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Carnegie Project on the Education Doctorate

The Education Doctorate–A Degree for Our Times

Planning and Changing

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PLANNING AND CHANGING SPECIAL ISSUE

CARNEGIE PROJECT ON THE EDUCATION DOCTORATE: THE EDUCATION DOCTORATE–A DEGREE FOR OUR TIME

With the prompting of a consortium member and a very gracious offer from the former Editor of *Planning and Changing,* this special issue focused on the Carnegie Project on the Education Doctorate (CPED) was developed and edited by me, Dr. Jill Perry. As the Co-Director of CPED, I welcomed the opportunity because it afforded me the chance to tell the story of the project and its accomplishments through the voice of the consortium. I often tell people that, while I have a birds-eye view that allows me to see the accomplishments of CPED across 56 U.S. schools of education, this opinion is rarely heard by everyone or accompanied by voices that speak to the influences CPED has had on individuals and programs. This special issue gave me the privilege and honor of collaborating closely with deans, faculty and graduates of CPED institutions to learn how the broader CPED work is transpiring at the institutional, programmatic and individual level. It is with the voices of varied individuals that I wish to present this issue outlining how CPED's reconceptualizing of the EdD has changed schools of education at these three levels.

To this end, this special issue serves three purposes. First, it provides a brief introduction to the Carnegie Project on the Education Doctorate, written by me. This article offers a historical overview of the project, a description of how it came to be the first action-oriented effort to distinguish the EdD as a professional practice degree, and a summary of the consortium's accomplishments. Second, through the stories of change presented by various authors, this issue will demonstrate how national level ideas, tested locally, are driving the way we think about the EdD as a professional practice degree. Finally, this issue supports the goals of CPED as a learning organization. The articles included are written so that all schools of education can learn from the experiences of those who are already walking the path of redesigning the EdD, of those who have faced and continue to face the many challenges that come with change in higher education, and of those who continue to improve professional preparation in education. This issue serves as a precursor to the publication of findings and lessons learned resulting from a three-year, multiple case study of 21 original CPED member institutions funded by a $700,000 U.S. Department of Education Fund for the Improvement of Post Secondary Education (FIPSE) grant. Findings will be published in multiple formats throughout 2014 (see http://cpedinitiative.org).

The Seeds of CPED

The Carnegie Project on the Education Doctorate (CPED) is a consortium of schools and colleges of education that seeks to transform the education doctorate (EdD). The intent of the project is to improve, reliably and across diverse contexts, the effectiveness of the professional doctorate in education. To do this, CPED has opened a national dialogue that engages faculty, deans, students and practitioners in answering the basic questions:

> What are the knowledge, skills, and dispositions that professionals working in education should demonstrably have?
>
> How do we prepare them to have these?

The results of this dialogue aim to resolve an 80-year old debate over the distinction of EdD and PhD in education, and, through reconsidering the design of doctoral preparation for professional practitioners, to increase the likelihood that EdD candidates graduate with the capacity to transform educational practice.

CPED was launched in January 2007 as a response to the Shulman, Golde, Bueschel, and Garabedian (2006) call to schools of education to define each degree clearly or "risk becoming increasingly impotent in carrying out their primary missions—the advancement of knowledge and the preparation of quality practitioners" (p. 25). Their plea came at a culminating point in the debate over the purposes and distinction of the PhD in education and the education doctorate that began shortly after the introduction of the education doctorate at Harvard University in 1921 and spanned nearly a century (Anderson, 1983; Brown, 1966; Clifford & Guthrie, 1988; Deering, 1998; Denemark, 1985; Eells, 1963; Freeman, 1931; Levine, 2005; Osguthorpe & Wong, 1993). The Shulman et al. (2006) call came amidst a flurry of activity that again brought to light the question of the purpose of the education doctorate.

In the early 2000s, the Carnegie Foundation for the Advancement of Teaching, under the leadership of Lee Shulman, was focused on two areas: the Carnegie Initiative on the Doctorate (CID) that sought to understand research doctoral preparation across six disciplines, and the Preparation for the Professions Program that investigated professional preparation in six fields.[1] Findings from both projects confirmed the need to distinguish the EdD from the research doctorate PhD in education and to clarify the purpose of the EdD. Around this same time, national events reopened the historical debate. The American Educational Research Association (AERA) and the National Academy of Education (NAEd) came together to "conduct a systematic assessment of education research doctorate programs using the methodology of the National Research Council (NRC) Assessment of Research Doctorate Programs...to improve education research doctorate programs nationally" (National Academy of Education, n.d.). At the start of this work, the EdD was removed from the

taxonomy because of its confused nature. Also at this time, Levine (2005) published his third policy report that investigated US education schools and called for the elimination of the EdD on the grounds that educational leaders could be best prepared with a "master's degree akin to the master's of business administration" (p. 92). Finally, the Council of Graduate Schools (CGS)(2007) had assembled a taskforce to study professional doctorates. The results described professional doctorates as the highest degree for the "preparation for the potential transformation of that field of professional practice, just as the PhD represents preparation for the potential transformation of the basic knowledge in a discipline" (p. 6).

These happenings formed the "perfect storm" that prompted the Carnegie Foundation to issue a request for proposals to members of the Council of Academic Deans from Research Education Institutions (CADREI) to participate in a national discussion meant to improve the preparation of advanced educational practitioners. Deans brought the request back to their institutions and invited faculty members to submit proposals with the intent that the work would be developed and led by school of education faculty members who had an interest in and commitment to distinguishing the EdD from the PhD and improving preparation programs. Twenty-five schools of education (21 were originally admitted and four were added the first year) were initially selected based on their potential for redesigning their EdD programs as well as commitment to support a faculty leader in an unusual process that called for sharing across national contexts and testing ideas locally (Perry & Imig, 2008). David Imig and I took on the challenge to lead this group and brought together these original members bi-annually for three years and produced tools for helping schools of education redesign their EdD programs. At the end of this first phase, though much had been accomplished, members suggested that the Consortium needed to test its conclusions and invite more institutions into the discussion. As a result, in 2010, a FIPSE grant was secured to investigate CPED's impact on schools of education and additional institutions were invited to join the effort. To date there are 56 member schools of education involved in the CPED consortium.

More Than Discussion: Success From Action

CPED is more than just an intellectual exercise; it transcends the debate that spanned most of the 20th century, and has become the first action-oriented effort in the US aimed at producing definitions and frameworks for changing the meaning and design of the education doctorate. CPED action takes place in the form of a consortium, which is a collaborative effort that works on two levels. At the national level, each member institution sends a representative faculty member to biannual convenings. At these meetings, faculty members engage in discussions and sharing of ideas about their efforts and the purpose and look of professional practitioner preparation in

education. Early on, these conversations were shaped by characteristics that Shulman and his Carnegie colleagues found relevant in other professions such as signature pedagogy, laboratories of practice, scholarship of teaching and learning, and capstone projects. These discussions were, and continue to be, important because concepts like these were not defined within education doctoral preparation and consortium members set to work at understanding how they might shape the way we prepare educational professionals differently from educational researchers. These discussions were informed by efforts taking place on the campuses of member institutions.

At the local level, members identify a challenge/weak spot in their program—either an existing EdD program they wish to improve or a plan for creating a new EdD program. Ideas generated at the national level are brought back to each institution and implemented as change/improvement efforts. Over time, members bring back to the Consortium what they have learned from testing CPED ideas. Noteworthy, suggest Latta and Wunder (2012), "is how the design of CPED is concurrently being pursued across multiple institutions, while cultivating individual institutional efforts that are responsive to contexts" (p. 11). However, even though there is consistency, individuality remains. The suggestion to promulgate one "Carnegie model" of EdD preparation was rejected early in the project as faculty members quickly realized that their local contexts—a large, urban city with a large minority population; a middle-class, suburban area; or the rural mid-west with practitioners traveling hundreds of miles to study—determined the needs of those practitioners who would enter their doctoral programs. Individual university contexts also largely influenced programmatic changes, determining the degree to which change was possible at each institution. Consequently, members suggested that frameworks for program development, rather than the imposition of one model, would better serve the broad range of member institutions.

Continuing to move beyond Shulman and his Carnegie colleagues' ideas and established frameworks, the Consortium worked to create three design frameworks—the development of a common definition of the education doctorate, or professional practice doctorate; the articulation of six "working-principles" that guide practitioner preparation program development; and the creation of common "working definitions" around original and emerging CPED design-concepts. Members are challenged to use these frameworks in a backwards design process that starts with considering the outcomes and graduates of their redesigned or new programs. With this end in mind, members are asked to consider how components of their program design contribute to the outcomes established for their graduates. The backward mapping process is central to the CPED design process, because only with a full understanding of the end can intentional and purposeful professional practice preparation emerge. The following describes how the three frameworks guide the backward mapping process.

Defining the EdD

The goal of professional education, according to Golde (2006), is "to inculcate those we educate with the highest levels of competency and integrity" (p. 9). Golde's words have guided the Consortium in redefining the EdD, along with the definition of the professional doctorate (noted above) offered by the Council of Graduate School's Task Force on Professional Preparation. Combining these two definitions, consortium members developed and adopted the following definition of the EdD: "The professional doctorate in education prepares educators for the application of appropriate and specific practices, the generation of new knowledge, and for the stewardship of the profession" (CPED, 2009).

This definition underscores the belief that professional preparation in education requires a blending of practical and theoretical knowledge that gives the practitioner the habits of hand, heart and mind to impact educational practice. This definition fits in the third category of doctorates, described by Colwill (2012) as the "professional research doctorate" that employs students to "investigate a particular professional topic or existing problem" (p. 13). Such doctorates have arisen because prospective students, employers and other stakeholders lack confidence in traditional research as a means to adequately prepare graduates to solve complex educational challenges given the stresses of a professional context (Colwill, 2012; Gilbert, 2009; Usher, 2002). The EdD is no different. This definition also suggests that combining theoretical and practical skills will prepare practitioners to better decipher, debate and design research that addresses high-leverage problems of practice, as Hochbein and Perry (2013) have argued in this issue. These honed skills, the authors argue, will allow practitioners to address problems of practice in a way that results in more system-wide and organizational change. This definition also suggests that intentionally merging theory with practice during preparation will transform current practitioners into Scholarly Practitioners who have the minds, hands and hearts to carry the moral imperative to protect and guide the profession.

