

**June 2019 DRAFT Agenda  
University of Nebraska Lincoln**

*Theme: Assuring Quality, Transformation, and Brand in CPED-influenced EdD programs:  
Envisioning quality standards while meeting the needs of scholarly practitioners*

**MONDAY JUNE 10**

8:00am- 12:00pm CPED Board of Directors Meeting

10:00am Registration Opens

11:30am Box lunches for Workshops and New Member Participants

12:00-4:00pm Pre-convening Workshops

***Coaching & Mentoring from the Starting Line Through the First Mile of an EdD Program***

**Presenters:** Marjorie Ringler, Heidi Puckett, and Travis Lewis, East Carolina University

This workshop will facilitate learning activities for participants to reflect on their current admissions processes and offer advising and coaching strategies to restructure their admissions. The workshop will focus on strategies that result in diversification of the incoming cohort and selecting candidates that are the best fit for scholarly practitioner preparation programs. Participants will practice interview protocols and receive copies of sample candidate skills assessments.

**Defining and Operationalizing Social Justice in EdD Programs**

**Presenters:** Kate Strom, Eric Haas, Mari Gray, Ardella Dailey, and G. Reyes, California State University - East Bay

In this workshop, we will invite participants to reflect on and dialogue about their program's definition of social justice and the ways they operationalize social justice in multiple program facets. As such, we encourage participants to attend with at least one other member from their institution. Participants will also have the chance to hear from other programs regarding their own programmatic work around social justice. To anchor the conversation, California State University, East Bay's Educational Leadership for Social Justice faculty will provide examples of our own social justice stance and alignment work.

**Are Methods Enough?**

**Presenters:** William Firestone, Rutgers University & Andrew Leland, Southern Illinois University

In order to "prepare leaders who can construct and apply knowledge to make a positive difference" (CPED Principle #2), leaders need to understand how to find, conduct and interpret research. But is that enough? What else should leaders be able to do, and how should EdD programs prepare leaders to have the skills to promote research and evidence use? Drawing on a study of four exemplary education doctorate programs from around the country, this workshop will help you identify your program's strengths and weaknesses at promoting evidence use among graduates and generate plans to make improvements relevant to that goal. While we will consider how you teach research methods, we will also consider issues related to teaching

leadership and organizations and the kinds of projects and activities that can promote skills at supporting evidence use. The program will begin by considering teaching cases based on our field work and move into a series of activities and exercises for considering your own program.

### **Using Protocols to Support the Dissertation-in-Practice Experience**

**Presenter:** Nancy Dana, University of Florida

As a follow up to her 2018 June convening large group learning exchange focused on the use of protocols to facilitate productive conversations about the professional practice doctorate, join Nancy Fichtman Dana in this workshop to explore the ways protocols can be used within EdD programs themselves with a particular focus on supporting EdD students through several critical junctures in their Dissertation-in-Practice journeys. We'll briefly explore one model for actualizing CPED principles within the dissertation-in-practice experience to contextualize the session, and subsequently learn several protocols designed to help EdD students: (1) explore problems of practice, (2) select a problem of practice for study, (3) frame the problem as a research question, (4) develop a plan for study, and (5) analyze data.

### **New Member Orientation (for new institutions only)**

**Presenters:** CPED Team

**Description:** This session is for new member institutions only.

### **4:00pm Buses to hotels/receptions**

Optional evening for workshop and new member participants

Lazlo's Restaurant 210 N 7th St, Lincoln, NE 68508

## **TUESDAY JUNE 11**

7:30am Registration Open

8:30am Welcome

Jill A. Perry, Executive Director

Dean and Faculty, University of Nebraska

9:00am Engagement Activity

### **9:30am – 11:30am Large Group Exchange**

#### **CPED-Inspired EdD Programs: Staking Our Claims of Rigor**

**Presenters:** Kofi Lomotey and Jess Weiler, Western Carolina University

In this session, participants will collectively explore, challenge and re-think traditional conceptions of *RIGOR* within EdD programs. Attendees will work together to develop a collective definition that allows CPED-inspired EdD programs to better defend claims of rigor and to identify areas for continuous program improvement, focusing on the nexus between two program/student outcomes: (1) education leaders as scholar-practitioners, and (2) education

leaders for equity and social justice. The presenters will also share preliminary findings from their ongoing comprehensive study on rigor in (CPED and UCEA) EdD programs.

11:30am Break

12:00 Program of the Year Award

12:30-1:30pm Buffet Lunch

CPED Improvement Group (CIG) Meetings

### **1:30-2:45pm Exchange Session A**

#### ***Predicting EdD Candidate Success Using Structured Behavioral Interviews as an Element of the Application Process***

**Presenters:** Laurie Kimbrel and Phillip Grant, University of West Georgia

**Institutional Phase:** Designing/Developing

**Abstract:** This interactive session focuses on the refinement of the EdD student application process through the use of structured behavioral interviews to predict future success.

