2020 Member Report

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EXECUTIVE SUMMARY

The Carnegie Project on the Education Doctorate (CPED) is a member-driven organization comprised of 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 work of CPED is realized in schools and colleges of education across the country and beyond through the application of its program design concepts and guiding principles for program design to produce advanced scholarly practitioners in the field of education. Emerging in 2007 from the work of the Carnegie Foundation for the Advancement of Teaching under the leadership of Dr. Lee Shulman, CPED and its original 25 institutions embarked on early progress toward redefining the education doctorate to focus on preparation of professional practitioners "to become well-equipped scholarly practitioners who provide stewardship of the profession and meet the educational challenges of the 21st century."

Members have committed to learning about changes to the EdD and support this commitment by sharing data about their programs with CPED. After celebrating its first decade in 2017, CPED was positioned at a critical juncture, with a membership of over 100 institutions, to investigate key issues related to the design and delivery of EdD programs. In 2017, CPED developed and administered a broad member report/survey to gather information about how member programs embody the CPED guiding principles and design concepts.

In 2019, CPED worked with the Collaborative for Evaluation and Assessment Capacity (CEAC), housed within the University of Pittsburgh School of Education, to revise and hone the member/survey report. CEAC and CPED began the development process by conducting additional secondary analysis of data gathered through the 2017 member survey. Along with lessons learned from the original administration and analysis of the 2017 survey, CEAC and CPED substantially revised and redeveloped the member survey for a 2020 administration. Two key points of emphasis were to make the survey shorter and to include more categorical items/questions. Further collaboration and feedback was sought and received from the CPED Dean's Council in January 2020, after which the survey was finalized and uploaded to the Qualtrics survey system for administration.

The new CPED member report/survey was distributed to CPED members (n=117) from March through August 2020. Given the COVID-19 pandemic, CEAC and CPED steadily worked directly with member deans and delegates to maximize the response to the report/survey. In the end, CPED received a report/survey from 90 members for a 77% response rate. The results in this report highlight CPED's influence on the evolution of EdD programs and the transformation of practice.

EVOLVING EdD PROGRAMS

For over a decade, CPED has helped institutions transform their EdD programs to meet the needs of practitioners. In 2020, we find that member institution programs fall on a spectrum from largely traditional to highly innovative. These programs may be deep into their redesign efforts or they may have just begun. We find that the distribution of these institutions appear to follow a bell curve, with a few highly traditional programs, many influenced or distinctive programs (the area between traditional and innovative) and a few highly innovative programs. This analysis focuses on program elements such as delivery modes, faculty, coursework (including internship), inquiry, and fieldwork. Additionally, notable growth in programs' signature pedagogies, focus on cultivating scholar practitioners, use of the problem of practice, mentoring and advising, laboratories of practice, inquiry as practice, dissertations/dissertations in practice, and methods taught are all evident. Many influenced and distinctive programs are working hard to construct their programs using the CPED principles and design concepts, but are still in process. Innovative programs can serve as models for exciting ways institutions have uniquely integrated these principles and concepts.

Delivery Modes, Sites, and Structures

With regard to modes of delivery, members reported hybrid as the most prevalently utilized by their programs (56%, n=49). The remaining three choices were utilized by programs with similar frequency, with 20-25% of members reporting their programs to be each all online, face to face, or other. Within the other category, members most often cited the modes of delivery varied by program or online with an initial or annual summer institute of usually one week. Eleven respondents (13%) listed that they offered their program(s) through multiple modes of delivery (see Figure 1).

**Figure 1.** What is your program's mode(s) of delivery? (Select all that apply) (n=87)
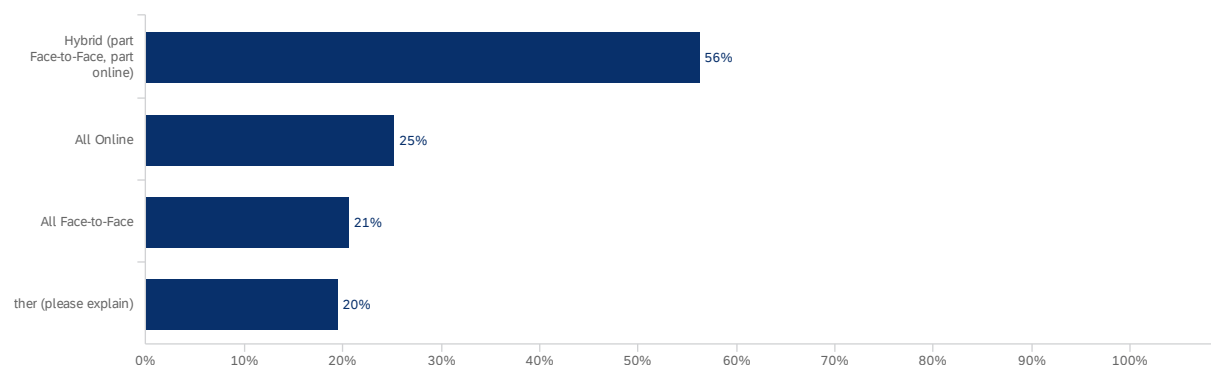
Across each delivery mode, a majority of members reported that their programs are designed to be completed in three years. Fully online programs had the highest percentage of members reporting a timeframe for completion greater than 3 years (37%, n=5). Small percentages of members reported their hybrid programs (8%, n=4)

and face to face programs (5%, n=1) were designed to be completed in less than 3 years (see Figure 2., Figure 3., Figure 4).

Figure 2. In how many years is your hybrid program designed to be completed? (n=49)

Less than 3 years	8%
3 years	65%
4 years	20%
More than 4 years	6%
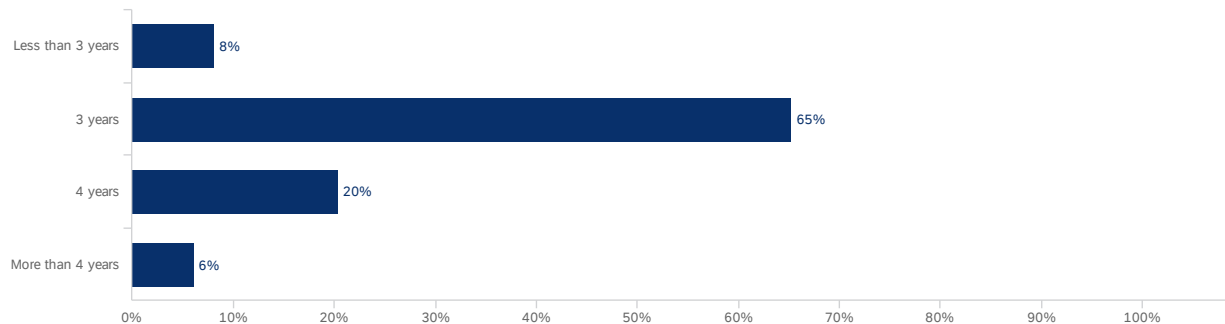
Figure 3. In how many years is your fully online program designed to be completed? (n=22)

3 years	64%
4 years	32%
More than 4 years	5%
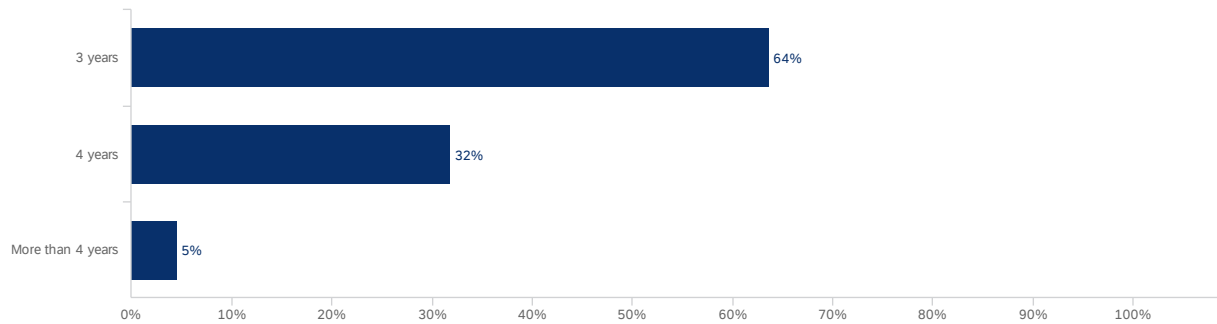
Figure 4. In how many years is your face-to-face program designed to be completed? (n=19)

