



## **COMMITMENT TO ENGAGE & CHANGE FOR MEMBER PROJECTS AND THEIR EDUCATION SCHOOLS**

The purpose of this document is to clarify the commitments, roles, and responsibilities of participants (member programs and their education schools) in the Carnegie Project on the Education Doctorate (CPED). This shared understanding is aimed at clarifying the interests of participants and will form the basis of on-going relationships of mutual trust and benefit.

This commitment to engage and change contains three parts: mutual commitments, commitments by the CPED Consortium, and commitments by member programs and their host education schools.

### **Mutual Commitments**

While the interests of various member programs, their education schools, and the CPED Consortium may differ, each agrees to commit to the pursuit of excellence in doctoral education, focusing on the professional practice doctorate and what it means for the success of advanced professional practitioners in schools, colleges, and other learning organizations. As collaborators we agree to utilize the CPED framework to design professional doctorate programs. We mutually agree to enter into this membership in a spirit of respect, courtesy, and good faith. In service of progress towards these goals, we agree to respond to each other's inquiries in a timely manner and to be considerate of each other's priorities, needs, and circumstances. When deadlines are mutually accepted, we agree to meet those deadlines, or, if extenuating circumstances arise, to communicate with each other regarding changes in schedules and/or resources.

### **CPED Commitments**

CPED is both an effort to promote excellence for the Education Doctorate and a design-based research project. The role of CPED and its leadership team is to inspire and synthesize, but not to design or dictate processes or outcomes for member programs.

CPED and its leadership team have established an overarching framework for the project, and in collaboration with other CPED members, have defined design-concepts, program design principles, and a definition of the Education Doctorate to guide the consortium's work. The leadership team will assist institutions in establishing milestones for progress and schedules for meeting those milestones.

Materials and Tools. CPED and its leadership team utilize its website (<http://cpedinitiative.org>) to supply information and materials to the consortium, to promote the work of the consortium and its members, and to promote dialogue around redesigning the education doctorate. The intent of this site is to provide updated information, prompt action, and inspire effort on behalf of the program redesign.

Publicity. CPED will promote the work of its member programs and their education schools on its website, and promote all materials and publications regarding the redesign of the Education Doctorate that are produced as a result of participation in the CPED consortium. In addition, CPED will promote the work of the consortium at national and international meetings of key organizations such as the American

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Educational Research Association (AERA), the Council of Graduate Schools (CGS), the American Association for Colleges of Teacher Education (AACTE), the University Council for Educational Administration (UCEA), the Council for Academic Deans from Research Education Institutions (CADREI), and the Association for the Study of Higher Education (ASHE).

Convenings. CPED will organize two mandatory, semi-annual convenings for the continuation of consortium work and to promote mutual accomplishments and learning. One convening will be held in June and the other will be held in October each year. In addition, non-mandatory meetings will be held at US organizations UCEA, AACTE, and AERA.

Orientation. CPED leadership will provide new members with written orientation materials as well as offer an on-line or in person overview orientation for members before they attend their first convening. This orientation will foster a better understanding of CPED membership. Its accompanying materials will complement the orientation and assist new members in understanding the history, mission, goals, and design-concepts of CPED.

Research and Writing. CPED will request information about programs on an annual basis. Such information will help the Consortium learn across programs. Members are expected to complete and/or update such information. Additionally, CPED has launched *Impacting Education: Journal on Transforming Professional Practice* (<http://impactinged.pitt.edu/>), an open source journal that seeks manuscripts that support an understanding of the redesign process and outcomes of this process. Members are encouraged to share their process and learning via this publication opportunity.

#### **MEMBER INSTITUTION COMMITMENTS**

While CPED is providing a structure for this effort and some initial ideas to spark discussion, the member programs and their education schools are defining the content and direction of the efforts to improve their own education doctorate. By joining the consortium, member programs and their education schools are demonstrating a commitment to the core mission of CPED— to strengthen, improve, support, and promote the CPED Framework through continued collaboration and investigation in order to build a stronger and more relevant degree for the advanced preparation of school practitioners, clinical faculty, academic leaders, and professional staff for the nation's schools and colleges and the learning organizations that support them. In addition to reforming the Education Doctorate, member programs and their education schools commit to empirically investigating their reform efforts and to: (1) transparently share what they have learned with the consortium, (2) invite and use critical review, and (3) expect others to build on what they have learned.

Institutional Leadership. The member programs and their education schools will designate a faculty member to serve as the Principal Investigator to the CPED initiative. This person will ideally serve as the institutional representative at all CPED events, relaying information between the member programs, their education schools, and the CPED consortium. This person will generally be a key member in the institution's EdD redesign.

Resources and Support. The member education school will provide resources and support for the redesign of its Education Doctorate and participation in the CPED Consortium. Such support will include: payment of annual membership dues, travel funds to attend semi-annual convenings, additional supports that will allow the Principal Investigator to participate in CPED on behalf of the institution, and might include a graduate assistant for the Principal Investigator, and support for redesign of EdD program at home campus

Data Collection. The CPED leadership team will regularly request data from all member programs and their education schools. Such data may include faculty size, doctoral cohort size, time to degree, attrition rates, degree program structure and requirements, teaching and advising load for faculty, career plans and placement of graduates, as well as more in-depth data about, and description of, the redesign process and its utilization of the CPED Framework. Programs and their education schools will be

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responsible for collecting requested data, providing them to CPED leadership, and answering questions that may be necessary to clarify the data and their comparability across member programs and education schools.

Information Sharing. In the spirit of collaboration, member programs and their education schools will share insights and lessons learned within the CPED consortium. In addition, member institutions will serve as “critical friends” to one another, providing constructive feedback to colleagues’ program designs in an effort to ensure the highest quality education doctorate degree programs.

Evidence of Progress. Member programs and their education schools will provide CPED with evidence that the institution has met the milestones established by the CPED Framework in order to create a record from which others can learn. Evidence of deliberations and resulting experiments can take a variety of forms (e.g., survey studies, cases, improvement efforts, self studies, action research). This evidence should flow naturally from change efforts and further the work of the member programs and their education schools. It is not intended to create a time-consuming administrative artifact or an evaluation. The CPED leadership team will prompt for evidence on an annual basis and will provide guidelines to assist member programs and their education schools to easily provide requested evidence.

Pre-Convening Orientation. The Principal Investigator, and any other institutional representatives who wish to join, will participate in one on-line or in person orientation to take place before attendance at their first convening. This orientation will foster a better understanding of CPED membership. Its accompanying materials will compliment the orientation and assist new members in understanding the history, mission, goals, and design-concepts of CPED.

Participation in Convenings and Other Events. Member programs and their education schools must be willing to send at least one representative to the semi-annual convenings. These representatives will be chosen by the member programs and their education schools. Ideally, the representatives should be key participants on the redesign team (including the Principal Investigator) within the education school. Registration fees, travel, and housing expenses associated with the convenings will be borne by the member education school. Convening registration fees include some meals and meeting space.

**Institution Name:** \_\_\_\_\_

**Signatures:**

\_\_\_\_\_

**Dean**

**Date**

\_\_\_\_\_

**Principal Investigator Faculty member**

**Date**

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