median was 3 (“target”) for all items except #5, indicating a higher potential for impact on practice.
  - Reviewer scores frequently consistent.
  - Reviewer comments collected for each item reviewed.
2013 DiP Submission Analysis

25 DiP Submissions

Phase I institutions - 21 (14 submissions from three institutions)
Phase 2 institutions – 4

DiP Research Methodology

4 (16%) quantitative methods
17 (68%) qualitative methods
4 (16%) employ mixed method

Average page length was 212, range of 85 to 377 pages
2013 DiP Submission Analysis Methodologies

- Action Research 11
- Phenomenology 1
- Grounded theory 3
- Case Study 10
2013 DiP Submission Analysis

Format Analysis
Traditional five chapter dissertation - 25
Individual author - 25
Collaborative process – 2
Evidence of including stakeholders – 12
Evidence of impact- 6
2013 DiP Submission Analysis

Common factors of award finalists
  Action research
  Identified problem of practice
  Engaged a community partner
  Showed immediate impact

Addressed CPED working principles
Feedback from Consortium Members attending the Fall Convening, 2013

Challenges and Solutions Identified by CPED Institutions Impacting Program Transition from a Traditional Dissertation Model to a Professional Practice DiP Model
(see handout)
Publications
