**2021 Call for New institutional Members**

The Carnegie Project on the Education Doctorate (CPED) invites applications to join its 100+ member institutions in transforming the Professional Practice Education Doctorate (EdD) into the degree of choice for aspiring leaders. Beginning with 25 institutions in 2007, CPED has brought together administrators, faculty, and practitioners from across the country and the globe to rethink doctoral preparation and to support local program development. [See how CPED has benefitted its members in this short video](https://vimeo.com/234691424).

**Testimonials**

*The most significant outcome of our CPED participation has been the solidarity that we have developed with like-minded colleagues and institutions, all working to provide the best programs to build leaders who will address problems of practice. CPED has provided us with the impetus to think more deeply about our dissertation process, and work to make it tightly focused on complex problems of practice so that student inquiry can truly be transformative in schools, in communities, and in policy both at the local and national level.*

Shane P. Martin

Former Dean

Loyola Marymount University
School of Education

*Without CPED's leadership and inspiration, we would be replicating what has strong support but no impact on school leadership practices. CPED has provided invaluable support and resources as we move our EdD with a specialization in Education Administration from an outdated model designed for academic careers, to an EdD specialization that authentically prepares school leaders to lead change efforts and increase equity in schools. CPED provides a professional network of brilliant, committed scholars and practitioner-scholars to collaborate with and to learn from as we navigate the very complex territory of revising an antiquated doctoral program model.*

Deborah S. Peterson

Associate Professor

Portland State University

The **Vision**of the Carnegie Project on the Education Doctorate (CPED) is to inspire all schools of education to apply the CPED Framework to the preparation of educational leaders. The Framework develops leaders as scholarly practitioners ready to steward the profession to meet the educational challenges of the 21st century.

The **Mission** of the Carnegie Project on the Education Doctorate (CPED) is to strengthen, improve, support, and promote the CPED Framework through continued collaboration and investigation.

Members of CPED have collaboratively developed a Framework for EdD program design or redesign that supports quality, rigorous practitioner leader preparation fitted to local needs and contexts. The CPED Framework consists of three components: 1) a new definition of the EdD, 2) a set of guiding principles for program development and/or redesign, and 3) a set of design concepts that serve as program building blocks.

Expanding CPED membership is central to the success of this project. We seek new member institutions committed to reclaiming and enhancing the professional doctorate in education. We invite you and your institution to submit an application (requirements below) for membership. **Applications are due April 26, 2021.**

**CPED Leadership**

David G. Imig, Chairman, *University of Maryland*

David Rock, Chair Elect, *University of Mississippi*

Gaëtane Jean-Marie, Treasurer, *Rowan University*

Stanton Wortham, Secretary, *Boston College*

Carole Basile, *Arizona State University*
Robert Floden, *Michigan State University*

Grant Hayes, *East Carolina University*

Valerie Kinloch, *University of Pittsburgh*

Lisa Kirtman, *California State - Fullerton*

Paul LeMahieu, *Carnegie Foundation for the Advancement of Teaching*

Marvin Lynn, *Portland State University*

Jennifer Rice, *University of Maryland*

Amy Wells Dolan, *University of Mississippi*

Jill A. Perry, *Executive Director*

**Benefits of Membership**

CPED represents a unique approach to program change, one that engages a notion of continuous improvement through interaction with peers and colleagues across a broad network of schools of education. CPED faculty members meet virtually and at *convenings* where dialogue and collaborative learning activities challenge traditional doctoral preparation ideas and offer new ways to design program content focused on the needs of professional practitioners. These professional development opportunities, coupled with a resourceful website and other member-driven activities, enable member institutions to redesign their EdD programs to better serve practitioners.

**Testimonials**

*Involvement in CPED afforded us the opportunity to participate in a national conversation about our EdD program. Our EdD program has been completely redesigned to embrace the CPED guiding principles. The program is now designed to improve students’ leadership practice, influence the practice of others, and impact organization's outcomes. Further, the program emphasizes research and theory to inform practice, decision-making, and solutions that result in better organizational and professional outcomes.*

Grant Hayes

Dean

East Carolina University

*CPED reinforces the need for applied research throughout our students’ educational program. In Spring 2015, we had an external review that used the CPED principles as a focus. Once we received the review team’s feedback, we were able to step back, reassess our degree of fidelity in meeting each principle and then refocus our energies by increasing our emphasis on equity and social justice-related curriculum and learning experiences. The CPED model serves as an important touchstone for our work.*

Cindy Reed

Dean

Kennesaw State University

**Professional Community:** The *number one benefit* of CPED membership is access to a supportive and resourceful community of colleagues from 100+ schools of education dedicated to transformative work. CPED members receive access to the organization’s website, which includes: (a) publications, resources, and tools for EdD program redesign; (b) materials from convenings, including presentations and handouts for program design and updating; and, (c) discussion forums for further sharing outside of convenings.

**Publishing Opportunities:** CPED has launched [*Impacting Education: Journal on Transforming Professional Practice*](https://impactinged.pitt.edu/ojs/index.php/ImpactingEd), an open source, peer-reviewed journal, to assist member institutions in generating and disseminating knowledge around EdD program designs.