Less than 3 years	5%
3 years	68%
4 years	16%
More than 4 years	11%
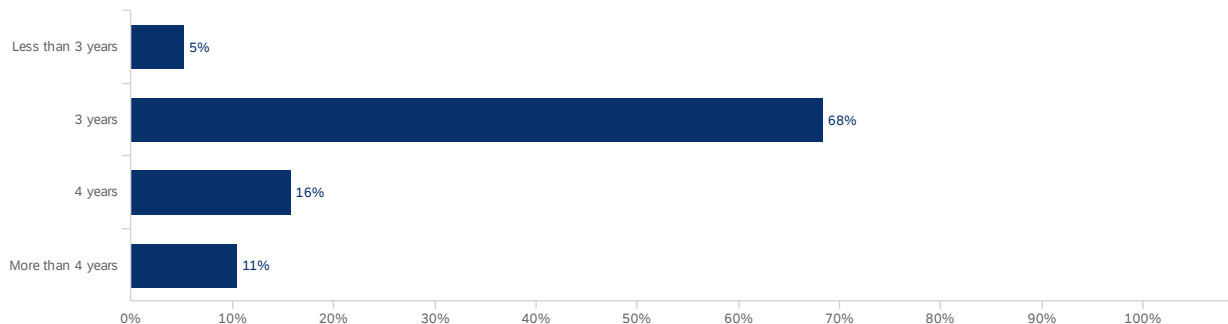
Members overwhelmingly reported offering in-person courses on their university campus and some listed additional sites. Over 85% of members reported offering face-to-face classes on their university campus for both hybrid and face to face programs. The next most often listed place for holding face to face classes was branch campuses: 24% (n=12) of hybrid and 20% (n=4) of face to face programs. Additionally, 59% (n=29) respondents with hybrid programs and 55% (n=11) of respondents with face-to-face programs listed only offering face-to-face course meeting at their university campus, while 31% (n=15) and 35% (n=7) listed offering them at additional sites as well, respectively (see Figure 5. and Figure 6).

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Figure 5. Sites where members offer face-to-face classes in hybrid programs. (n=49)
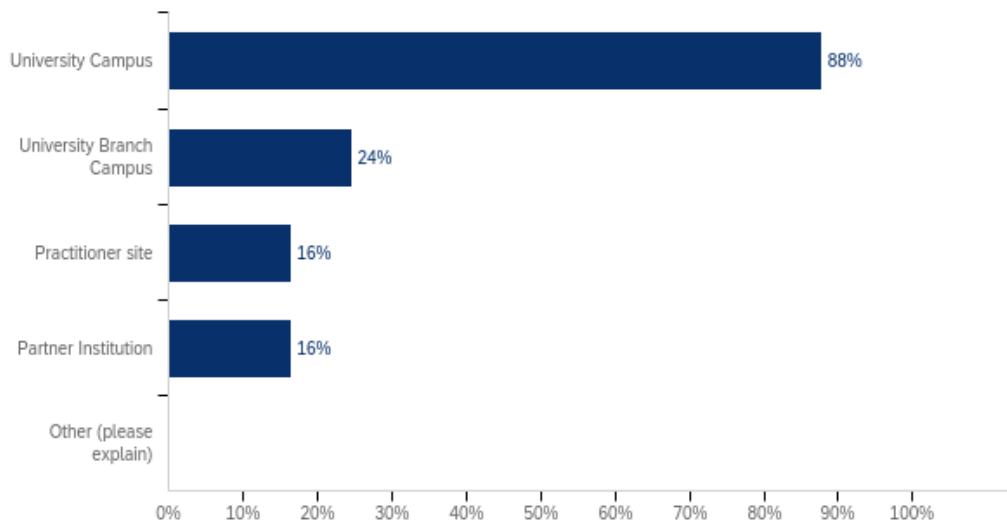
Figure 6. Sites where members offer face-to-face classes in face-to-face programs. (n=20)
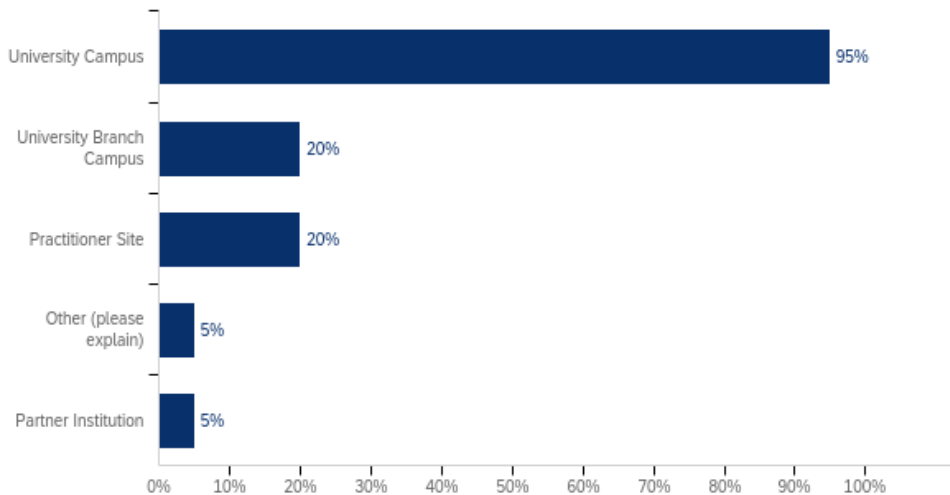
Members were also asked about other doctoral degrees in education offered at their institutions. Generally, the overwhelming majority of members do not offer a non-CPED-influenced EdD program (87%, n=76) alongside their CPED-influenced program. Of those members who offer a non-CPED influenced EdD program (13%, n=11), most do not have CPED and non-CPED students take courses together (82%, n=9). As for members offering PhDs in education in addition to their CPED-influenced EdD, results were fairly evenly split, with 52% (n=45) offering a PhD and 48% (n=42) not offering a PhD. The vast majority of those PhD programs pre-existed the institution joining CPED (91%, n=41) with a slight majority offering classes where PhD and EdD students take courses together (53%, n=24).

Faculty Status & Advising Load

Over the past year, member institutions report that an average of 59% of faculty members teaching courses in their programs were tenure track faculty (n=85). Part-time/adjunct faculty and full-time renewable term faculty made up the remaining faculty with means of 17% and 15%, respectively. Going against the norm one member institution reported that their program is taught entirely by full-time renewable term faculty. Member institutions also overwhelming reported that PhD students do not teach courses in their programs with 93% (n=41) with the remaining 7% reporting that PhD students were used as a supplemental resource (see Figure 7).

Figure 7. Considering all the courses taught in your program this past academic year, what percentage of faculty teaching those courses were: Please make sure this question adds up to 100%. (n=85)
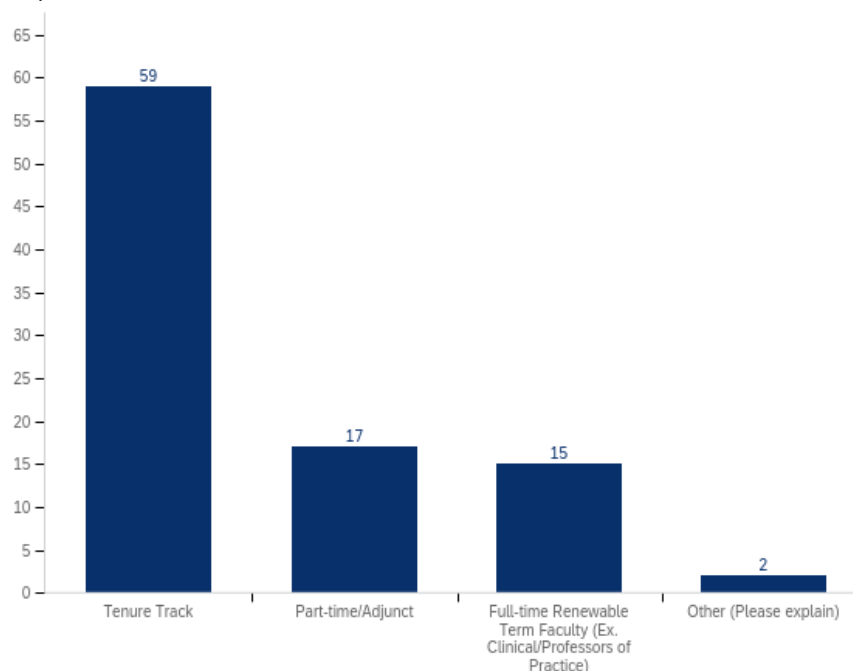
Sixty percent (n=70) of member institutions reported that between one and six faculty members advised at least one student in the past academic year. The high end of Figure 2.10—which includes all institutions reporting ten or more full-time faculty advisors—varies significantly with one institution reporting a hundred full-time faculty members that advised at least one student. Across all member institutions, these full-time faculty members advised on average 14 advisees (n=70) with a standard deviation of 19 (see Figure 8).