Principles of Program Development

The CPED consortium contends that professional practice preparation in education needs to be equally purposeful and fluid. Shulman (2005) noted, "Professional education is not education for understanding alone; it is preparation for accomplished and responsible practice in the service of others" (p. 53). Therefore, the Consortium contends that as the needs in PK–20 schools change, the preparation of those who will lead at all levels of the field needs to be able to address these changes and the diverse needs found throughout our country and our public education system. To support this argument, a set of six "working principles" (in the

spirit of continuous design and improvement) was crafted from a list of 35 generated by consortium members to guide the design of new EdD programs. These principles state that the Professional Practice Doctorate:

1) Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice;
2) Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities;
3) Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships;
4) Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions;
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;
6) Emphasizes the generation, transformation, and use of professional knowledge and practice (CPED, 2009).

Members have worked to operationalize these principles in their programs in various ways, including the development of rubrics that evaluate a candidate's abilities in these areas, and the incorporation of principles into core syllabi, fieldwork, and milestones including the dissertation in practice. The role of these principles in shaping programs is discussed throughout this issue.

Design Concepts

Creating programs that prepare practitioners with the skills, knowledge and dispositions outlined in the principles, and that are flexible to a variety of contexts and practitioner needs but that are not limiting in scope, requires a set of adoptable, but adaptable, design concepts. Five design concepts were defined by the Consortium and serve to weave together programs much differently than the way research doctoral programs are delivered. The first design concept, *scholarly practitioner,* builds upon the CPED definition of the EdD and is defined as:

> Scholarly Practitioners blend practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice. They use practical research and applied theories as tools for change because they understand the importance of equity and social justice. They disseminate their work in multiple ways, and they have an obligation to resolve problems of practice by collaborating with key stakeholders, including the university, the educational institution, the community, and individuals. (CPED, 2010)

This definition moves beyond stigmatic labels of the EdD, such as PhD-lite (Shulman et al., 2006), to the emergence of a new lexicon that accurately depicts graduates of CPED-influenced EdD programs as "boundary spanners" (Huff & Huff, 2001) of the academy and the world of practice. This definition also supports the notion that Scott, Brown, Lunt, and Thorne (2004) raise about professional doctorates—that the professional doctorate focuses on professional work, recognizes work-based learning as worthy of the "highest level of award, the doctorate" and develops the individual in relation to their profession (pp. 22–23). This definition suggests that a process of transformation takes place as faculty work with seasoned, experienced professional practitioners who undertake high-quality, rigorous professional doctoral studies. It also fits the findings of Heaton and Swidler (2012) who interviewed candidates in their CPED-influenced EdD program asking them to describe the "value and usefulness of inquiry" (p. 94) in their practice. Responses suggested what the CPED definition of scholarly practitioner describes. Students said they were able to "move beyond making decisions about practice based on intuition," they recognized "the broader need to inform the work of other stakeholders," and they acquired "new perspective on and appreciation for the complexity of a problem" (p. 94). As recounted in the book, *In Their Own Words: A Journey to the Stewardship of the Practice in Education* (Perry & Carlson, 2012), ten students and graduates of CPED-influenced EdD programs describe their scholarly practitioner transformation. In this special issue, we will hear from two additional graduates as they describe this journey.

The second design concept is *signature pedagogy*. Wergin (2011) has suggested that the sole signature pedagogy for the education doctorate should be Participatory Action Research (PAR), a method that combines "scholarship and activism…to study and act on a social problem" (p. 130). While Wergin's understanding of signature pedagogy stems from the same roots as those of the Consortium (the work of Lee Shulman), the experience of 25 Consortium members in Phase I has suggested that given the diversity of practice in education—PK–20, policy arena, government organizations—a single signature pedagogy limits both the abilities of the schools of education as well as the outcomes for the graduates. That said, the Consortium adopted Lee Shulman's (2005) definition of signature pedagogy—the pervasive set of practices used to prepare scholarly practitioners for all aspects of their professional work: "to think, to perform, and to act with integrity" (p. 52)—with the understanding that multiple ways exist to reach these ends.

According to Shulman (2005), a signature pedagogy includes three dimensions:

1) Teaching is deliberate, pervasive and persistent. It challenges assumptions, engages in action, and requires ongoing assessment and accountability.

2) Teaching and learning are grounded in theory, research, and in problems of practice. They lead to habits of mind, hand, and heart that can and will be applied to authentic professional settings.

3) Teaching helps students develop a critical and professional stance with a moral and ethical imperative for equity and social justice.

Within the CPED consortium, signature pedagogies have taken many forms. A few are discussed in this issue, others are describe elsewhere (Olson & Clark, 2009; Zambo, 2010) and more can be found on the institution pages of the CPED website.

The third design concept is the *laboratory of practice* that has been defined as:

> Laboratories of Practice are settings where theory and practice inform and enrich each other. They address complex problems of practice where ideas—formed by the intersection of theory, inquiry, and practice—can be implemented, measured, and analyzed for the impact made. Laboratories of Practice facilitate transformative and generative learning that is measured by the development of scholarly expertise and implementation of practice. (CPED, 2010)

Laboratories of practice are tied to practice settings where the identification of learning work is done in consultation with organizational leaders, university faculty and the student; that is not replicable in the classroom and goes beyond the traditional internship; and that helps students to understand that, as contexts change, different approaches to practice become necessary. Edmonson and Striedieck (2012) describe rotations in teacher educator preparation as an example of laboratories of practice. Students are immersed in a setting with opportunities for "multiple apprenticeship with more expert others and collaborations with peers and experts who work to solve problems and find solutions as a team" (p. 254). In many of the CPED member programs, this laboratory enables students to utilize their "own practice situations as the equivalent of some combination of a residency clinical setting and an experimental laboratory" (Shulman et al., 2006, p. 29).

The definition of the fourth CPED design concept, *inquiry as practice* is:

> Inquiry as Practice is the process of posing significant questions that focus on complex problems of practice. By using various research, theories, and professional wisdom, scholarly practitioners design innovative solutions to address the problems of practice. At the center of Inquiry as Practice is the ability to use data to understand the effects of innovation. As such, Inquiry as Practice requires the ability to gather, organize, judge, aggregate, and analyze situations, literature, and data with a critical lens. (CPED, 2010)

Inquiry as practice is a tool that allows the scholarly practitioner to "learn and research how to respond to changing situations" (Jarvis, 1999, p. 30) in practice. The knowledge and skills that accompany inquiry as practice are the resources that inform practitioner judgment and decision-making (Cohen, Raudenbush, & Ball, 2002; Heaton & Swidler, 2012). This view of inquiry is markedly different from traditional doctoral programs that engage inquiry for the production of new theoretical knowledge. As such, it needs to be taught differently, as an integration of methods and practice that promote learning by doing (Ryan, Belzer & Heuschkel, 2012). As this issue will show, CPED-influenced programs continue to think about and improve the design and teaching of inquiry in practice. Members acknowledge, however, that "it takes a long while for traditional images [of research] to change" (Jarvis, 1999 p. 22). Nonetheless, organized efforts (Archbald, 2008) are well underway in the CPED consortium.

The final design concept has been the most difficult for the Consortium to define. Consortium members recognize that the definition of the capstone, or culminating piece of work produced by the professional practice doctoral candidate, is central to the overall distinction and strengthening of the education doctorate. For this reason, the Consortium has decided to move away from the term capstone, that can easily be confused with undergraduate education or viewed as a weaker form of a culminating experience. Instead, the term Dissertation in Practice has been chosen to define the culminating experience of the EdD. This term serves several purposes. First, in many institutions where a graduate council governs graduate policies, it has been difficult for faculty to argue for a term other than "dissertation" in doctoral preparation. Second, the coupling of the terms dissertation and practice supports the CPED claim that professional preparation in education requires a marriage of theory and practice. The definition of *dissertation in practice* is: "the culminating experience that demonstrates the scholarly practitioner's ability to solve problems of practice, the Dissertation in Practice exhibits the doctoral candidate's ability 'to think, to perform, and to act with integrity' (Shulman, 2005)."

Consortium members continue to experiment with various designs of the dissertation in practice but together have concluded that the process and final product have several characteristics. First, consistent with the thinking of professional preparation scholars the final product should address problems of practice (Archbald, 2008; Jarvis, 1999; Scott et al., 2004; Wergin, 2011; Willis, Inman, &Valenti, 2010). Second, the dissertation in practice process should include the assignment of multiple advisors—both researchers and practitioners— to guide student inquiry, design, and conclusions. Most CPED institutions recognize the value of varied perspectives and types of knowledge and the importance of the practical knowledge clinical faculty supply to this process (NCATE Blue Ribbon Panel, 2010; Watts & Imig, 2012). Many also include practitioners on the dissertation committee. Third, the final product should lead

to action-oriented outcomes serving the education community (Archbald, 2008). Fourth, collaboration between practitioners, faculty, and cohorts of students is central to connecting this culminating experience to practice. Finally, members recognize the nature of adult learning as well as the constraints on working professionals. They stress the need for structural supports to facilitate student learning and program completion.

A Framework for Design

What the Consortium has provided is a framework for design that is flexible and fluid enough to be adapted to different institutions' needs, contexts and abilities. This scaffolding permits school of education faculty and administrators to consider how to move beyond distinguishing the EdD from the PhD and to concentrate more appropriately on the needs of professional practice preparation in education. As research is conducted on the implementation and outcomes of this framework, and CPED membership expands, the Consortium will remain action-oriented and continue to focus on improvement of the framework.