**Audience:** PK-12 Leadership

**Type:** Workshopping Ideas

#### ***Considering the Multiple Programmatic Virtues of 'CPED as Brand'***

**Presenters:** Edmund 'Ted' Hamann, Guy Trainin, John Raible, Jenelle Reeves, Stephanie Wessels, and Nick Pace, University of Nebraska-Lincoln

**Institutional Phase:** Experienced

**Abstract:** This session starts with a founding CPED member institution's depiction of how it uses CPED as a brand and then starts a dialogue about how other institutions do/could act similarly.

**Audience:** Higher Education/Organizational Leadership

**Presentation Type:** Program Case Study

### **CIG Sponsored Session: Improvement Science**

#### ***Project Based Learning for Research Course Sequences and DiP Development: Tools and Strategies for Project Planning, Execution, and Evaluation***

**Presenters:** Krystal Hinerman and Ken Young, Lamar University

**Institutional Phase:** Implementing

**Abstract:** Presenters will share tools for conducting Project Based Learning course-level research studies incorporating Research Plan Sheets. Participants will work in groups to develop a Dissertation in Practice Project Plan Sheet.

**Audience:** Higher Education/Organizational Leadership

**Presentation Type:** Research pitch activity

### **CPED Sponsored Session**

#### ***An Open Discussion on Quality and Transformation in CPED-influenced Programs***

**Presenters:** Randall Bowden, Tarleton State University, Emma Abruzzo, University of Pittsburgh, Carolyn Carlins, CPED and Debby Zambo, CPED

**Abstract:** Wondering how quality and transformation are being infused into CPED-influenced programs? CPED's Data Team will answer this question along with the following:

- What are our programs like and who are our students?
- What certifications are we offering and what career paths are our graduates taking?
- What capstones and milestones are being used to determine transformation, quality and rigor?
- How are CPED's principles demonstrated by students?

Participants will also have an opportunity to help the Team understand what data we need to continue to gather and how.

**Audience:** All members

**Presentation Type:** Workshopping Ideas

***Establishing Rigor and Quality through Academic Program Review***

**Presenter:** Maida Finch and D. Jake Follmer, Salisbury University

**Abstract:** We share our three-component process for program assessment anchored in CPED's framework by illustrating how our student learning outcomes map to program milestones and specific courses as well as how we utilize an LMS to facilitate this process.

**Audience:** All members

**Presentation Type:** Program Case Study

***Mining the Dissertation in Practice Database: Assessing Quality and Informing Improvement***

**Presenters:** Deanna Hill and Kathy Geller, Drexel University

**Institutional Phase:** Experienced

**Abstract:** Participants will engage in dialogue on how we might critically examine our databases of EdD dissertations in practice (DiPs) to identify measures of quality, understand evidence of transformation, and inform improvement.

**Audience:** Higher Education/Organizational Leadership

**Presentation Type:** Roundtable

2:45-3:15pm Break

**3:15-4:30pm Exchange Session B**

**CPED Sponsored Session**

***Promoting Your EdD Program By Communicating Value: A New CPED Tools to Help Build Strong Relationships With Your Audience***

**Presenters:** Michael Loch and Elan Paulson, CPED

**Abstract:** Marketing helps organizations achieve strategic goals while building strong relationships with stakeholders. This exchange introduces a new toolkit that will assist members with planning to promote CPED-influenced EdD programs to students, faculty, and other institutional and community partners.

**Audience:** Faculty and staff who deliver and support the delivery of CPED-influenced EdD programs, but who may have limited knowledge of or experience with marketing.

***Practice as Stance in the Academy***

**Presenters:** Tricia Gray, Sarah Thomas, Sarah Staples-Farmer, and Janet Eckerson, University of Nebraska-Lincoln

**Institutional Phase:** Experienced

**Abstract:** This dialogue session examines how practice-embedded clinical faculty can bridge the different norms of university preservice preparation environments and those that new educators negotiate in schools.

**Audience:** Teacher Education

**Presentation Type:** Program Case Study

### **CPED Sponsored Session**

#### ***Program Quality and Innovation: Defying Definition or...?***

**Presenters:** Program of the Year Committee Members: Harriette Thurber Rasmussen, EdD, Fielding Graduate University, W. Kyle Ingle, The University of Louisville, and Jacqueline Hawkins, University of Houston

**Abstract:** Integrating innovation into CPED's POY requires definition that still leaves room for innovation. Help the POY Committee create the next POY iteration as we consider innovation and its proof points.