Figure 8. Number of full-time faculty per institution that advised at least one student in the past academic year. (n=70)
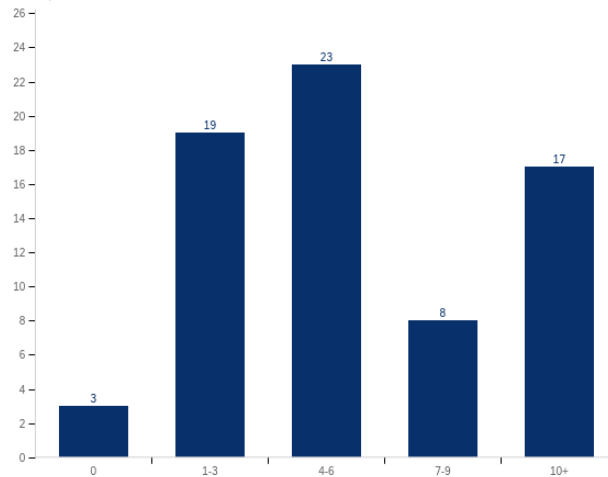
Coursework

In both hybrid and face to face programs, the CPED Framework is transforming the scope of coursework offered at a practitioner site or partner institution. CPED's Principle 5 asserts that the professional doctorate in education is "grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry." CPED member programs operationalize this principle through coursework offered at both practitioner sites and partner institutions. Such coursework has a strong focus on scholarly knowledge being integrated and applied to professional contexts with research centered on the workplace. Coursework also appears to be grounded in CPED Principle 3, which "provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships." This work is geared towards expanding leadership knowledge, enhancing leadership capacity, or exploring future leadership roles through students' assumption of additional roles and responsibilities. The following findings provide further context about course requirements within member EdD programs.

The number of courses students must complete to graduate from member EdD programs varied greatly, ranging from 7 to 48. The highest percentage of respondents (68%, n=54) reported that in their programs, students must complete 15 to 20 courses to graduate. Sixteen percent of the respondents (n=13) reported that students must complete more than 20 courses to graduate, and another 15% of the respondents (n=12) reported that students must complete less than 15 courses to graduate (see Figure 9).

Figure 9. What is the total number of courses students must complete to graduate from your EdD program?
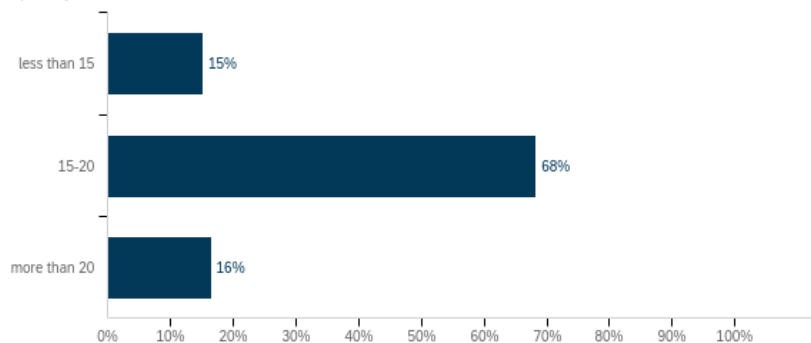
Respondents cited varied types of courses as part of their programs. Fifteen institutions (19%) offered all types of courses including core/foundations, research/inquiry, electives, concentration/specialization, and dissertation credits. Among respondents that listed their programs requiring "other" credits (23%, n=18), these were most often internship credits (n=4), transferred credits (n=4), and practicum (n=3).

The percentage of different types of courses is that they vary greatly across members. The range for members' percentages of core/foundation courses was greatest and had the highest median of 30%. The median for methods, concentration, and dissertation courses was 20% but the ranges for each varied. The range for members' percentage of concentration courses was second largest, followed by dissertation courses. The median percentage for elective courses was 0%, since many programs do not include electives as an option.

Figure 10. Percentage of CPED members' core and research courses in their programs.

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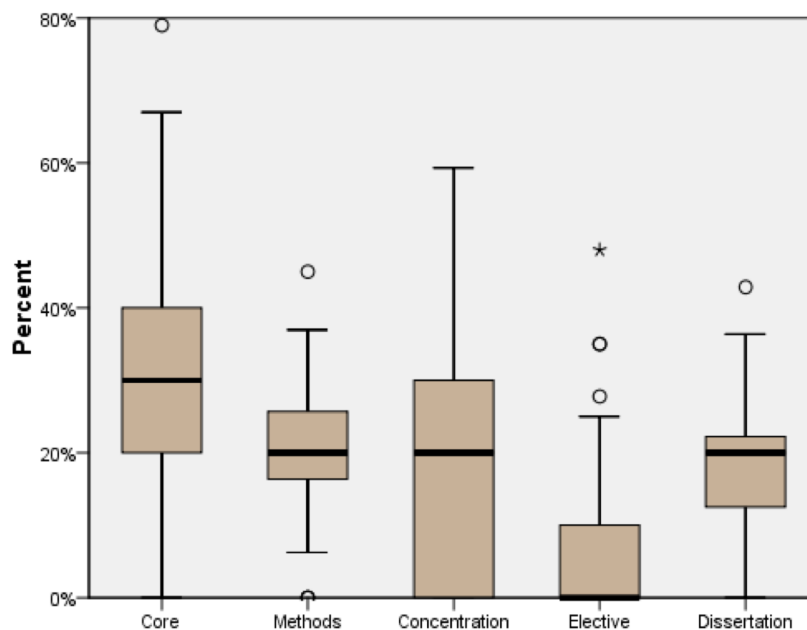
Programs appear to remain most traditional in their methods courses. These courses, sometimes shared with PhD students, focus on teaching research methods like statistics, survey, ethnography, and standard qualitative and quantitative approaches without grounding those strategies in applied research methodologies/approaches. Member institutions state this is an area of redesign in which they could benefit from additional support and guidance.

Innovative institutions have embodied the CPED design concepts and adapted them for use in their unique contexts. These models demonstrate our goal: to promote applied research, which is a tool to produce distinctive and important research relevant to a specific context.

Internship/Laboratory of Practice

Member EdD programs integrate and apply problems of practice to professional contexts through program design and coursework. An internship component (known as a Laboratory of Practice in CPED) is typically incorporated when it is a requirement for licensure. However, internship also serves as an opportunity to practice, develop leadership, or conduct research.

65% of the respondents (n=53) indicated that they don't have an internship component in their programs. The other 35% (n=28) indicated that they have an internship component in their programs (see Figure 11).

Figure 11. Does your program have an internship component?
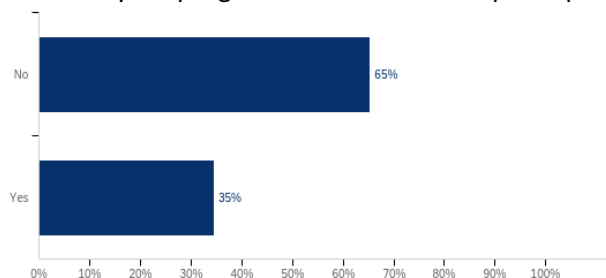
81% of the respondents (n=22) from the programs that have internship component replied that students completed internships in their own context. Another 56% of the respondents (n=15) replied that students also completed internships in a professional context other than their own (see Figure 12).