Charge to the Authors

This special issue of *Planning and Changing* is an opportunity to pull together firsthand knowledge, experience and research around CPED-influenced EdD programs into a format that could be shared with audiences beyond the CPED consortium. The work of CPED over the last six years has begun to produce understanding around how these newly designed programs change institutions, programs and the people that both teach in and graduate from them. This issue has allowed us the ability to share this multi-level learning with others as they consider the complexities of redesigning their professional practice doctorates.

Accordingly, authors were asked to focus on changes that resulted from the design or redesign process and to describe those changes with measurable indicators of both the current or potential impact of the new program at the institutional, programmatic, or individual level. In the first three articles, three deans of CPED institutions provide their perspectives of the change process at the institutional level. Looking at their roles in the change process, each describes how the redesign of the EdD has impacted their institutions. DeLisi suggests that a dean's greatest contribution to the field of professional education might be her/his role in transforming the EdD. Gallagher reflects on lessons she learned 10 years after restructuring the EdD at the Rossier School of Education. Welch illustrates how she secured and maintained faculty involvement in developing a School of Education CPED Initiative at Duquesne University.

In the second section, faculty from various institutions describe and document how involvement in CPED has influenced changes in or pushed

more questions around EdD program components. The article by Aiken and Gerstl-Pepin explains how faculty at the University of Vermont came together to make sense of both the EdD and PhD degrees and how they began to conceptualize the relationship and interconnectedness of the two degrees within one college. In "The Role of Research in the Professional Doctorate," Hochbien and Perry suggest that CPED has pushed thinking about inquiry preparation but still has much to consider for preparing professional practitioners. Belzer and Ryan describe the evolution of the conceptualization of the "problem of practice" dissertation in the new EdD Program at the Graduate School of Education at Rutgers. Sawyer examines several CPED design concepts within a discussion of the evolution of a clinical practice program in the Teacher Leadership EdD program at Washington State University. Mayer, LeChasseur, Donaldson, and Cobb use organizational learning theory to examine how changes were made to the Neag School of Education EdD program over the last ten years. Zambo investigates how applying G. Stanley Hall's notion of elbow learning helps Arizona State University provide strong mentors to its EdD students. Rueda, Sundt and Picus reflect on the design and sustainability of a new EdD program in a large, urban university ten years after its implementation. Chan, Heaton, Swindler and Wunder examine ways their mentoring of student research and writing supported their advisees' dissertation work. In the final article of this section, Reardon describes an endeavor to implement best practice in ethics education in a CPED-inspired EdD program.

In the final section of this issue, two graduates of two CPED-influenced EdD programs describe their journeys and the many influential experiences their programs offered them in the transformation to scholarly practitioners. Hovannesian describes how her experience in a new program offered by her alma mater, California State University San Bernardino, as well as an opportunity to participate in a summer program at Washington State University have taught her the meaning of being a scholarly practitioner. Stacy reflects on the group dissertation process and the gains from working as a team developing a large evaluation project.

While preparing their manuscripts, authors were asked to consider the audience and how those who are undertaking the effort to redesign their professional practice doctorate programs might learn from the experiences presented here. This special issue demonstrates real cases of the "courageous new designs, experimentation and evaluation" (Shulman et al., 2006, p. 30) originally called for by the Carnegie Foundation. These cases are part of a larger narrative that will continue to emerge from the CPED consortium over the coming years. This narrative will come from the voices of many stakeholders and will provide an Epilogue to a long and messy debate documenting the failure of a confused degree. The narrative, at the same time, will offer a new story, one that sets the education doctorate within frameworks designed to maximize the knowledge and impact of expert practitioners.

Endnote

[1] More information on both projects can be found at http://carnegiefoundation.org

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REFLECTION, RECONSTRUCTION, AND TRANSFORMATION OF THE EDD: A DEAN'S PERSPECTIVE

PhD in Education and EdD programs have overlapping but distinct aims. With their focus on developing leaders who can apply knowledge to improve learning outcomes, CPED EdD programs have features not found in most PhD programs. The focus on developing scholarly practitioners who can effect constructive change in practice provides the overarching rationale for deans to support the development of EdD programs within their colleges and schools of education (SOE). The development of an EdD program within the CPED network has implications for a SOE. Several of these implications are described for the case of the Rutgers University's Graduate School of Education (GSE). While contexts may differ across institutions, core issues, such as the role of doctoral education in a SOE's mission, faculty roles and responsibilities, and how best to meet student needs and support their growth as scholarly leaders, are relevant to most SOE deans. To the extent that individual EdD programs are successful, the collection of programs under the CPED network has the potential to accumulate practitioner knowledge of what works in specific local contexts. Rebalancing policy and reform efforts toward dynamic, evidence-based findings from within education is perhaps the greatest promise of the CPED network. Making a positive contribution to these efforts might represent a SOE dean's most important contribution to the field of professional education.

As has no doubt been the case at other U.S. SOEs (schools of education), the Carnegie Project on the Education Doctorate (CPED) has prompted considerable reflection at Rutgers University. Discussions and faculty actions have led to a major transformation of the way in which the EdD is conceptualized, structured and operationalized (see Firestone & Belzer, 2012; Ryan, Belzer, & Heuschkel, 2012; Ryan, De Lisi, & Heuschkel, 2012 for recent summaries). Here, I present my view, as a dean, about why a CPED EdD was important for my school to develop, the impact of the program on the school, and the potential of CPED to change aspects of professional education. As this paper was being written, the first cohort of Rutgers EdD students had yet to complete the program of study but was moving through the dissertation process with an eye toward graduation later in that calendar year. Although our experiences with the EdD are still in process, there are interesting aspects to the Rutgers story that are worth sharing at this time. This article was written with a higher education focus and was intended for leaders in higher education who are considering moving toward CPED-influenced EdD program development and adoption. Many of the points raised will be relevant to deans and faculty

in other professional fields that sponsor both PhD and practice-oriented doctorates (including engineering, nursing, psychology, and social work, among other fields).

Why Develop A CPED-influenced EdD?

As dean of an SOE at a public Research I university, I thought it important to have the faculty and staff develop a revised EdD program for several reasons. Foremost among them was the need to create a doctoral program that serves the needs of PK–16 practitioners who seek to better understand the contexts in which teaching and learning occur and who seek to maximize the educational experiences of all students. Although the doctoral programs offered by the Rutgers Graduate School of Education prior to CPED afforded students the opportunity to accrue many benefits, the program design fell short of meeting some students' needs in important ways. These shortcomings may have also narrowed our applicant pool and therefore limited our impact.

PhD and EdD: Points of Overlap and Distinction

The central issue here is the difference between pursuing doctoral study for the purpose of becoming a "scholarly practitioner" in an EdD program versus becoming a "practicing scholar" in a PhD program (or research-oriented EdD program). Importantly, both types of programs have the development of scholars of education at their core. Due to the centrality of scholarship, graduation from a doctoral program can benefit program completers with a variety of professional goals, both scholarly practitioner and practicing scholar alike. Scholarly training in doctoral education guides program completers to a greater understanding of major concepts and ideas in the discipline as well as a greater understanding of research findings and their potential for application to local contexts. A doctoral program requires students to sharpen their analytical skills and enhance communication skills. (See Watts & Imig, 2012, for a more complete discussion of scholarly competency outcomes for those who complete EdD programs focusing on teacher preparation.) Of course, both programs also confer the "status" of "doctor." This is often a pre-requisite for professional advancement and an important factor in the decision to obtain a doctoral degree for many students.

SOE Faculty Pushback

The concept of scholarly development in doctoral education remains undifferentiated from the concept of research preparation in the minds of some university faculty members. For these faculty members: "doctoral preparation = research preparation." This view is understandable

given the importance placed on research productivity in faculty promotion and college and university rankings. From this perspective, a doctoral program that places less emphasis on research training is judged to be less rigorous. Many university-level faculty members view doctoral training as having the major goal of self-replication. This offers a point of resistance for developing a professional practice doctorate at a Research I university. Many faculty members have greater allegiances to their national and international professional organizations and associations than they do to their local schools, local universities, or even their own university. If meeting the needs of PK–16 practitioners means moving outside of the traditional, academic "comfort zone," many faculty are simply not interested. This is not unexpected but it means that a great deal of discussion and debate about program goals needs to be conducted if a CPED-influenced EdD program is to be developed and be successful. Some faculty members will not agree with the proposition that traditional research training is a disservice to practitioners who seek to learn how to positively impact teaching-learning in specific areas of practice. While agreeing with the notion that practitioners can benefit from research training, I believe that we do even better by our students by focusing less on research preparation and more on learning how to analyze and address problems of practice, and how to evaluate and communicate the results obtained. The latter focus requires considerable and focused scholarly preparation as well. This point may be overlooked or unacknowledged by SOE faculty members. In Figure 1, the scholarly underpinning to both types of doctoral programs is depicted along with their major difference in emphasis.

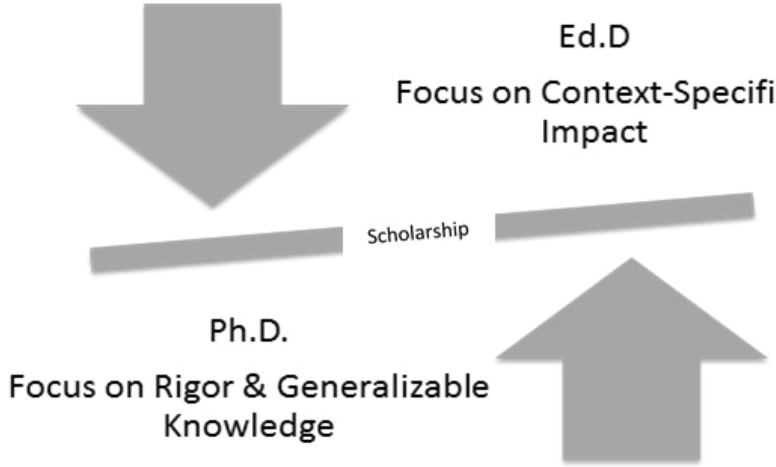

Figure 1. Doctoral programs in education: Centered on scholarship.