**Convenings:** Annual convenings are asignature CPED activity and different than most conferences. Each convening has a specific theme related to EdD program design. Members prepare pre-work and arrive at the convening ready to share ideas, give feedback, and generate action steps for improvement of their programs. Convenings provide member teams opportunities to attend pre-convening workshops, full consortium sessions, Guest Speaker sessions, break out Learning Exchanges, CPED Improvement Group (CIGs) meetings, and other CPED committees. The work that takes place at convenings is vital to quality program re-design and the success of CPED as an organization. Thus, CPED members *are expected* to *actively* *engage* in the CPED consortium.

 **Awards:** The consortium annually recognizes members and their students with three awards: *Program of the Year Award*, *Dissertation in Practice of the Year Award*, and the *David G. Imig Distinguished Service Award*. Through evaluation by a committee of peers, each award honors outstanding work and recognizes the impact of CPED on improving professional preparation.

**Requirements of Membership**

CPED membership requirements are outlined below. Upon being admitted, new members sign the [*Commitment to Engage and Change*](https://cdn.ymaws.com/www.cpedinitiative.org/resource/resmgr/docs/Commitment2017.pdf)*.* **Please review this document and be sure your institution is willing and able to engage in this manner.**

**Institutional Requirements:** An institution must be a not-for-profit institution that is currently accredited by a U.S. regional accrediting agency and in good standing. For non-U.S. institutions, an equivalent evaluative body will be considered.

**Program Change Requirements:** Program must be housed within a school, college, or department of education. If the program is not in operation, the applying institution must have the necessary approvals (institutional and state, if necessary) to implement a professional doctoral program and a clear timeline of design, implementation, and enrollment. A currently operating or newly approved program must have at least two full-time faculty dedicated to the program, a core of faculty able and willing to support dissertations in practice, and strong support and resources from their Dean. Faculty must be committed to and show demonstration of the CPED principles during membership.

**Program Support Requirements:** Institutions must demonstrate that they have the necessary resources to pursue the program implementation as guided by the CPED Framework:

1. **Leadership**: Dean, chair, and faculty prepared to support and lead the (re)design efforts.
2. **Personnel**: A primary faculty contact, known as a CPED Delegate, will be appointed to represent the program and communicate between the institution and CPED. Along with appropriate staff, graduate student support for the Delegate and program, and at least two faculty members dedicated to the redesign process.
3. **Authority**: Faculty governance allows for, and fully supports, changes to be made.
4. **Budget**: Adequate funding for:
	1. Annual CPED dues for minimum three years.
	2. Support for the (re)design and implementation of the redesigned program.
	3. Support for at least one or two faculty participation in CPED in two convenings annually.
	4. Support as deemed appropriate to allow the CPED Delegate and affiliated faculty to facilitate programmatic change (e.g., release time, graduate assistant).
5. **Facilities**: Adequate space and technology needed to redesign the program.

**Active Participation:** All member programs are expected to remain actively engaged with the CPED consortium in the following ways:

* Send at least two individuals to annual convenings for its first three years, after which, at least one,
* Convening participants are expected to:
	+ complete pre-work for annual convenings,
	+ report back to their dean and colleagues about what they have learned
	+ support their EdD redesign and membership in CPED.
* Provide updated program information for the CPED website,
* Be committed to and show demonstration of the CPED principles during membership,
* Provide annual data about their EdD program/s, faculty, students, and graduates,
* Actively participate in the work of the consortium, such as presentations and committees, in order to contribute to the discussion, design, and improvement of the CPED Framework,
* Attend CPED meetings at other professional conferences (e.g., AERA, UCEA, AACTE) when possible

**Length of Commitment:** All institutions are expected to make an initial commitment to CPED membership for a minimum of three (3) years.

**Membership Fee:** An annual fee will be charged to each member institution upon acceptance. The current annual membership fee is $2,500 USD.

**Application Fee:** $300 USD (non-refundable).

**Application Requirements**

The CPED consortium looks forward to adding new doctoral-granting institutions committed to its guiding principles and design concepts. Interested institutions should submit an application packet that includes:

* An application that contains the information below
* Supporting materials (indicated below)
* Letters of support
* Application fee
* In addition, interested applicants will be asked to participate in a 30-minute phone or video interview with the Executive Director, Board Member or CPED committee member.

**Note**: membership is by institution, not by program. All EdD programs at the institution will be considered members if admitted.

General inquiries should be sent to info@cpedinitiative.org.

**Important 2021 Dates & Information**April 26th: Application materials are due

April 28- May 28th: Committee Review & Potential phone/video interviews with faculty & Dean

June 10th: Decisions announced

July 1st: Annual Membership Begins

Oct 20-22nd: Virtual Convening
(all new members required to attend)

**The following application and supplemental materials (10-15 pages total) should be submitted as a combined .pdf submitted** [**on line here**](https://cped.memberclicks.net/new-member-application)**.**

**CPED New Member Application for Existing Programs**

If your EdD program already exists and you are working to redesign/revamp it, complete this application. All answers should be entered into this application with supplements attached.