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Figure 12. Areas in which students complete internships in (select all that apply)
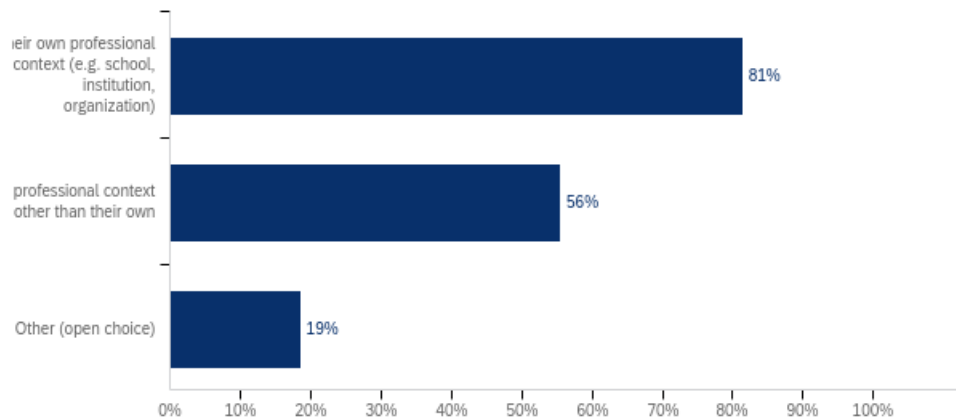
Of those who have an internship component, the highest percentage of respondents (92%, n=24) indicated that program faculty members supervised the internship experience. The second highest percentage of respondents (58%, n=15) indicated that practitioners at the site of the internship could also be supervisors (see Figure 13).

Figure 13. Who supervises your program's internship experience? (Select all that apply)
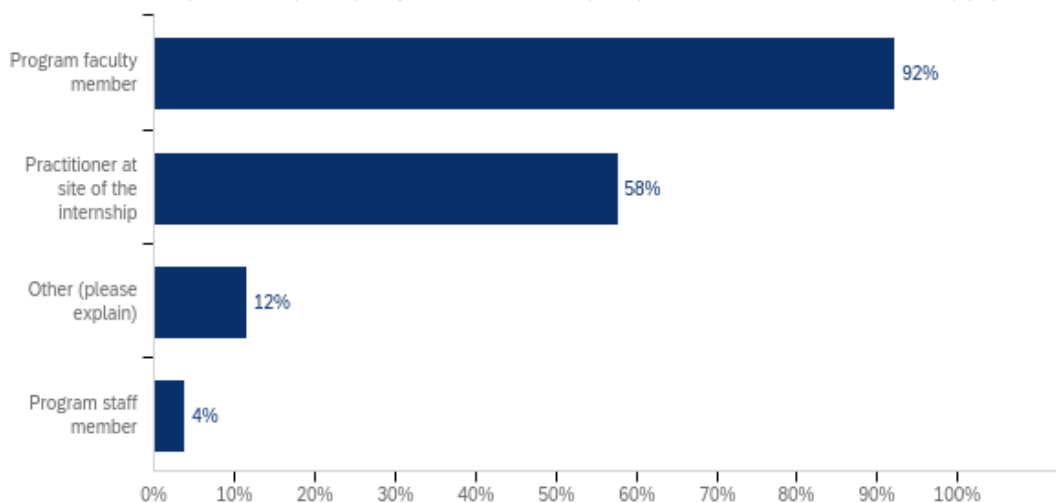
The biggest purpose/focus of the internship component indicated by respondents is that internship is a requirement for licensure (33%, n=10). The other purpose/focus were opportunity to practice (27%, n=8) or apply what they have learned (10%, n=6), opportunity to learn about future career (13%, n=4), and opportunity to develop students/ leadership or research skills (10%, n=3) (see Figure 14).

Figure 14. What is the general purpose/focus of your internship component?
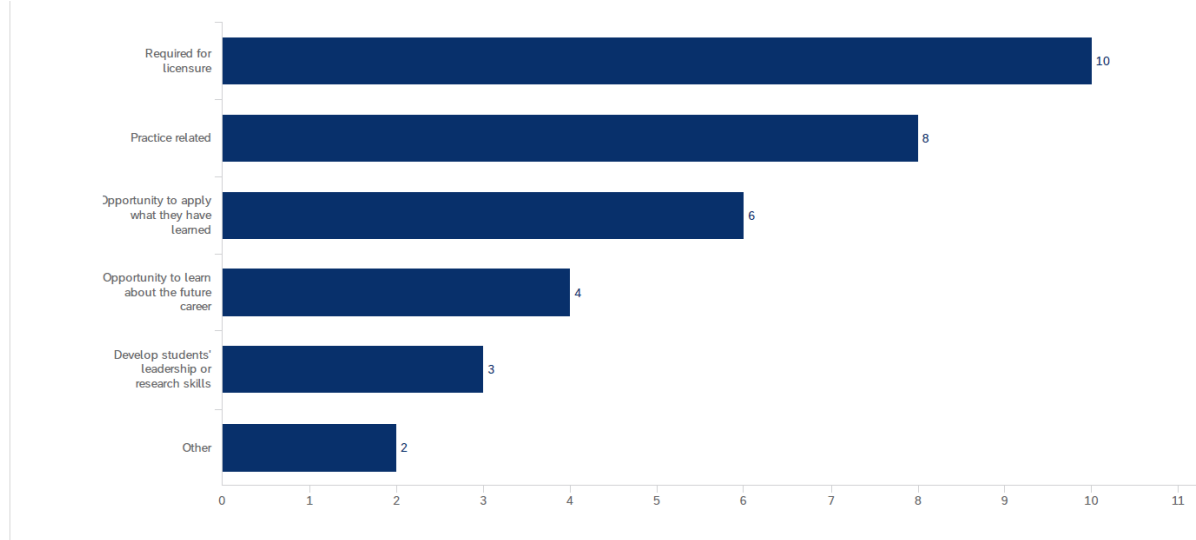
Inquiry and Fieldwork

When asked about the prevalence of student inquiry in their place of practice other than in an internship and dissertation/DiP, most respondents (87%, n=66) answered that it was at least moderately prevalent in the coursework for their programs (see Figure 15).

Figure 15. Other than the internship and dissertation/DiP, how prevalent is student inquiry in their place of practice in your program coursework?
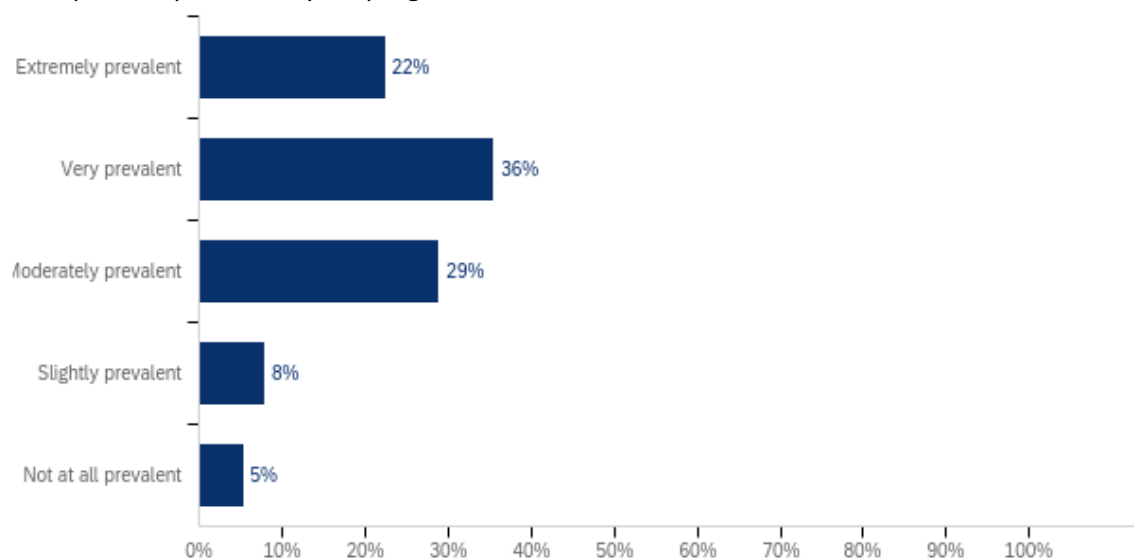
For the courses that include inquiry in students' place of practice in their program, the highest percentage of respondents (85%, n=63) indicated inquiry/research courses. The second highest percentage of respondents (70%, n=52) indicated core/foundations courses included student inquiry in their place of practice. Lastly, over half of

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respondents cited that their concentration/specialization course also included inquiry (see Figure 16).