**Target Audience:** All

**Presentation Type:** Workshopping Ideas

### **CPED Sponsored Session**

#### **Challenge Room – Topic: Literature Reviews**

**Presenter:** Jill A. Perry, CPED

**Abstract:** Challenge rooms are meant to gather members together to share and brainstorm ideas around facing programmatic challenges.

**Audience:** All members

**Presentation Type:** Ignite

#### ***The Role of Reflection in Demonstrating Quality, Transformation and Brand***

**Presenter:** Sara Ewell and Chereese Childers-McKee, Northeastern University

**Institutional Phase:** Experienced

**Abstract:** The purpose of this session is to consider the role of student reflection and data that is generated in publicly demonstrating student quality, transformation and brand.

**Audience:** Higher Education/Organizational Leadership

**Presentation Type:** Roundtable

4:30pm Reception

5:45pm Buses

7:00pm Evening Jazz in the Park

## **WEDNESDAY JUNE 12**

8:30am Morning reflection activity

University of South Carolina - October Convening promotion

### **9:00am Exchange Session C**

#### ***Listen to Me: Considering CPED's Commitment to Practitioner Voice***

**Presenters:** Edmund 'Ted' Hamann, Amber Alexander, Heidi Jo Bartlett, Megan Blake, Paula McClung, Melissa Pilakowski, and Erin Trusty, University of Nebraska-Lincoln

**Institutional Phase:** Experienced

**Abstract:** A group of accomplished practitioners who are also current EdD students guide a personally relevant conversation about how they claim expertise and use those claims to support transformative educational practice.

**Audience:** PK-12 Leadership

**Presentation Type:** Jigsaw

### **CIG Sponsored Session: Social Justice**

#### ***Integrating Equity and Inclusion in an Online EdD Program***

**Presenters:** Leigh Kale D'Amico, Rhonda Jeffries, Suha Tamim, and Yasha Becton, University of South Carolina;

**Institutional Phase:** Experienced

**Abstract:** This session highlights an overarching focus on equity and inclusion, including a core course sequence, that shapes policies and practices of an online EdD program.

**Audience:** All

**Presentation Type:** Panel presentation

#### ***The Evolution of the Practice of Transforming Education: A Narrative Journey Toward the Nexus of Practitioner Inquiry, Identity Formation and the Development of the Education Professional***

**Presenter:** Syraj Syed, University of Florida

**Institutional Phase:** Experienced

**Abstract:** This learning exchange, in a recorded podcast format, explores the narrative history of the Carnegie Project on the Education Doctorate, making meaning of the critical change that precipitated its inception and the growing knowledge base that marks its decade-long journey. Narratives of environmental shifts, evolving contexts and changing roles informed the co-creation of shared meaning and yielded a collective understanding of what it means to be and develop education professionals. Such understanding can help define a model for socializing newer faculty and programs into CPED.

**Audience:** All

**Presentation Type:** Fireside Chat

#### ***Using CPED Design-Concepts to Build the EdD Brand: Doctoral Student Insights***

**Presenters:** Kelly Burlison and Jennifer Lesh, Lynn University

**Institutional Phase:** Experienced

**Abstract:** This session will Justify how improvement science methodologies help to transform and brand in CPED-influenced EdD Programs during Phase I and Phase II interviews. Heighten conversations by demonstrating quality products that help prepare leaders who can advocate effectively and drive efforts to achieve education equity and improvement of schools. Reframe and develop solutions to problems of practice during admission protocols by collaborating in a roundtable environment that supports both practitioner and CPED guiding principles. Brainstorm and build the EdD program name through DiPs that will prepare leaders who can establish and grow intra- and inter-institutional.

**Audience:** Higher Education/Organizational Leadership

**Presentation Type:** Research Pitch Activity

### **CIG Sponsored Session: Improvement Science**

#### ***Networking Improvement Science Dissertations in Practice***

**Presenters:** Ash Vasudeva, Carnegie Foundation for the Advancement of Teaching and Rob Crow, Western Carolina University

**Abstract:** Forthcoming

**Audience:** All

**Presentation Type:** Ignite

**CIG Sponsored Session: Improvement Science**

**Connecting 'What' with 'How': Ensuring quality, transformation, and brand in** coursework, programs, and consortium.

**Presenter:** Jacqueline Hawkins, University of Houston

**Institutional Phase:** Experienced

**Abstract:** Quality, transformation, and CPED brand identity are essential to our future impact. Member institutions agree on the 'What' of CPED's focus. This exchange connects the 'What' with the 'How'.