Implications for Institutions of Higher Education

The balance between scholarship in the service of knowledge generation and scholarship in the service of knowledge application and dissemination can be a challenge for higher education leaders especially because new institutions have moved into the "knowledge business" and are beginning to compete with higher education as the "keeper" of knowledge. Writing on behalf of a panel convened by the American Council on Education, Eckel and Hartley (2008) noted that the relationship between "knowledge" and higher education has four facets: (a) generate and integrate knowledge, (b) disseminate and apply knowledge, (c) preserve and organize knowledge, (d) validate knowledge. Universities that offer professional practice doctorates signal that knowledge validation (degree granting) can emphasize dissemination and application of knowledge along with traditional PhD programs that emphasize training in knowledge generation and integration. Both types of training are consistent with the broad missions of higher education due to the centrality of scholarship.

For SOEs, over time it is expected that the CPED network will demonstrate that EdD training is not "PhD-lite," because it downplays generating new knowledge in favor of other aspects of scholarly training that focus on knowledge application and dissemination. CPED EdD graduates' training has the promise of positive, real-world "impact" (Watts & Imig, 2012). Allowing students to pursue work that advances professional practice (their own and that of their colleagues) is one important way that the CPED EdD better addresses the needs of students in contrast to more traditional, research oriented PhD training.

An Explicit Focus on Leadership Preparation

The lack of an explicit focus on leadership development is another shortcoming of traditional PhD programs.[1] Apart from programs in educational administration, educational leadership, or higher education, PhD in Education programs devote little coursework or training to leadership development. This is a disservice to many practitioners who often work in contexts that need greater leadership and change-agent participants. CPED EdDs have leadership development—both formal and informal leadership roles—at their core.

SOE Mission Attainment

The flip side of better serving the needs of educational practitioners is the idea that a CPED EdD will produce scholarship that has direct, positive impact on teaching and learning. As such, a robust EdD program is another means by which a public university can fulfill important aspects of its mission. In particular, EdD dissertations offer the promise of "prac-

tical knowledge" of "what works," including the potential for this type of knowledge to accumulate over time (Latta & Wunder, 2012). The need to re-center Rutgers' GSE's doctoral programs on working to make improvements in education, especially in New Jersey, was another factor in my decision as dean to have the faculty develop a CPED EdD program. We expect our PhD programs to attract top national and international students. We expect our EdD program to attract top local and regional talent. We want to impact teaching and learning in our local communities, our state and the surrounding tri-state region.

Strengthening the PhD in Education

A final factor in my decision to have our School pursue a CPED EdD also pertains to enhanced mission attainment in doctoral education. To the extent that practitioners who complete PhD in Education programs remain in practice (and do not join Research I faculties), then an important goal of the PhD program—self-replication in academia—is also not being met. PhD programs are expensive and their quality is judged, in large part, by the types of positions assumed by graduates. Many practitioners enroll in PhD programs with no intention or desire to leave practice to pursue competitive research careers. To the extent that PhD programs accept and train such students, they are falling short of their program's central aspiration. Presenting both a PhD in Education and an EdD degree option helps to clarify the distinctions between program goals and benefits in the minds of faculty and students alike. For a more in-depth treatment and analyses of doctoral education including comparison of PhD and EdD programs see Golde and Walker (2006), Perry (2012), Perry and Imig (2008), Shulman, Golde, Conklin-Bueschel, and Garabedian (2006) and Latta and Wunder (2012). Many of these issues are relevant for other professional fields that offer two types of doctoral programs.

Summary

Sharpening the distinction between PhD and EdD programs can lead to improvements in doctoral education and enhance mission attainment for a SOE. Professional practice doctorates centered on scholarship and knowledge application are as critical for society as are traditional research-oriented doctorates centered on generating new knowledge. Developing a successful EdD program has several implications for a SOE. Some of these implications are considered next.

Changes in Schools of Education

The CPED EdD created and adopted by the Rutgers Graduate School of Education faculty was informed by the CPED working prin-

ciples and design concepts (see CPED, n.d.), though some of the CPED ideas were given greater weight than others in the program that emerged at Rutgers (see Firestone & Belzer, 2012; Ryan, Belzer et al., 2012; Ryan, De Lisi et al., 2012).

With CPED principles and design concepts at the core, the program created at Rutgers had three additional features: (a) school-wide approach; (b) strong cohort model; and (c) compressed or accelerated time frame for degree completion (See Figure 2).

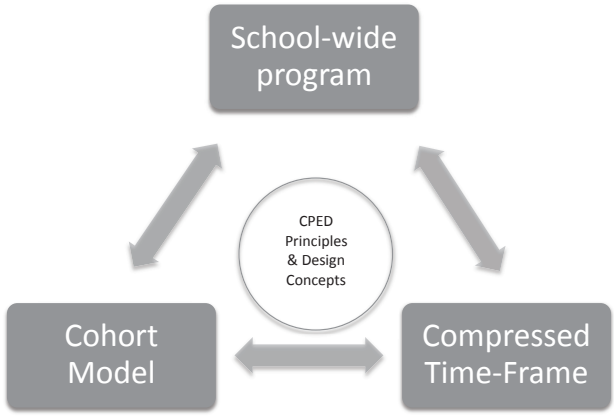

Figure 2. Program features that necessitated changes in the Rutgers GSE.

Each feature was introduced with an eye toward meeting the goals of the program. As such, the features interact and reinforce one another. Although these features interact, below I discuss each separately to indicate why and how they led to changes in the Rutgers Graduate School of Education. I think it is important to indicate that none of these three features is necessarily required to fulfill the goals of a CPED EdD program. A CPED EdD program might be housed entirely within a School's existing department or program, for example. As another example, a cohort-based program with an accelerated time frame for degree completion appeals to and works for certain potential applicants but does not work for all potential applicants and enrollees. The changes described next should be understood in this context.

The Rutgers Context

Changes to the GSE that arose from the development of a CPED EdD were not mandated by the Graduate School. At Rutgers University, the Graduate School-New Brunswick has administrative oversight of the Master of Arts (MA) and Doctor of Philosophy (PhD) programs only. Responsibility for professional degrees such as the EdM and EdD reside within the decanal unit with oversight by the Executive Vice President for

Academic Affairs. For this reason, the changes engendered by the development of a CPED EdD were proposed by GSE faculty and staff members themselves rather than being required by an external agent outside of the School. Some of the changes that resulted were anticipated during the process of program development; others arose as the program was put into place. Indeed, the program continues to be a work in progress, subject to cycles of continuous improvement and redesign.

School-wide Program

The Rutgers EdD is a school-wide program not housed within a pre-existing program or department. The program has an 8-course "core" set of courses that must be completed by all students who seek admission to one of the program's areas of concentrations. See Ryan, Belzer et al. (2012), Ryan, De Lisi et al. (2012) for details. This shift to a school-wide program with specialization options was responsible for several modifications in the School's operations. These include:

- A new faculty-administrative position—EdD Program Director
- A new committee structure for the EdD program (e.g. executive committee; curriculum committee, admissions committee)
- Changes pertaining to faculty roles and responsibilities were formally adopted into the School's by-laws (by-laws revised).
- Staff support for student recruitment, student enrollment management, support and retention, student records, and so forth were moved to a School-wide Office of Academic and Student Services (locus of doctoral program administration shifted from programs/departments to school)
- The position of assistant dean for doctoral education was created; administrative assistant was hired to support the EdD program.

Faculty collaborations. In addition to these changes to faculty and staff roles and responsibilities, the new program required that faculty from different programs and departments work together to deliver the program. Based partly on enthusiasm and partly on skepticism, program implementation heightened faculty commitment to joint decision making and to program assessment as the cornerstone of continuous improvement of the EdD program. For example, it was agreed that core courses are "owned" by the program (not by individual faculty members who teach them). As a consequence, each core course has explicit program goals as well as course specific learning goals. For example, courses at the beginning of the program seek to enhance students' facility with reading professional literature and their ability to provide written summaries and reviews of professional literature. Several times throughout the year, core course instructors meet to review both student performance and instruc-

tor and student feedback as students progress through the program and take concentration-specific courses and advanced core courses. Members of the faculty from across the School also developed a "common" qualifying examination question and a scoring rubric for the students' papers. This "common core" paper is completed by all members of a given cohort and evaluated by teams of faculty from different areas of specialization. Faculty members teaching the core courses review the overall cohort performance on this common core paper to see if changes might be needed to help students meet expectations. Several modifications to core courses have been implemented based on faculty member review of program assessment findings. Groups of faculty members have also met to review the qualifying process requirements including scoring rubrics and criteria shared with students and utilized by faculty graders. The fact of cross-departmental faculty meeting regularly to deliver and make improvements in a School-wide program is another important change brought on by the EdD program. Previous faculty efforts in this regard had been program and departmentally based.

Cohort Model

Another key feature of the program design that led to changes in the Rutgers GSE was the adoption of a cohort approach to doctoral education. The program was designed for working professionals who could not complete traditional, years-long residencies on campus. We judged that an apprentice model requiring on-campus residence without outside employment was not appropriate for the EdD program target audience. We also wanted to avoid a part-time approach in which students completed their doctorates in relative isolation from one another. The cohort model adopted included a "low-residency" program design in which students would work together to complete key program milestones in a lock-step fashion. The idea was to have the cohort serve as a peer, professional support group that would reinforce the scholarly development of participants, including analyzing and discussing approaches to solving problems of practice. We did not want to assume that students would come to us from contexts in which a supportive and effective professional community was already in place. (Indeed, part of our program coursework is designed to enable students to develop such communities.) Similarly, given the accelerated time-to-degree elements of the program, we thought it critical that students have each other, in addition to the faculty, to support their scholarly development. By program design, the initial set of core courses completed by all students attempt to develop a cohort identity that precedes subsequent identity development as a member of a specific concentration. Each cohort develops a set of group norms for course interactions and participation, expectations about confidentiality when revealing information about their specific work context, and expectations about working to support

one another. The cohort approach, therefore, affected the design of courses. Qualifying examinations were also designed with the cohort in mind. During the course of the academic year, "EdD retreats" were planned with student and faculty input with the expectation that all EdD students attend. Finally, a decision was made to have groups of students work together in groups of 4–6 on their dissertations under the direction of the same advisor. Each student completes a separate and independent project but the advisor works with students in small cohort groups. The dissertation cohort groups cut-across concentrations. Faculty members who agreed to serve as dissertation advisors for small cohorts of EdD students can petition to have this assignment "count" toward Fall-Spring teaching assignments.

