



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

The purpose of this commitment to engage and change is to clarify the roles and responsibilities of the participants (Member Projects and their Education Schools) in the Carnegie Project on the Education Doctorate (CPED). A shared understanding of the interests of the participants will form the basis of on-going relationships of mutual trust and benefit. This commitment to engage & change contains three parts: commitments by the CPED Consortium, commitments by Member Projects and their host Education Schools, and mutual commitments. We begin with mutual commitments.

### **Mutual Commitments**

While the interests of various Member Projects and their Education Schools and the CPED Consortium may differ, we agree to commit ourselves to the pursuit of excellence in doctoral education, focusing on the concept of the professional practice doctorate and what it means for the successful practice of advanced professional practitioners in schools, colleges and other learning organizations. We agree to utilize the CPED framework to design 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 schedule.

### **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 process or outcomes for Member Projects.

CPED and its leadership team have established an overarching framework for the project, and in collaboration with other CPED members, have defined design-concepts, working principles, best practices and a definition of the Education Doctorate to guide the consortium's work. In addition, the leadership team establishes milestones for progress and schedules for meeting those milestones.

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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 prompt action and to inspire effort on behalf of the Project.

Publicity. CPED will make every effort to promote the work of the CPED and its Member Projects and their Education Schools on our website, and promote all 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 meetings of key organizations such as the American 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 semi-annual convenings for the continuation of consortium work and to promote our mutual accomplishments. 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 UCEA, AACTE and AERA.

Orientation. CPED leadership will provide new members with written orientation materials as well as offer an on-line overview orientation to take place before the first convening that new members attend. This orientation will complement the orientation materials and will assist new members in understanding the history, mission, goals, and design-concepts of CPED.

Research and Writing. The CPED leadership team will provide guidelines that support the publication of studies related to CPED. The goal of these guidelines is not to review or edit the work of consortium members but rather to provide consistency about CPED intentions and goals.

## **MEMBER PROJECT COMMITMENTS**

While CPED is providing a structure for this effort and some preliminary ideas to spark discussion, the Member Projects and their Education Schools are defining the content and direction of the efforts to improve their own education doctorate. By joining this consortium, Member Projects and their Education Schools are demonstrating a commitment to the core goal of CPED— 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 Projects and their Education Schools commit also to empirically investigating their reform efforts and to (1) transparently sharing what they have learned, (2) inviting critical review, and (3) expecting others to build on what you have learned.

Institutional Leadership. The Member Projects 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

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between the Member Projects and their Education Schools and the CPED consortium. This person will generally be a key member in the institution's redesign of their Education Doctorate.

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

Data Collection. The CPED leadership team will regularly request common data from all Member Projects and their Education Schools. Such data may include faculty size, doctoral cohort size, time to degree and 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. Member Projects and their Education Schools will be responsible for collecting requested data, providing them to the CPED team, and answering questions that may be necessary to clarify the data and their comparability across Member Projects and Education Schools.

Information Sharing. In the spirit of collaboration, Member Projects and their Education Schools will share insights and lessons learned within the CPED circle. 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 Projects 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 we can all learn. Evidence of deliberations and resulting experiments can take a variety of forms. Our intent is for reporting to be an exercise that flows naturally from and furthers the work of the Member Projects and their Education Schools, not to create a time-consuming administrative artifact or an evaluation. The CPED leadership team will prompt for evidence on a regular basis and will provide guidelines to assist Member Projects and their Education Schools in easily providing requested evidence.

Participation in Convenings and Other Events. Member Projects and their Education Schools must be willing to send at least one representatives (and we strongly encourage sending an additional representative that is a graduate assistant) to the two annual convenings. These representatives will be chosen by the Member Projects and their Education Schools. Ideally, the representatives should be key participants on the leadership team (including the Principal Investigator) within the Education School. Travel and housing expenses associated with the convenings will be borne by the Education School. CPED will provide most meals and meeting space.

In addition, the Principal Investigator and any other institutional representatives who wish to join will participate in one on-line orientation to take place before the first new member convening. This orientation will complement the orientation materials and will assist new members in understanding the history, mission, goals, and design-concepts of CPED.

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

**Signatures:**

\_\_\_\_\_  
**Dean**

**Date**

\_\_\_\_\_  
**Principal Investigator Faculty member**

\_\_\_\_\_  
**Date**

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