**Audience:** Higher Education/Organizational Leadership

**Presentation Type:** Roundtable

10:15am Break

10:45 -11:30am Large Group Exchange Understanding the Dissertation in Practice Across Contexts

11:30am David G. Imig Distinguished Service Award

12:00pm Working Lunch

**1:00-2:15pm Exchange Session D**

***Problems of Practice in the Field: The Role of Inquiry in Professional Context***

**Presenter:** Marissa Payzant (Nebraska Dept. of Education), Randy Ernst (Nebraska Wesleyan University), Stephanie Malone (Lincoln Public Schools), Janet Eckerson (Lincoln Public Schools and the University of Nebraska-Lincoln), Jami Holbein Swanson (Lincoln Public Schools), Brenda McNiff (Educational Service Unit 5)

**Institutional Phase:** Experienced

**Abstract:** Coordinated by six CPED alums, this session will explore the role of inquiry in real-world contexts, leading participants in a wide-ranging discussion of 'what comes next?' after earning an EdD.

**Audience:** All

**Presentation Type:** Panel presentation

***She Persisted: An Exploration of Strategies Employed by Working Mothers in EdD Programs***

**Presenters:** Lauren Bent and Liz Conant, Regis College

**Institutional Phase:** Implementing

**Abstract:** Learn about the findings of a recent study that explored strategies employed by mothers who worked full time while pursuing their EdD in order to persist to graduation.

**Audience:** Higher Education/Organizational Leadership

**Presentation Type:** Panel Presentation

***Multiple perspectives in mentoring: Program advising for high-quality programming***

**Presenter:** Maida Finch, Salisbury University

**Institutional Phase:** Implementing

**Abstract:** This session uses the recent Mentoring Design Concept draft to illustrate a comprehensive mentoring approach through faculty and student voices. Participants will learn a process for considering how they are enacting mentoring and the role it plays in assuring program quality.

**Audience:** PK-12 Leadership

**Presentation Type:** Program Case Study

### ***Group Dissertations--What Are We Finding***

**Presenter:** Wayne Lord, Augusta University

**Institutional Phase:** Implementing

**Abstract:** Data suggest a few CPED member institutions allow or require group dissertations. This learning exchange explores creating a CPED Improvement Group (CIG) to examine this model, identifying successes and challenges.

**Audience:** All

**Presentation Type:** Networking

### **CPED Sponsored Session**

**Challenge Room – Topic:** TBD

**Presenter:** TBD

**Abstract:** Challenge rooms are meant to gather members together to share and brainstorm ideas around facing programmatic challenges.

**Audience:** All members

**Presentation Type:** Ignite

2:15-2:45 Break

### **2:45-4:00pm Exchange Session E**

#### ***Managing Dissertation Loads: Moving Students to a Regular Writing Habit***

**Presenter:** Crystal R. Chambers, East Carolina University

**Institutional Phase:** Implementing

**Abstract:** Students who engage a regular writing habit were more likely to graduate. In this session, I will lead an interactive discussion on the cultivation of student writing habits.

**Audience:** All

**Presentation Type:** Workshopping Ideas

### **CPED Sponsored Session**

#### **Improvement Science and the Dissertation in Practice**

**Presenters:** Debby Zambo, CPED & Rob Crow, Western Carolina University

**Abstract:** This exchange provides an opportunity for CPED members to reflect on, and consider ways to, incorporate Improvement Science into Dissertations in Practice (DIPs). In this session:

- participants will Drill Down to understand how inquiry/improvement questions differ from research questions and why this matters to EdD students.
- participants will create a Squid to show their thinking as to how data gathered for improvement can avoid threats that hamper all forms of inquiry.

**Target Audience:** All

**Presentation Type:** Workshopping Ideas



***Developing and Designing Your CPED Program, Targeting Program Quality and Transformative Practices***

**Presenter:** John C. Gillham, The University of Findlay

**Institution Phase:** Implementing

**Abstract** Using one program's experiences as a learning tool, participants will identify CPED markers of program quality, self-assess their current programs, and select program quality targets.

**Audience:** All programs in the Designing and Developing Phase

**Presentation Type:** Dialogue

***Cultivating Transformative Practice through Program Coherence***

**Presenters:** Sheldon Watson, Ethan Heinen, and Antoinette Ryan, Central Connecticut State University

**Institutional Phase:** Implementing

**Abstract:** Participants use a multi-dimensional framework based upon curriculum, performance assessment, and organizational learning to assess their own programs for coherence in leading graduates to outcomes grounded in transformative practice.

**Audience:** PK-12 Leadership

**Presentation Type:** Workshopping Ideas

***Signature Pedagogy: Connecting Research and Practice to Ensure a Quality EdD Program and Shape Scholarly Practitioners***

**Presenters:** Joanna Alacruz, Mubina Schroeder, Andrea Honigsfeld, Molloy College

**Institutional Phase:** Implementing

**Abstract:** The purpose of this dialogue exchange is to discuss how signature pedagogy inspired by CPED's framework can further the quality and transformative practices of the doctoral program and its students.

Consider submission for CIG sponsored

**Audience:** All

**Presentation Type:** Roundtable

4:00pm End of day reflection