Compressed Time-frame

A final feature of the Rutgers EdD program that led to changes in aspects of the School's operations was the decision to design the program such that it could be completed in a compressed time frame—4 summers plus three years of study (see Ryan, Belzer et al., 2012; Ryan, De Lisi et al., 2012). In order to make this feasible, an intense "low residency" summer program of courses must be completed. Students complete up to 3 courses in the summer months. This approach led to an agreement that faculty members who volunteer to teach in the summer could have this teaching "count" as part of their Fall–Spring teaching workload. Alternatively, faculty members could receive extra compensation for summer teaching and receive no modification in the Fall-Spring teaching load. The change in dissertation advisement and the increased emphasis on summer teaching, taken together, led to a larger discussion about faculty workload. A new faculty workload policy was recently adopted by the faculty, in part, to be explicit about the changes required to deal with doctoral students in an accelerated or compressed time frame. The accelerated time frame for degree completion was also responsible for conceptualization of core courses described above. The summer courses are accelerated and leave little time for review and consolidation. Recognizing this, it was important to design core courses, in particular, with the idea that some of the program objectives would be revisited in subsequent core courses to build in redundancy required for (deeper) learning.

Summary

In summary, at Rutgers GSE, the development of a CPED EdD program had particular elements (see Figure 2) that led to several changes in the School's formal structures and operations, and to other changes that were more subtle, cultural, and behavioral in nature. The School changed its by-laws and examined faculty workload policy as the result of this program being put into place. New faculty and staff roles and responsibilities were devised. Faculty members who previously had infrequent occa-

sions to work together now found themselves with shared responsibilities for EdD student admissions, course completion, and program completion. Changes are still in process as we receive evaluative feedback from our students and as we, in turn, collectively evaluate their struggles and success in the program. A significant re-examination is anticipated after the first cohort finishes the program and receives their degrees.

Impact of CPED on the Field of Professional Education

Latta and Wunder (2012) maintain that the current PK–12 policy "reform movement"—especially accountability for student performance on high stakes tests—has all but eliminated practitioner perspectives and has overlooked the relational complexities in classroom teaching and learning. These authors view CPED as a way to rebalance policy reforms to include practitioner voices. "What CPED brings anew is a collaborative national effort to foreground practitioner knowledge and to provide cross-institutional documentation of these efforts while supporting and encouraging its EdD graduates who will reinvest in a culture of learning (p. 11)." In this view, CPED graduates remain in PK–12 classrooms but bring the highest levels of professional preparation to their sites of practice.

Watts and Imig (2012) pick up on the theme of the ever-increasing accountability demands being placed on PK–12 educators. They note that recent policy trends are shifting funding and capacity to use data to PK–12 schools and districts themselves. In some cases this includes teacher preparation as well. These changes have the effect of either reducing or eliminating higher education's role in teacher and administrator preparation. Watts and Imig (2012) believe that schools and colleges of education need to reshape their relationships with PK–12 schools and districts in order to remain relevant. They argue that CPED can foster the development of a special kind of (university-based) clinical faculty member—one who provides a link or bridge between PK–12 and higher education systems. "A consideration of [CPED] is that more and more education school faculty should assume the role of clinician and work directly with schools and teachers. The role of clinical faculty is to provide linkage and interaction between the education school and the school—helping to forge enduring relationships that benefit the learning of both students and teachers. Clinical faculty have different responsibilities than their research colleagues but should be accorded appropriate recognition and rewards (p. 35)." In this view, completion of an EdD program triggers a shift such that practitioners leave their sites of practice, to join college and university faculties to help the latter support PK-12 teaching and learning.[2]

Whether EdD graduates remain in their original sites of practice or join college faculty as clinicians, learning how to enhance teaching and learning outcomes in specific contexts is at the heart of CPED degree programs. The key role for CPED is to provide a coordinating mechanism

that facilitates the accumulation of practitioner findings and facilitates the communication of findings. The current discussion of CPED transforming itself into a network improvement community (Bryk, Gomez, & Grunow, 2010) is especially promising in this regard. Note that EdD programs that focus on teaching and learning in higher education contexts, especially online or distance education, represent another opportunity for SOE's to provide leadership and have a positive impact. Program designs can include P–20 classrooms and other learning environments.

As CPED graduates grow in numbers from hundreds to thousands over the next decade, CPED can provide a scholarly "home base" for EdD program graduates. This will allow graduates to continue to have contact with like-minded scholars and allow graduates to help steward the field at large (by serving on dissertation committees, by sharing the results of their efforts, and so forth). Revised forms of scholarly communication are likely to emerge as this network takes on a life of its own. Acculturation into the scholarly forms that exist to serve the research community is useful but ultimately not practical for a vibrant EdD community. The emergence and acceptance of either new or revised forms of scholarly communication generated by CPED graduates will be an important marker of success for the network and its participants.

With the restructuring of P–20 education well underway, SOE's have an opportunity to help shape the discourse by providing a new type of scholarly leader—one who is focused on improvements in teaching and learning practices. By so doing, SOE's can remain relevant and fulfill aspects of their missions with a revised focus. Creation of a vibrant and successful EdD program in a School of Education requires considerable time and effort with an eye toward vigilant continuous improvement. At this stage in its development, CPED will only be successful if each "node" in the network agrees to work together to share the successes and failures of their new EdD program graduates. A positive tipping point may lie ahead in the not too distant future.

Deans play a critical role in having this vision become a reality. Deans may need to work with both central administrators and their own faculty and staff to clarify their School's mission and the place of doctoral education in mission attainment. EdD programs need to be positioned as centered on scholarship, knowledge application and leadership development. With this focus, SOE EdD program completers will complete projects that answer real-world questions of import about "what works" in teaching and learning contexts. By producing these scholarly leaders, SOEs will have fulfilled an important aspect of their mission.

Endnotes

[1] A group of colleagues has developed a leadership program at Rutgers University for PhD students from a variety of disciplines. Now in its third year of implementation, the program has evidence of benefits to students as they navigate the transition from student status to employment. For a description of this program see Ruben & De Lisi (2012), and Rutgers Program (2010).

[2] A recent report, summarized by Bronner (2013), indicates that the American Bar Association's Task Force on the Future of Legal Education has identified shortcomings in legal education that parallel concerns raised by Watts and Imig (2012).

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IMPROVING DOCTORAL DEGREES IN EDUCATION: FOCUS ON MISSION, COHERENCE, AND SUSTAINABILITY

This article is a retrospective description of the decisions, strategies, and context of program changes made at the USC Rossier School of Education, related specifically to the education doctorate. The primary purpose is to highlight the change process from the perspective of the academic dean. Drawing on work in systems change and strategic planning and on a recent external evaluation of the revised EdD program after 10 years, the description focuses on the leadership at the dean level and the lessons learned. Three strategies emerged as important: being mission-driven in changing curriculum, not tinkering at the margins of programs but starting anew and viewing systems change as a continuous process rather than an event.

Since 2001, the University of Southern California's Rossier School of Education has changed and grown tremendously, in number and type of programs, faculty, staff and students. Throughout all of our changes, however, we have been driven by our mission to improve learning in urban education locally, nationally and globally. Our vision is a world where every student, regardless of personal circumstance, is able to learn and succeed. We believe that USC Rossier, as a graduate school of education in a research university, has the responsibility and the ability to train education leaders and to develop innovative practices inclusive of equity and access that will help realize this vision.

The changes we have made are school-wide, involve all academic degree programs and have evolved over time. Although our commitment to improving urban education has not changed, the various strategies and outcomes identified in the school's iterative strategic plans over the last 12 years have been modified by forces within the school, within the university and in the professional world of education. Currently, we are in year two of our third strategic plan for the school.

In the last 12 years, our operating income has grown over 300% and our staff and faculty have more than doubled. We phased out our undergraduate teacher education degree program, redesigned and separated our EdD program from our PhD program, created global programs, and brought our graduate teacher preparation program, Master of Arts in Teaching (MAT), online. We have realigned our academic and organizational structures to fit both our program needs and our operating resources more than once.

This chapter is focused on the education doctorate—our EdD. Other programs will be mentioned only in the context of the changes re-

lated to the EdD. The PhD, for comparison purposes, will be referenced when necessary to distinguish it from the EdD (For specific details on the development of our EdD, please see Rueda, Sundt & Picus, 2013).

In The Beginning

Despite the fact that it has been 13 years since I prepared to move to the University of Southern California, I can vividly remember two strong images from my initial visits to the Rossier School of Education. To begin with, I was impressed with the leadership of the president and provost who, within a decade, had dramatically changed USC in terms of student quality, research productivity, time to degree, and faculty reputation. Second, I was struck by how invisible the Rossier School seemed to be compared to the larger professional world of educators in California and the United States, to the internal stakeholders within the university, and to the faculty and staff within the school.

After a few weeks in my new role as dean, I realized that the faculty, staff, and, to a large extent, students had been acting as individual members of a loose confederation of programs. When I talked with faculty and staff individually, there was little direct knowledge of what others were doing. There was no belief in the need to act collectively, although most paid lip-service to ideas like "building a community of scholars." Most individuals confided that the best way to succeed at USC was to be an entrepreneur and to amass resources through grants, consulting, and/or students.