Figure 16. Which of the following courses in your program include inquiry in students' place of practice?
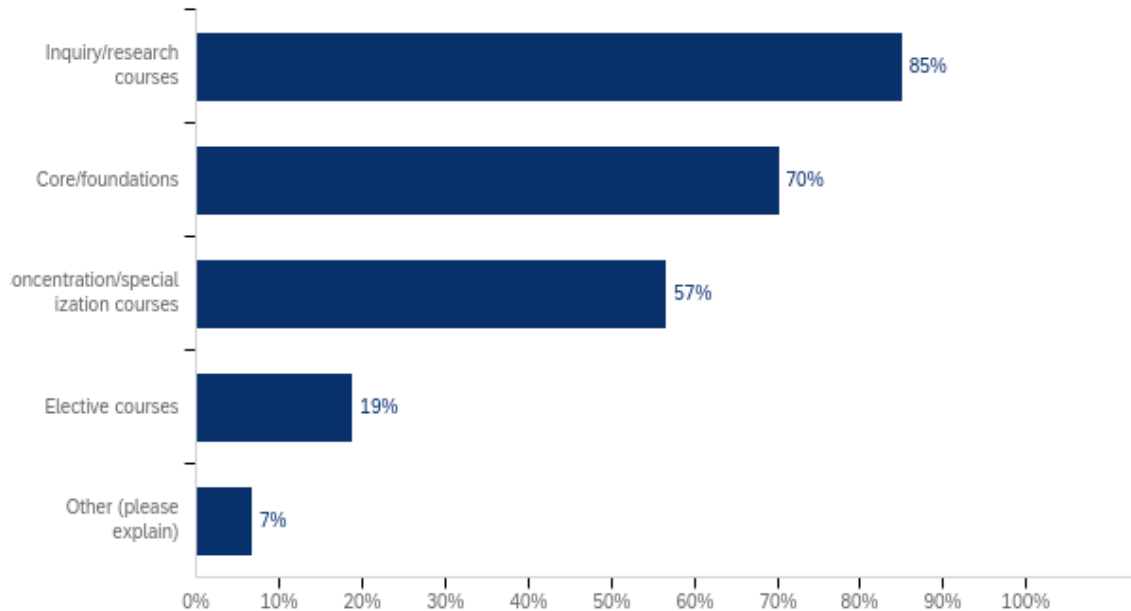
The highest percentage of respondents indicated that inquiry/research courses include inquiry in the students' place of practice. This finding is reinforced by qualitative data demonstrating how programs operationalize inquiry through course work that reflects CPED Principles 4, 5, and 6:

- Principle 4 – "Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions."
- Principle 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."
- Principle 6 – "Emphasizes the generation, transformation, and use of professional knowledge and practice."

The design-concept of problems of practice is typically introduced early in CPED-influenced EdD programs and are integrated with and applied to professional contexts. This early introduction of problems of practice allows programs to use phases of inquiry throughout the program with a focus on solving students' problems of practice. Many CPED-influenced EdD programs provide scaffolding through the sequencing of courses to ensure students can demonstrate growth over time in their abilities to connect theory to practice and that they are prepared to individually address a problem of practice through their study. Students analyze, implement, and integrate theory and findings of research, knowledge, and practice to make informed decisions that facilitate change in their professional practice.

Within inquiry/research coursework, opportunities to solve problems of practice through experiential learning assignments, applied research projects, reflection on application, and other field-based opportunities. Through these assignments and projects, students have experience identifying problems within their fields, articulating research questions and problem statements, and broadening a scope of knowledge drawn from theory and research. Such practices within CPED-influenced programs, illustrate how CPED Principles 4, 5, and 6 can be operationalized to create supportive and challenging educational environments. As a result, CPED-influenced doctoral students and graduates are scholarly practitioners who can effect authentic change in their fields and communities.

Key Takeaways

- **Hybrid delivery mode** is most prevalently used by CPED-influenced programs.
- Most CPED member EdD programs are designed to be completed in **3 years**.
- **59%** of faculty members teaching courses in CPED member EdD programs are tenure track faculty.
- The percentage of different types of courses **vary greatly** across members.
- Of courses that include inquiry in students' place of practice, **85% are inquiry/research courses.**
- **87%** of CPED member EdD programs note a marked prevalence of student inquiry in their place of practice.
- **Coursework appears to be grounded in CPED Principle 3** with work geared towards expanding leadership knowledge, enhancing leadership capacity, or exploring future leadership roles through students' assumption of additional roles and responsibilities.
- **Coursework offered at practitioner sites and partner institutions operationalizes CPED Principle 5** where there is a strong focus on scholarly knowledge being integrated and applied to professional contexts with research centered on the workplace.
- **Programs operationalize inquiry through coursework that reflects CPED Principles 4, 5, and 6** where the design-concept of problems of practice is typically introduced early and are integrated with and applied to professional contexts through inquiry/research coursework, opportunities to solve problems of practice through experiential learning assignments, applied research projects, reflection on application, and other field-based opportunities.
- **Programs appear to remain most traditional in their approaches to methods courses.** These courses, sometimes shared with PhD students, focus on teaching research methods like statistics, survey, ethnography, and standard qualitative and quantitative approaches without grounding those strategies in applied research methodologies/approaches.
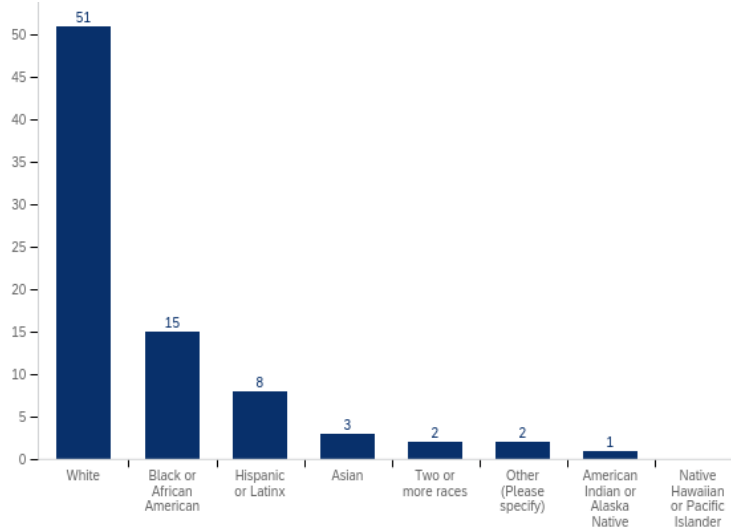
TRANSFORMING PRACTICE

Students enrolled in the programs of CPED members are equipped to transform practice. Through the application of the CPED Framework on program design and structure, programs train scholarly practitioner to effect change within their local context. CPED Principle 5 asserts that the Professional Doctorate in Education is "grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry." Students enrolled CPED-influenced EdD programs exemplify this principle through demonstrating professional knowledge through

The findings below illustrate who enrolls as an EdD student and how they are prepared as leaders. Additionally, the data demonstrates how these students transform practice by applying unique knowledge, skills, and competencies to their practice through the dissertation in practice, address equity-based educational challenges, and finally emerge as scholarly practitioners adept at integrating practice with scholarly work, approaching problems with systematic inquiry, and utilizing applied research

Who Earns an EdD?

Exploring student demographics, member institutions report that the majority (51%) of their students identify as White, with Black or African American (15%) and Hispanic or Latinx (8%) as the next largest groups. The variation among institutions is substantial with the mean of 51% (SD=31) of their students identifying as White. Some member institutions also report a predominantly Black or African American student body with a max of 58%, or a predominantly Hispanic or Latinx student body with a max of 85%. Fifty-six percent (n=38) of respondents reported that on average at least one third of the students in their program identified with a non-White ethnicity/race (see Figure 17).

Figure 17. Percentage of students by racial/ethnic group identification. (n=82)

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The mean of respondents reported percentage of students identifying as female is 53%. The mean of respondents reported percentage of students identifying as male is 28%. The distribution by age range shows that member institutions place the majority of students (59%) as being evenly distributed between the ages of 30-50. Despite varying by institution, because all of these demographics have substantial majorities, it is safe to assume that the most common student in CPED influenced EdD student identifies as a 30-50-year-old white female (see Figure 18 and Figure 19).