**EdD PROGRAM FACTS AND FIGURES**

1. Name of Program(s): Click here to enter text.
2. Program website(s) address: Click here to enter text.
3. Is this an existing or revised EdD or a brand new EdD (if brand new, completed the application below)?
4. Is your institution’s EdD program school-wide or departmental

[ ]  School-wide
[ ]  Departmental (Please specify name of department)

1. If your institution has several EdD programs, in what department are the EdD program(s) housed? Click here to enter text.
2. Please name the EdD Program focus/concentration area(s): Click here to enter text.
3. How many students enroll in the EdD program annually? Click here to enter text.
4. How many full-time, tenure track faculty teach and advise in the program? Click here to enter text.
5. How many full-time, clinical faculty teach and advise in the program? Click here to enter text.
6. How many part-time, adjunct faculty teach and advise in the program? Click here to enter text.
7. What other staff involved in the program? What are their roles? Click here to enter text.
8. What is the on-time graduate rate for your institution’s EdD program? Click here to enter text.

**EdD PROGRAM OVERVIEW**

1. When did your institution’s EdD program(s) begin?

Click here to enter text.

1. Please attach a 1-page view\* of the current EdD program design. This document may be right-sized graphics or tables from Academic Program materials and webpages. (If multiple programs significantly differ, send one for each. Otherwise, send one sample view.)
	* Please summarize (or offer a visual) of how this program may change in terms of structure, curriculum sequences, benchmarks as a result of the redesign process.

\*Please attach your 1-page view following this form in one PDF submission.

1. Please describe how advising is provided to students over different stages of their program.
	* Are there group or individual advisers for some early stages of the program?
	* How are students matched with a dissertation adviser?
	* What, if any, improvement to advising are your faculty considering?

Click here to enter text.

**EdD PROGRAM DESIGN ACTIONS**

1. Tell us why your institution decided to redesign the program? Please speak to when your institution began the redesign, what motivated the decision to redesign the program and who was/is involved in discussions and decisions?
Click here to enter text.
2. Provide a simple timeline of redesign actions that have been taken and actions that are planned.
Click here to enter text.
3. What are some challenges facing your institution’s EdD program(s)?
Click here to enter text.
4. In what ways can CPED support the EdD program(s) generally?
Click here to enter text.
5. What are 3 specific program goals your institution would like to advance by joining CPED?
Click here to enter text.
6. What are some specific ways your institution and its faculty might integrate the [CPED Framework](https://www.cpedinitiative.org/the-framework) into the program?
Click here to enter text.
7. How will student experiences and learning outcomes be improved by the EdD redesign?
Click here to enter text.
8. How many faculty are significantly involved in the program redesign and in applying to CPED?
* Briefly describe the lead team for the redesign and application; note if any have previously participated in a CPED session, webinar, or convening

Click here to enter text.

1. How will program faculty engage in CPED ideas, practices and resources?
Click here to enter text.
2. What impact do the faculty anticipate the EdD redesigned program to have on:
	* The School and Department?
	* The professional practices of your graduates
	* The local/regional community

Click here to enter text.

1. How do program faculty, or will faculty, judge and assess the effectiveness of your program?
	* Is there an EdD program review or continuous improvement processes in place? Briefly describe

Click here to enter text.

**INSTITUTIONAL AND FACULTY COMMITMENT & SUPPORT**

**Before completing this section, please review the CPED** [*Commitment to Engage and Change*](https://cdn.ymaws.com/www.cpedinitiative.org/resource/resmgr/docs/Commitment2017.pdf)*.* **If admitted, your institution must be willing and able to engage in the manner outlined and to remain member for a minimum of three years.**

1. List the support your institution will provide to the CPED redesign effort at your institution (e.g., travel funds for individuals to attend annual convenings, graduate assistant and/or release time for the primary faculty member, and/or additional supports that will allow the CPED Delegate and others working on the EdD to participate in CPED on behalf of your institution).
Click here to enter text.
2. How ready and committed is your institution and EdD faculty to: ?
	* Demonstrate engagement with the CPED Framework to redesign or improve the EdD program(s)?
	* Share program data with CPED headquarters on a regular basis?
	* Share program experiences and insights at CPED convenings?
	* Engage in online discussions and forums?
	* Attend annual convenings?

Click here to enter text.

1. Please attach letters of support\* from each of the following. Combined, these letters should demonstrate that members of the institution:
* understand and are ready to commit to engage in the CPED change process
* have financial support for annual dues and travel; and
* are willing to join the consortium for a minimum of three years.
1. Dean of the College or School of Education.
2. Dean of the Graduate School or Chief Academic Officer.
3. Head of the department in which the program is/will be housed.
4. Faculty member directly involved in EdD program leadership

\*Please attach your letters of support following this form in one-PDF submission.

**INTERVIEW**

As part of the application process, most institutions (Dean and faculty member) are asked to participate in a **30-minute zoom or phone interview** with the CPED Executive Director or CPED committee member. If necessary, these will be arranged starting in May 2021.