When the provost asked for a strategic plan for the school by the end of October of 2000, I knew I had an opportunity to begin building cross school relationships and internal coherence in order to have our mission truly drive our work. I leveraged the provost's desire for a strategic plan with my status as a new dean and received university resources to use a strategic planning process that I had used at my previous workplace. Called a "Future Search," this particular planning process engages all stakeholders in a large complex organization like a university or school district in a multi-day, structured process of finding common ground (Aronson, Barbeau, & Gallagher, 2005). The provost supported our use of external facilitators and an off-site location in a downtown Los Angeles hotel for two and a half days of activities designed to find what the stakeholders—faculty, alumni, students, staff, current employers, funders and policymakers—identified as common ground.

A 12-person planning team made up of multiple stakeholder representatives including five faculty members began planning the "Future Search" conference in October of 2000, working with the two external facilitators. I chaired this planning team.

As the date for the Future Search approached (late January, 2001), I realized that many stakeholders inside the Rossier School, the faculty in particular, were concerned about what was "on the table" as an outcome of

the meeting. At a general faculty meeting in early January, I acknowledged the degree of stress pressing down on us. With the assistance of both our facilitators and the two key faculty opinion leaders who were on the planning committee, I laid out what was included in the Future Search and what was non-negotiable. For example, our urban mission was a non-negotiable. No programs or positions were going to be identified for elimination and no confidential financial information would be shared. Again, I stated that the purpose of the Future Search was to come to agreement on our future direction as a school of education. I realized how stressful it was for a school with a history of individualism to trust in a process relying on collective ownership.

Despite some of these concerns, the outcome of our Future Search was solid agreement among all stakeholders, and especially faculty members, that the school was committed to four academic pillars that guide all academic, research, and service efforts within our school and serve as our rudder for meeting the school's mission. These pillars are leadership, diversity, learning and accountability.

Although this public commitment to these four pillars may seem underwhelming years later, in fact it was the first example of an inclusive process that focused on what all faculty members agreed upon as opposed to our typical focus on our differences. My Executive Council and I quickly followed up, within a few weeks, with faculty-developed white papers that fleshed out what each of the four academic pillars included in terms of theories, scholarship, and applications. In late March of 2001, at an inclusive meeting that was primarily faculty but also included external stakeholders from the Future Search planning team, we prioritized a plan to begin changing our doctoral programs, both the EdD and the PhD.

It is important to note here that we benefitted from a university-initiated change. In early 2002, USC's provost began to focus on PhD programs, with the intent of eliminating mediocre degree programs. This initiative served as a stimulus to examine both doctoral degree programs in the Rossier School at the same time. One of the key areas of agreement coming out of the Future Search was the support to completely differentiate the two doctoral degrees. Six years before the Carnegie Project on the Education Doctorate (CPED) began its work, the faculty at the Rossier School moved to design an EdD degree for educational practitioners and a PhD for future faculty and educational researchers. I believe that the agreement during the Future Search was one of the significant factors impacting our success.

I reinforced the importance of our decision to move forward with the reinvention of both doctoral degrees by designating every faculty member in the school as a member of the EdD program. I did this so that everyone had a reason to pay attention to what the EdD committee was doing. It also helped to offset the elite status of the PhD committee that could only include tenure-track and tenured faculty.

Another factor that aided this work was the consensus that we needed ad hoc curriculum teams made up of faculty from across all three

academic divisions in order to carry the program and curriculum planning work forward for both degrees.

In consultation with both the Faculty Council and my Executive Council, I appointed the members of the two committees—one for the EdD and one for the PhD. Again there was consensus on who should lead each committee—a well-known senior faculty whose reputation for scholarship was nationally established accepted the charge to chair the PhD committee and two senior faculty members—one tenured faculty and one clinical faculty—co-chaired the EdD committee. All three faculty leaders openly expressed support for the need for this curriculum work.

Implementing Change

Once the Future Search conference concluded and the initial common ground identified, our mission and vision and agreement on the four academic pillars served as a collective touchstone, a powerful reference point for the work of implementation. All work products and key decisions were checked against these documents. Starting in the summer of 2001, three major pathways of work began: an external review of the two doctoral programs, curriculum development for the two doctoral programs, and identification of the infrastructure to support the academic programs. Faculty members involved in the design work were paid during the summer for their work. In addition, this curriculum development work was recognized in our annual evaluation of faculty work.

External Review of Academic Programs

By the fall of 2001, criteria were developed and approved for an external program review of the two doctoral programs. The Executive Council identified the seven criteria for finding and presenting the data about our school and the two doctoral programs. The Faculty Council approved the criteria and made recommendations about the weight of the criteria in determining overall scores for each of the programs. Again, we were able to capitalize on priorities at the university level because the USC Graduate School identified how it would evaluate all PhD programs at the same time we were considering our programs.

An external evaluation team, chosen through a competitive process, undertook what we labeled an independent program review (IPR) of the doctoral programs using the following criteria: (a) fit with the mission of USC; (b) fit with the mission of the Rossier School; (c) quality of faculty; (d) quality of programs; (e) quality of students; (f) resources available externally to support programs; and (g) cost-benefit analysis of programs. As an example of one indicator for one criterion, the IPR examined how much involvement (placements, internships, research partnerships, grants/contracts) a program's faculty, students and recent alumni had in urban education set-

tings. At every faculty meeting, Faculty Council meeting and Executive Council meeting, I discussed how these criteria would be applied to determine overall sustainability of academic programs. One result of the IPR was the phase-out of most of our PhD and EdD curricular tracks.

Curriculum Development for the Doctoral Programs

Given that the EdD was to be our signature program and a major source of revenue, tremendous focus was put on the development of this program. In December 2002, the faculty unanimously approved the new EdD curriculum. In February 2003, the new EdD program was approved by the university's Graduate and Professional Studies Committee (GPSC). Indeed, GPSC called the program submission a model. This was particularly notable because two years earlier, this same group had criticized the Rossier School for having no curricular standards.

We began offering our new EdD program in the fall of 2003, four years before CPED was formed. In 2007, when we were invited to join CPED, we had four cohorts admitted and matriculated as well as two cohorts who had completed our new three-year EdD. One important factor in our considering this Carnegie invitation was the opportunity this offered to have external "eyes" reviewing and suggesting improvements.

Infrastructure

In the fall of 2002, as the curriculum work on the EdD program was nearing completion, a restructuring task force was formed to develop recommendations for changing from divisions to a program-based structure. This was a faculty-driven recommendation. However, based on the outcomes of the Future Search, the findings of the external program review team and the EdD curriculum committee, a new infrastructure for academic programs had to reflect the cohesive structure of the EdD and the PhD programs.

The creation of this committee was well-timed. The recommendation to form a restructuring task force came from faculty on the EdD curriculum committee, but given the nature of the charge of the committee, the committee itself included faculty and staff, both from the school and from the university. I pushed to have broad representation on this committee because we needed a diverse group to help us understand how our program-based EdD and PhD needed another type of support rather than the traditional discipline-based structure.

In April 2003, the university approved the Rossier School plan to completely restructure the academic support staff in our school. This represented a tremendous affirmation of the work that the school's faculty had accomplished.

Impact on Students

How does all this impact the student experience? Starting in the fall of 2003, a new curriculum and structure of the EdD were in place. Approximately 160 EdD students began their academic program that fall. The big differences between this program-based EdD and the former program were threefold: (1) prescribed core course (one for each of our four academic pillars) offered exclusively the first year; (2) cohort-based course schedules; and (3) thematic dissertations.

As we were implementing this new program, we pledged to finish all doctoral students who had enrolled under the previous programs. We continuously stressed that the former programs were not "unworthy" but rather different and that we would assist any "legacy" EdD student in finishing his or her program as quickly as possible. When we embarked on this commitment to our students, we had no data to tell us how many students were actually in the "legacy" category. After a bit of investigation, we learned how many students there were which prompted me to designate the Associate Dean for Academic Programs to be responsible for planning and implementing a three-year plan for finishing these "legacy" students. We also allocated resources for this endeavor. We believed this was an ethical obligation, but it came down to finding and supporting faculty who were willing to assume advising overloads.

And once again, as faculty stepped up to work with both new students and our legacy students, the school's Salary, Promotion and Tenure (SPT) committee voted to add this advising work to our faculty evaluation system. As dean, I paid bonuses to faculty who took the lead in phasing out our former EdD programs.

Practices that Support the Continuous Improvement of Programs

In addition to the work described in the previous section, my associate deans and I created a distinctive information path to understanding the transformation of the school. These practices included orienting people to what was happening, clearly delineating how decisions would be made, and sharing information. Among our new practices was the coordinated use of a school-wide communications office that produced new publications for external stakeholders, weekly electronic internal newsletters, speeches at all school functions, small group information sharing sessions for students, and coordinated use of key alumni to bring any concerns to our attention.

Orienting People

I paid close attention to orienting people to the changed situation. On a regular basis, I framed larger system issues such as where the school fit in the larger educational environment, both locally and nationally. I also

developed a certain rhythm of orienting people to where the school was in the transformation process. Major meetings, whether large group, ad hoc, or faculty and staff, opened with a description of "where we've been, where we are, and what's next." This helped orient people to the dimension of time. It often involved the recounting of the decision-making process—reminding people of prior decisions and how they had built to the particular point in time. This practice is especially important in complex, identity-shifting change efforts because it helps reground people during times of high anxiety. It also helped to build a common narrative about the changes and the change process.

Decision Making

From the beginning of this effort, I placed emphasis on being clear about the decision-making process. Some decisions were leader directed. For example, the mission was (and is) non-negotiable. What was open for discussion and development were the academic themes and strategies for accomplishing our mission. Faculty groups, with input from other stakeholders, identified and added more depth to the themes and developed the conceptual framework. And only the faculty had final approval of the academic programs. Continually clarifying these roles helped create traction for the process to unfold. Early in this change process, groups did not spend time debating issues that were not within their scope of decision making.