Figure 18. Mean reported percentage of students by gender identification. (n=81)
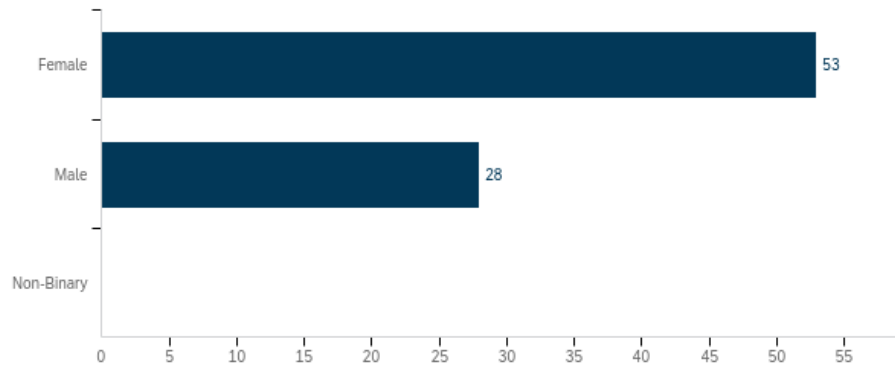
Figure 19. Percentage of students by age range. (n=82)

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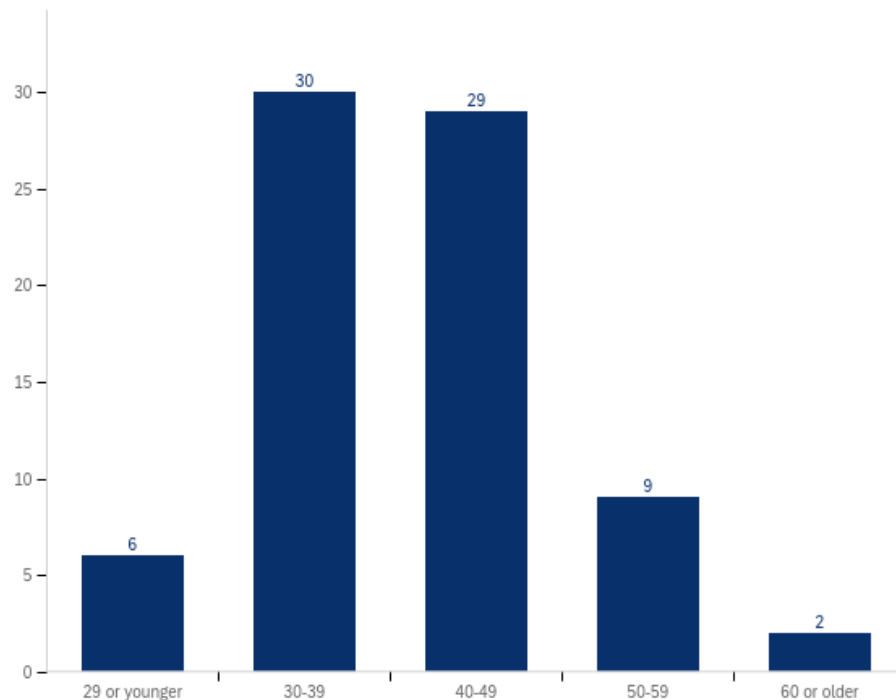
Leader Preparation

CPED-influenced institutions prepare leaders to become scholarly practitioners through their EdD programs. Each program has different student milestones, many of which demonstrate the knowledge, skills, and competencies o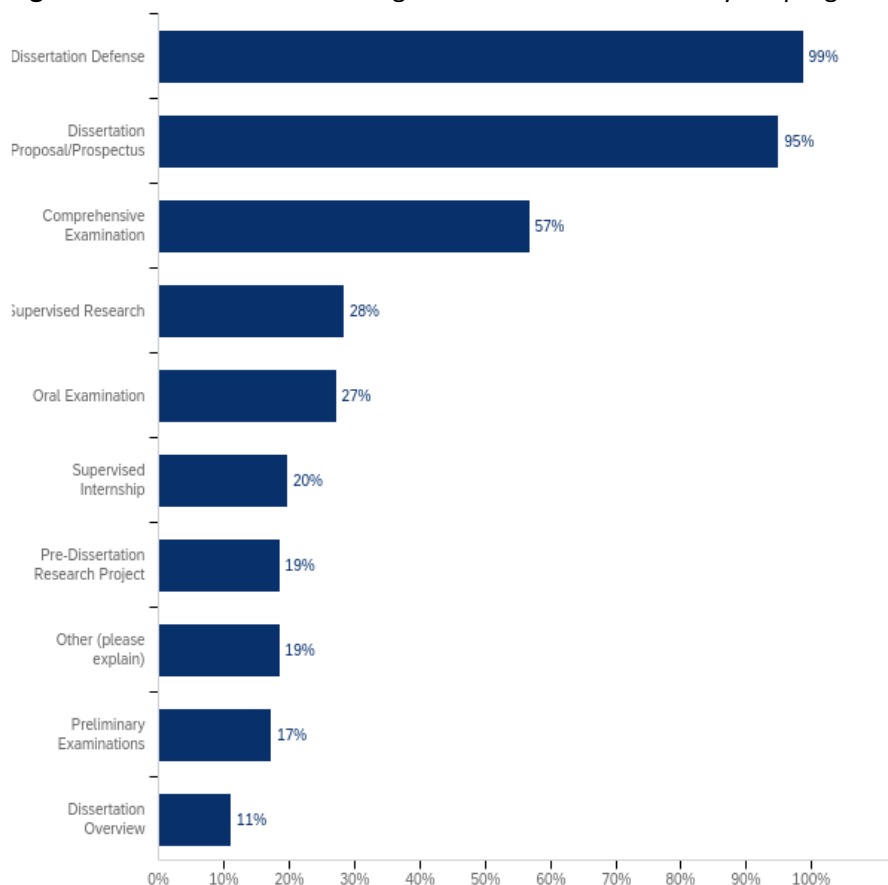f the scholarly practitioner, or one who "blends practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice; uses practical research and applied theories as tools for change because they understand the importance of equity and social justice; disseminates their work in multiple ways; and has an obligation to resolve problems of practice by collaborating with key stakeholders, including the university, the educational institution, the community, and individuals" (CPED, 2010).

EdD students' milestone requirements differed across member institutions for which data was available. The most prevalent requirements reported by respondents were the dissertation defense (99%, n=80) and qualifying exams/presentation (95%, n=77). Additionally, comprehensive examinations were cited by more than half of respondents (57%, n=46). Other milestones listed by respondents were portfolio (5%, n=4), qualifying exam/paper (4%, n=3), or presentation related with dissertation research (2%, n=2) (see Figure 20).

Figure 20. Which of the following are student milestones in your program? (select all that apply)

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However, milestones alone provide an inadequate view of how students are prepared to lead as scholar practitioners. In CPED-influenced institutions, five key EdD program elements enable students to learn unique knowledge skills, and competencies that ultimately transform them into scholar practitioners. These five key EdD program elements include:

- **Cohorts & Learner-Scholar Communities** - Collaborative communities of learners provide spheres of expertise throughout the learning process and help students prepare to be scholar-practitioners as they consider how to bring what they learn to multiple stakeholders within their professional context.
- **Coursework -** Sequences of coursework in the core leadership and research courses prepare scholar practitioners to apply theoretical frameworks, integrate lived experiences (practical knowledge), and use research to identify, examine, and address their problems of practice. These courses typically take a reflective approach to the students' individual role and ethical aspects of leadership.
- **Research and Literature -** EdD Students in CPED-influenced programs build the habit of learning to apply research and engage in the process of inquiry. This element asks practitioner-scholars to identify specific problems and/or focus areas of interest, diagnose existing contexts, monitor practice, and then make recommendations to improve class conditions.
- **Mentorship –** The purposeful assignment of mentors aims to guide students to become scholarly practitioners not only through their academic journey but also their professional development and career decisions.
- **Community and Workplace Leadership Practice -** EdD Programs that create successful scholar practitioners require students to implement what they are learning in their workplace settings, their laboratories of practice, thereby becoming skillful and proficient at integrating theory, practice, and inquiry into their day-to-day practices as educational leaders.

Addressing Equity-Based Educational Challenges

In CPED-influenced institutions, EdD programs implement social justice ideas within the program elements of coursework, research-to-practice connections, and cohort-based learning.

- **Coursework & Research-to-Practice Connections –** CPED-influenced institutions grounded in leadership for social justice integrate current educational trends and critical theories that support promoting equity and social justice with students' professional settings. Courses tend to classes focus on some form of applied practice to solve complex problems within contexts.
- **Cohort-Based Learning -** The scholarly engagement of practitioners around ideas of equity and school improvement in cohort-based learning creates a culture emphasizing the nexus of research scholarship and professional practice.