Open Sharing of Information

Throughout the time we engaged in reshaping our doctoral programs, information was shared openly. For example, to provide a better understanding of current realities, faculty and other relevant stakeholders received the results from the various evaluations of the Rossier School. As Richard Axelrod (2002) states, "Information lets the organization know what is happening in both the external and internal environments. Equipped with this information, the organization can make appropriate decisions" (p. 148–149). Many of these reports, such as the academic performance review (APR) which was completed before I arrived as dean and the independent program review (IPR) that I supported, pointed to significant challenges and gaps between the school's intention and its impact. Jim Collins (2001) discusses the importance of confronting the harsh realities while creating a vision of possibility for the future: "Yes, leadership is about vision. But leadership is equally about creating a climate where the truth is heard and the brutal facts confronted" (p. 74). This occurred at the Rossier School.

Maintaining Focus as the Program Matures

Michael Fullan (2007) identifies five dimensions of leadership critical to effecting systemic change: providing moral purpose, understanding change, building relationships, creating and sharing knowledge, and making the system coherent. It is this last element, coherence-making, that sparked my interest because of its relevance for so many situations in education today. Fullan (2007) also states "With change forces abounding, it is easy to experience overload, fragmentation and incoherence. In fact, in education this is the more typical state. Policies get passed independent of each other; innovations are introduced before previous ones are adequately implemented, the sheer presence of problems and multiple unconnected solutions are overwhelming" (p. 27). It was with this recognition of the influence of creating more system coherence that Rossier School eagerly joined the Carnegie Project in 2007.

Coherence and Sustainability

A key theme of this chapter is the school's continuing journey from a fragmented system that was largely invisible to a more coherent system with a collective identity and a mission-driven focus. The notion of system coherence emerged as the school succeeded in implementing its first strategic plan. In 2007, the second strategic plan identified joining the Carnegie Project on the Education Doctorate (CPED) as a strategy for sustaining our momentum. We realized the influence of creating more system coherence within the Carnegie Project and of working with peer institutions to share strategies.

Improving Our Chances for Sustainability

For those faculty and staff who have worked in the school for over a decade, it is clear we would not be where we are today without the Future Search in 2001, yet the Future Search alone would not have been enough. The Future Search planning gave the system what Barry Oshry (1996) calls a "time out of time." It created an opening. Inside this opening, activities occurred and new ways of being a system were experienced that created a readiness for creating coherent dimensions to ripen and evolve. The Future Search shifted things long enough for bigger shifts to happen.

Many organizations recognize that in order to be more effective they need to operate more coherently, although they may not use this term. They may use phrases like "we're too siloed" or "we operate as independent contractors." Because the Future Search gave the Rossier School the opportunity to figure out how our mission could drive decisions and practices and to work in a more coherent, integrated way, our continuing to operate in this way 12 years later became more possible—not inevitable—but more possible.

Key Takeaways

There are seven takeaways from this chapter that might benefit deans who want to bring about academic program change. Following them will not necessarily lead to the same outcomes, but each has relevance to the change process in schools and colleges of education in research universities.

1) Be mission driven and as dean, be the cheerleader for this mission.
2) If you are a new dean, leverage your "newness" to benefit the school or college.
3) Know what is happening in your university and build on these initiatives to gain credibility with your faculty.
4) Develop a comprehensive communication plan for the beginning, middle and later phases of any change. You can never "overtell" your story.
5) Be inclusive of all stakeholders at appropriate points in the planning process. Faculty make curricular decisions, but asking for feedback helps in the implementation process.
6) Ask for help and support from key stakeholders, most importantly, your faculty, but other stakeholders that are relevant to your situation.
7) Combine established governance processes with ad hoc or other dean-initiated committees. Ad hoc task forces can include many kinds of stakeholders, are short-term and single-focus, and have very defined charges.

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INTERROGATING OUR PRACTICE: ENACTING A "YES AND" CPED AGENDA AT DUQUESNE UNIVERSITY

This article focuses on one dean's approach to securing and maintaining faculty involvement in developing a School of Education CPED Initiative. Using the conceptual framework of "execution" (Bossidy & Charan, 2002), the author describes how the goal of creating a "change-capable" culture (a) demanded congruence between the dean's leadership philosophy and behavior; (b) promoted faculty understanding of and involvement with the CPED change process; and (c) engaged faculty, including "resisters," with the dean in building a shared vision of the CPED Initiative and its implementation in the School of Education. The chapter concludes with the lessons learned by both the dean and faculty, including the implications of their work on the CPED Initiative moving forward.

I have always been intrigued by the nature of leadership and the role of leaders. As an undergraduate history major, I eagerly combed biographies and autobiographies of historical figures from medieval to modern times, attempting to understand the complexities and conundrums of successful leadership. Today, as I enter my eighth year as Dean of the School of Education at Duquesne, I am no less fascinated by the potential opportunities as well as risks associated with "leading in a culture of change" (Fullan, 2001). Indeed, I once likened leadership of a School of Education to "walking on a trampoline" with chaotic ups and downs that inevitably attend any new and unfamiliar enterprise. Such uncertainty is particularly acute in higher education, where an ever-shifting landscape of challenges and opportunities confronts academic leaders in general, and deans of schools and colleges of education, in particular (Welch, 2012, p. 1).[1]

To walk on a trampoline requires a leader to accept the uneven and chaotic terrain that accompanies any attempt to reach ever higher organizational goals. Thus, the ups and downs endemic to the process can neither be engineered, unilateral, or predicted. Instead, the ever shifting landscape of challenges and opportunities demands a degree of comfort with the disequilibrium experienced as one navigates the trampoline's fluctuations. In an atmosphere where the minutest changes can have similar unanticipated and profound consequences, increasing the reliance on the dean's leadership, the metaphor of walking on a trampoline aptly captures my tenure leading the School of Education. Indeed, as I reflect on the unpredictable topography I've encountered, I realize that much of the knowledge on which I've staked my most important decisions resided at a tacit and somewhat instinctual level, one that I use to describe the crafting of a *yes and* CPED agenda at Duquesne University.

The choice of the term *yes and* is no accident. It is meant to capture my attempt to construct a counter-narrative to the potential for a yes but response from the faculty to a new change initiative. By framing the discussion as one of *yes and*, I seek to convey both the complexity and non-linearity of the process. This intentional approach resides in my firm belief that change represents both the beginning of something and the end of something. When things end, both for individuals and organizations, people are moved out of their comfort zones and forced to find new ways of doing things. As Braxton (2009) notes, change results in the loss of (a) attachments; (b) structure; (c) meaning; (d) organizational identity; (d) turf; (e) control; (f) clarity; and (g) boundaries. Thus, change introduces institutional stress that brings with it a level of anxiety that can even undermine initiatives on which there is positive consensus and widespread support.

The *yes and* agenda I sought to build around the Carnegie Project on the Education Doctorate (CPED) represents one example of my efforts to build a change capable culture in the School of Education. At Duquesne, determining to participate in the CADREI-supported CPED initiative occurred within the existing institutional frames of the School of Education identity and the mission of the University. As such, in the School, it was designed as part of a deliberate change agenda aimed at scholarship and practice contributions that would transform the field of education in clearly identified and measurable outcomes. To implement this agenda required that faculty move beyond mere compliance with a dean's directive to a shared ownership of the School's change vision. Therefore, it was critical to align that change vision with the faculty-developed School identity. Such an alignment was imperative since the longevity of any change vision and the projects which emerge from it depend heavily on involving faculty, at the outset, so that they, not just the leader, are accountable for and also the beneficiaries of the vision's success.

Thus, the institutional impact of CPED at Duquesne was linked directly with intense and purposeful faculty involvement across all doctoral programs in the School. It is my role as dean on which the chapter focuses. For me, the chapter also represents the revisiting of a reflective journey that began the first year of my deanship. Through the lens of this reflection process, I examine the interrelated nature of my philosophy and practice of leadership with respect to the CPED agenda. I assert that one's leadership and the philosophy/(ies) that inform/(s) it should result in a practice that is grounded in reflection. Mintzberg best captures this idea, noting, "Learning is not doing; it is reflecting on doing" (Fullan, 2008, p. 5). Moreover, he states that "managing may be instinctive but it has to be learned too, not just by doing it but by being able to gain conceptual insight while doing it" (p. 5).

Therefore, Fullan (2007) asserts that all change processes have a bias for action, but also stem from reflection. Indeed, Dewey (as cited in Fullan, 2007) mentioned it first when he maintained that people learn not by doing but by thinking about their new doing (p. 41). Facilitating such a

reflective change process requires the leader to make use of the surfeit of information associated with the process, using the data to guide decisions. This means that the leader must also work hard to master wisdom around the application of these data. Pfeifer and Sutton (2000) define wisdom as "the ability to act with knowledge while doubting what you know" (p. 174).

As a form of reflection, this chapter examines one conceptual framework I used to organize my approach to facilitating the CPED agenda. The chapter concludes with what I learned from implementing the CPED agenda in the School of Education that may be useful to other deans instituting change initiatives like CPED in schools and colleges of education.

Building a Change-Capable Culture: Moving Discourse to Action

Fullan (2001) suggests that the double-edge nature of change requires leadership for problems that defy easy answers. He notes that these problems are "complex and rife with paradoxes and dilemmas" (p. 2). Such dilemmas call for change-capable organizations. According to Fullan and Scott (2009), these organizations possess among other attributes, an evidence-based culture with a focus on outcomes that set priorities. By extension, these cultures must be team-based and administered by a *turnaround leader*. Thus, the leader must engage in the behaviors that bring about change (i.e., listening, linking, and leading, as well as modeling, teaching, and learning), not by implementing top down leader visions but by reconciling factors and division to achieve reform that motivates people from different groups to unify their change efforts.

To achieve unity around change of any kind is too often more about rhetoric than action. In higher education, I've found this especially true. Academicians are highly educated individuals with a well-developed penchant for and interest in engaging in the world of ideas. They can discourse cogently on many topics, but may not desire or see the need to make a direct connection between change discourses and implementation of the change on which the discourses focus. In thinking about any proposed change, people are in two places simultaneously; that is, they move across a continuum from wanting the change to fearing the change, producing the anxiety and stress to which I referred earlier. Moreover, this anxiety is heightened by confusion related to accountability. Because too often the accountability structures in higher education are ill-defined, not defined, or fluid (e.g. lack of clarity around authorizations), faculty and administrators remain unclear about who is responsible for the risks and consequences of change.