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Students within CPED-influenced programs address complex equity-based educational challenges through both theory and practice. Within theory, scholar practitioners often develop critical thinking through the lens of a systems perspective to lead others to adapt to change, understanding of complexity. Within practice, scholar practitioners act as equity minded leaders when they take action by preparing policy briefs that inform practice, re-examine their practices, and serve as advocates for changes in schools.

Dissertation in Practice

A Dissertation in Practice within a CPED-influenced program will usually focus on a context-based, problem of practice with two primary goals:

> **1) To generate and share professional knowledge** - the generation of professional knowledge and practice relevant to the lives of individuals, families, organizations and communities represented and served by the program.

> **2) To implement change** – DiPs intend to establish a plan to apply research and professional knowledge to improve education

A majority of member institutions (78%, n=62) reported using a dissertation in practice, or "scholarly endeavor that impacts a complex problem of practice" (CPED, 2010) in their EdD programs, compared to 47% of institutions (n=37) that reported using a traditional dissertation. Twenty members (25%) reported using both the DiP and traditional dissertations in their programs (see Figure 21).

Figure 21. Does your program use a traditional dissertation and/or a dissertation in practice as its capstone project?
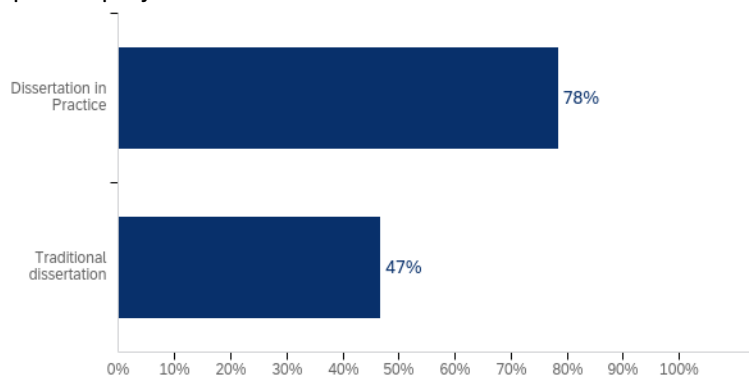

Students are advised on their DiP/dissertation primarily by faculty one-one and small group interactions. Nearly all respondents (91%, n=67) cited that their programs used faculty one on one advising. Additionally, 73% (n=53) of respondents reported that their faculty used small group advising (see Figure 22).

Figure 22. Check the ways dissertation/dissertation in practice advising is conducted in your program: (select all that apply) (n=73)
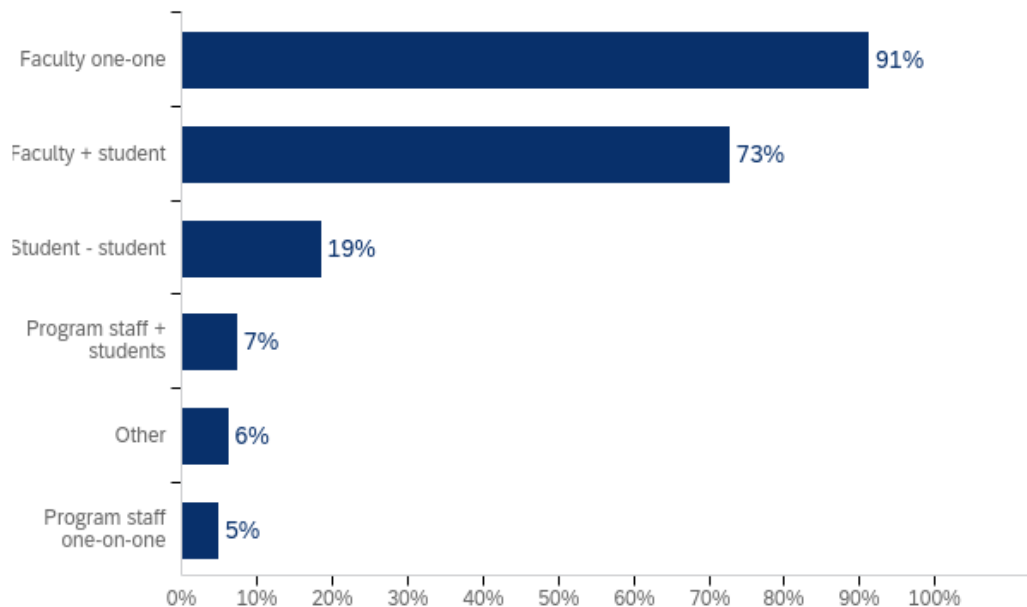
The largest number of respondents (n=28, 35%) cited that their students began their dissertation/DiP inquiry/research in their second year in the program. Another 24 (30%) institutions reported their students begin the dissertation/DiP inquiry/research in the first year and 20 (25%) institutions reported beginning in the third year. 9 respondents (11%) selected other and offered further explanation, which varied greatly but included fourth year, varies by program, and after the comprehensive exam milestone (see Figure 23).

Figure 23. Students in your program begin their dissertation/DiP inquiry/research in which year of the program?
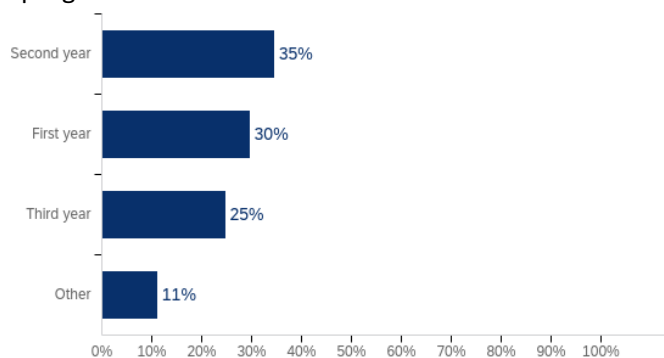
For DiP/dissertation committees, 71% (n=80) of member institutions reported requiring a minimum of three committee members. These committee members are primarily made up of full-time faculty—both teaching in the program and not teaching in the program—and practitioners with doctorates. More specifically, although 83% (n=66) of respondents reported their programs allowed practitioners with doctorates to serve on

DiP/dissertation committees, only 40% (n=31) reported this as required. A few institutions, 16% (n=13), allow for practitioners without doctorates to also sit on DiP/dissertation committees (see Figure 24).

Figure 24. Types of people that can serve on DiP/dissertation committees. (n=80)
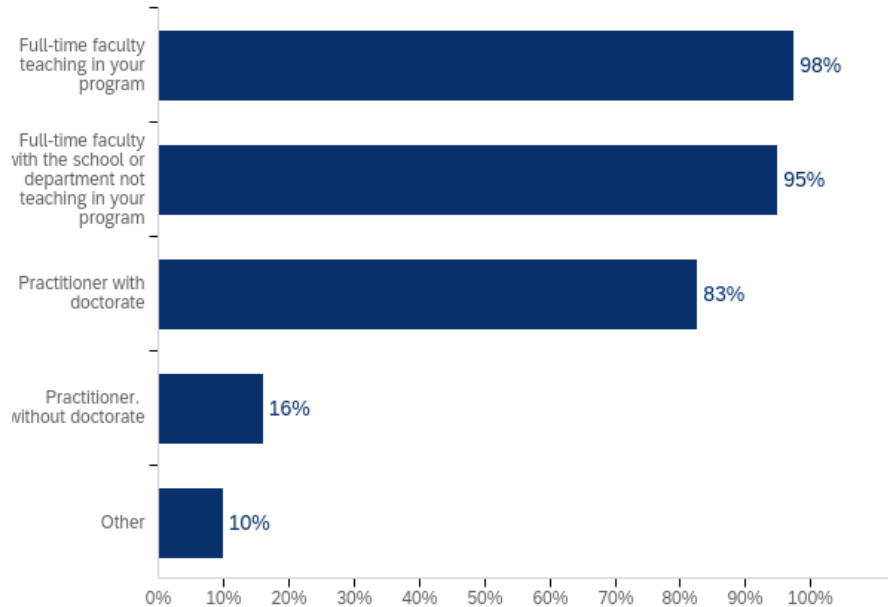
82% (n=78) of responding members reported having 10 or fewer program faculty chairing their DiP/dissertations. The majority, 68% (n=77), of these faculty members is reported to chair five or fewer DiPs/dissertations per year, while 9% of responding members report that their faculty chair as many as 15 DiPs/dissertations in a year. The number of faculty who participate in DiPs/dissertations is quite similar to how many chair, with 71% (n=77) reported as participating in five or fewer DiPs/dissertations per year (see Figure 25., Figure 26., and Figure 27).

Figure 25. Range of number of faculty chairing DiPs/dissertations by member institution. (n=78)
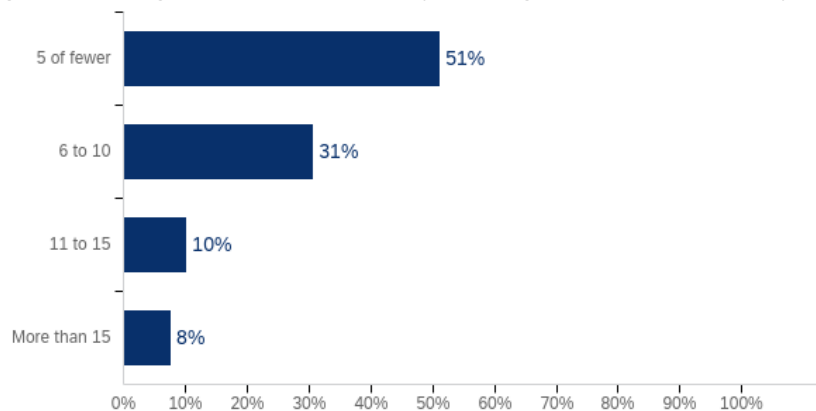
Figure 26. Average number of DiPs/dissertations chaired per faculty. (n=77)
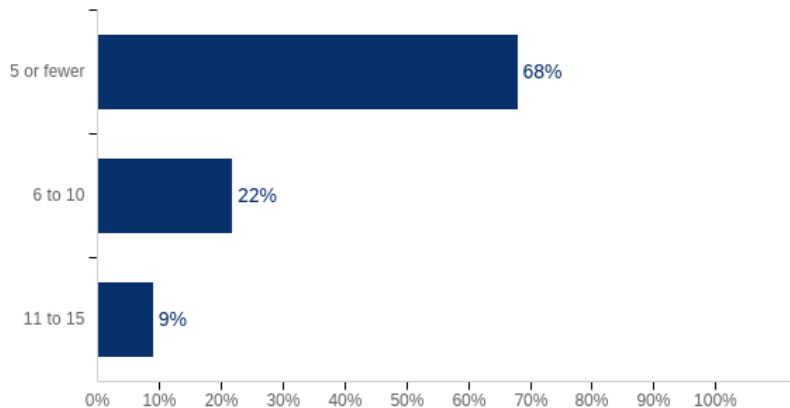
Figure 27. Average number of DiPs/dissertations participated in per faculty. (n=77)
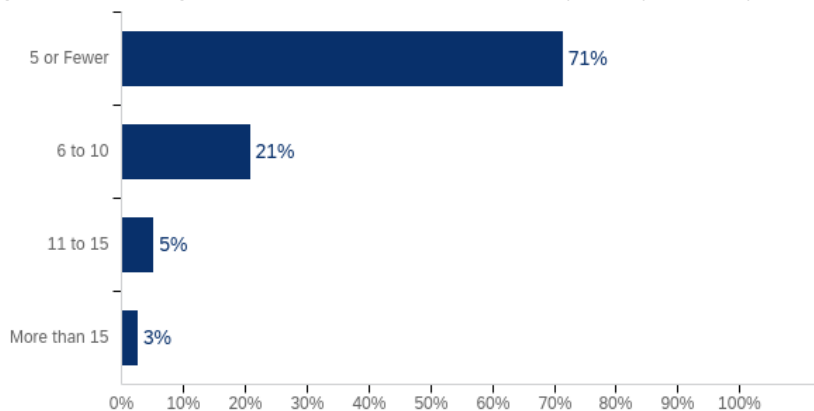
Scholarly Practitioners

Scholar Practitioners within CPED-influenced programs blend practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice. They are distinguished by their adeptness in:

- **Integrating Practice + Scholarly Work -** Students build the capacity to identify complex problems of practice; describe the context of the problem of practice; define key concepts/terms relevant to the problem; and specify educational significance of the problem of practice though multiple theoretical frameworks
- **Approaching Problems with Systematic Inquiry –** Use of improvement cycles to identify problems of practice, investigate the literature associated with that problem, and then apply the literature to that problem.
- **Utilizing Applied Research -** The daily circumstances are the 'stuff' to which the study of theory, methodology, orientation, ethics, etc. all apply.

The professional knowledge of Scholarly Practitioners equips them to address Problems of Practice through the following means:

- **Use of Inquiry as Practice -** Students consider and attempt to solve problems of practice. Many students of CPED-influenced programs immediately begin using what they learn to address their problem of practice during cycles of inquiry.
- **Implementation and Dissemination of Professional Knowledge -** Students in CPED-influenced EdDs should be given opportunity to interact with local and national experts and gain broad knowledge base about problems of practice in their sector. Experiential learning gives students the opportunity to both dive deep into a Problem of Practice while providing a service (coaching and resource development) to their professional community. They also create public ready documents so that they can be shared and used by practitioners in the field.
- **DIP as Creation of Professional Knowledge -** Through the DiP students learn the skills necessary for developing a research plan. Problems of Practice are modeled in research and course assignments then sought individually for each student in a process of DiP development.
- **Collaboration with Professional Communities/Inquiry Partners -** Scholarly practitioners address problems of practice through cooperative learning and problem solving

Key Takeaways

- The most common student in CPED member program identifies as a **30-50-year-old white female**.
- **Five key EdD program elements prepare students as leaders** with unique knowledge skills, and competencies that ultimately transform them into scholar practitioners:
    - **Cohorts & Learner-Scholar Communities**
    - **Inquiry-based Sequences of Coursework**
    - **Research and Literature**
    - **Mentorship**
    - **Community and Workplace Leadership Practice**
- CPED member EdD programs **implement social justice** ideas within coursework, research-to-practice connections, and cohort-based learning.
- **78% of member institutions reported using a dissertation in practice** in their EdD programs while 47% of institutions reported using a traditional dissertation.
- DiP/dissertation a**dvising occurs primarily by faculty one-one and small group interactions**.
- **35% of students** begin their dissertation/DiP inquiry/research in their second year in the program.
- **71% of member institutions require a minimum of three DiP/Dissertation committee members.** These committee members are primarily made up of full-

time faculty—A few institutions, allow for practitioners without doctorates to also sit on DiP/dissertation committees.

- **82% of responding members have 10 or fewer program faculty chairing their DiP/dissertations.** The majority of faculty chair five or fewer DiPs/dissertations per year, while some faculty chair as many as 15.
- Scholar Practitioners within CPED-influenced programs are distinguished by their adeptness in:
    - **Integrating Practice + Scholarly Work**
    - **Approaching Problems with Systematic Inquiry**
    - **Utilizing Applied Research**
- The professional knowledge of Scholarly Practitioners equips them to address Problems of Practice through the following means:
    - **Use of Inquiry as Practice**
    - **Implementation and Dissemination of Professional Knowledge**
    - **DIP as Creation of Professional Knowledge**
    - **Collaboration with Professional Communities/Inquiry Partners**

CONCLUSION

The results of the 2020 Member Report highlight CPED's influence on the evolution of EdD programs and the transformation of practice. These data reveal how member programs embody and operationalize the CPED Framework. CPED has influenced and impacted the organizational learning and growth of over 100 member institutions. A lexicon of design concepts such as problem of practice, inquiry as practice, scholarly practitioner, and dissertation in practice are widely recognized and adopted in member EdD programs. CPED Principles are most often reflected in member programs' curriculum, use of problems of practice, dissertations in practice, and core values.

Principles are operationalized in program elements that integrate scholarly knowledge with institutions applying this knowledge to local professional contexts. Five key program elements of CPED member EdD Programs prepare students as leaders with unique knowledge, skills, and competencies that ultimately transform them into scholar practitioners: cohorts & learner-scholar communities; inquiry-based sequences of coursework; research and literature; mentorship; and community and workplace leadership practice. Distinguished programs are adeptness in integrating practice and scholarly work, approaching problems with systematic inquiry, and utilizing applied research.

This report also highlights the need for continued work towards making the EdD the strongest professional preparation in education. Information about how member programs embody and operationalize the CPED Framework included within this 2020 Member Report will inform CPED's strategic agenda by shaping the support and programming we offer our members in designing their professional practice doctorates.