Equally unclear is the issue of beneficiaries. The determination to begin change initiatives may appear to the faculty as capricious decisions that they are expected to implement with little or no input. In turn, this reinforces the view of schools and colleges as top-down managerial institutions that depress and discourage creative participation by faculty

members. Similarly, because of this perspective, faculty members may intentionally withdraw from the very process of a needed change they espouse because it requires levels of commitment and engagement they are not prepared to embrace. Thus, a major challenge facing administrators seeking to build change-capable cultures is moving faculty members from discourses about change to participating in action steps that result in change. At the outset, it requires leaders to pay serious attention to the process of execution in schools and colleges of education and to the building of the cultures that allow such a process to occur.

Execution: The Conceptual Foundation for Building a Change-Capable Culture

Execution is the tacit though little discussed goal in organizations. It is quite simply getting things done. Indeed, in my view, execution does not receive sufficient attention as an important administrative task nor does this essential ingredient in strategic planning factor very prominently in studies of leadership behavior, particularly in higher education. Consider, for example, how often administrators convene faculty meetings, carefully craft agendas around particular goals and outcomes and, in the end, fail to discuss how the goals will be executed and the outcomes assessed.

In business organizations, Bossidy and Charan (2002) define execution as "the gap nobody knows; the gap between what a company's leaders want to achieve and the ability of their organizations to achieve it" (p. 19). They further define execution as:

> a systematic process of rigorous discussion involving assumptions about the organization's environment, assessment of the organization's capabilities, linking strategy to operations and the people who are going to implement the strategy, synchronizing these individuals and their various disciplines, and, finally linking rewards to outcomes. It also involves developing mechanisms within the organization for changing assumptions as the environment changes and upgrading the company's capabilities to meet the challenges associated with an ambitious initiative or strategy. (p. 22)

In short, Bossidy and Charan (2002) suggest that execution must be embedded in the culture of an organization so that it is identifiable in the reward systems and in the norms of behavior that everyone practices. To that end, execution involves three core processes by the leader: "picking other leaders, setting strategic direction, and conducting operations" (p. 24). These actions are the substance of execution and cannot be delegated by the leader, regardless of the organization's size or core mission. It is this conceptual framework that guided my approach to the CPED agenda at Duquesne. Bossidy and Charan (2002) assert that the leader's philosophy governs or should govern her/his behaviors. Therefore, they consider the leader's philosophy the first building block of leadership and implementation of these processes.

Building Block One: The Leader's Philosophy and Essential Behaviors

Wolverton, Gmelch, Montez, and Nies (2001) quote research which suggests that, at one time or another, deans in U.S. colleges have been expected to be all things to all people—faculty leader, scholar, student adviser and disciplinarian, admissions officer, bookkeeper, personnel manager, fundraiser—deans have done it all (Thiessen & Howey, 1998; Tucker & Bryan, 1988 as cited in Wolverton et al., 2001, p. 12). Thus, as a university's demands increase, deans are compelled to maintain credibility in the eyes of faculty who deny any assertion of that authority (Wolverton et al., 1999 as cited in Wolverton et al., 2001), even as they balance the demands of multiple internal (i.e. provosts and presidents) and external constituencies (e.g. parents, alumni, field-based partners in school systems and other professional contexts, and external donors, both private and governmental).

In order to execute you must (a) know your people and your business; (b) insist on realism; (c) set clear goals and priorities; (d) reward the doers; (e) expand people's capabilities; and (f) know yourself. This first building block became the frame within which I situated the CPED agenda at Duquesne. As I stated earlier, much of my leadership philosophy operates at a tacit, and in some ways instinctual level, a level tied to my belief systems. Not surprisingly then, the first Building Block discussed by Bossidy and Charan (2002) addressed the crucial connection that must exist between the leader's philosophy and the behaviors she/he exhibits.

Fullan (2001) suggests that in addition to energy, enthusiasm and hope, a change-capable organization must be guided by a moral purpose that is tied to the leader's understanding of the change process. Thus, in facilitating change, the leader must "combine a commitment to moral purpose with a healthy respect for the complexities of the change process" (p. 5). The successful change process requires that the leader understand that (1) the goal is not to innovate the most; (2) it is not enough to have the best ideas; (3) there will be early difficulties in trying something new—the implementation dip; (4) resistance must be re-defined as a potential positive force; (5) reculturating is the name of the game; and (6) change is never a checklist, always complexity (p. 5).

For me, as the dean, this meant forging a *yes and* CPED agenda that first recognized the anxiety-producing conditions of stress and conflict that would be experienced by the faculty members asked to engage in a CPED change process. Specifically, it meant that I had to:

- Provide conditions of safety and security so that faculty could build coherence around the process
- Engage, with faculty, in knowledge-creation and sharing within an atmosphere that recognized the importance of relationships (Fullan, 2001)
- Be neither intrusive nor abandoning

- Take criticism and use it productively (e.g. recognize the value of resistance)
- Have good boundary management skills (firm but flexible)
- Translate and help the faculty create understanding across departmental and programmatic lines (Braxton, 2009)

In short, I had to work on building with faculty both external and internal commitment to the CPED agenda. As Fullan (2001) notes, "This litmus test of all leadership is whether it mobilizes people's commitment to putting their energy into actions designed to improve things. It is individual commitment, but it is above all collective mobilization" (p. 8). To accomplish these tasks required me to assure alignment between my articulated philosophy of leadership and my actions. In other words, faculty had to see coherence between the goal of building a change-capable organization and the knowledge-creation and sharing participation required to engage in building the CPED agenda at Duquesne.

Building Block Two: Creating the Framework for Cultural Change

Bossidy and Charan (2002) introduce this building block by asserting that most efforts at cultural change fail because they are not intentionally linked to improving the organization's outcomes:

> The ideas and tools of cultural change are fuzzy and disconnected from the strategic and operational realities. To change a…culture, you need a set of processes…social operating mechanisms—that will change the beliefs and behavior of people in ways that are directly linked to bottom-line results. (p. 85)

Although the academy rarely frames its outcomes in terms of the bottom-line, more and more successful leadership on university campuses is being measured by the results it produces. Krahenbuhl (2004) also speaks of the need for deans to lead in a manner that produces positive results for their Schools or Colleges:

> Colleges, like corporations, operate in a competitive world and colleges exist today in a time of great change….If a college is well-led, it will become stronger, improving its position on the campus and among those institutions with which it most directly competes. If a college is ineffectively led, it will suffer in the campus competition for support and will be viewed less favorably in external comparisons. (p. 4)

To achieve the positive results on which schools and colleges of education will be judged means that deans must understand the change process not as a linear or even hierarchical endeavor but as an interpersonal enterprise grounded in a strong moral purpose, which Fullan (2001) defines as "acting with the intention of making a positive difference in the

lives of employees, customers, and society as a whole" (p. 3). However, as I stated previously, having a moral purpose without understanding the change process will simply not work. Changing an environment for the best also requires the leader to be a student of complexity theory.

Complexity Theory and Leadership

Pascale, Milleman, and Gioja (2000) suggest four bedrock principles that are applicable to the living system of an organization:

- Equilibrium is a precursor to death. When a living system (i.e. an organization) is in a state of equilibrium, it is less responsive to changes occurring around it. This places the system at maximum risk. Indeed, prolonged equilibrium dulls an organism's senses and saps its ability to arouse itself appropriately in the face of danger.
- In the face of threat, or when galvanized by a compelling opportunity, living things move toward the edge of chaos. This condition evokes higher levels of mutation and experimentation, and fresh solutions are more likely to be found.
- When this excitation occurs, the components of living systems self-organize and new forms emerge from the turmoil.
- Living systems cannot be directed along a linear path. There are unforeseen consequences that are inevitable. The challenge [for the leader] is to disturb them in a manner that approximates the desired outcome. (p. 6)

Pascale et al. (2000) conclude that when strategic work is accomplished through a design that allows for emergence, that work never assumes that a particular input will produce a particular output. Rather, complexity science recognizes that one cannot proactively control what will happen. However, it emphasizes nimble reactions and understanding and coping with the world as it unfolds unexpectedly.

Consequently, if one views leadership as analogous to walking on a trampoline, one does not pursue a leadership philosophy built on principles that emulate *social engineering,* with all variables carefully controlled through a top-down approach to managing people and resources. For example, I recall that when I interviewed for the deanship at Duquesne, both the search committee and the faculty utilized the phrase "at a crossroads poised to move with the right"leadership to describe the School of Education. The excitement connected with the possibility of change was clearly articulated in more than one meeting, along with a desire for the incoming dean to provide the vision that would drive the change. I know, however, that humans are both attracted and repulsed by the process of change. With feet firmly planted in both the future and the past, they "tend to regard as chaotic that which they cannot control" (Pascale et al., 2000).

"An adaptive leader can assist individuals to view chaos as the *sweet spot,* a condition rather than a location, a permeable, intermediate state through which order and disorder flow, not a finite line of demarcation" (Pascale et al., 2000, p. 61). Reflecting on complexity theory always reminds me that walking on a trampoline requires one to go down to go up, particularly if the goal is to reach the higher fitness peak. In such an atmosphere new ambitions and possibilities take form, not engineering, predictable or unilateral approaches to organizational change. Nor does the leader engage in practices intended to provide the veneer of participation to engender buy-in. Rather, "the leader must bring the organization to the edge of chaos, a fertile domain for revitalization, a precondition for transformation to take place" (p. 66). Thus, creating a cultural climate of chaos conducive to building a CPED agenda required me to (a) find the task; (b) hold the task; (c) pursue the task; and, on occasion, (d) retrieve the task when it was lost (Braxton, 2009). This task was captured in the process of interrogating our practice.

To engage in a process of interrogation meant that faculty had to investigate, examine and be willing to question how we approached doctoral-level leadership preparation. Additionally, I had to acknowledge that, for some, the term interrogation conjures up images of forced compliance, not the opportunity to engage in a collegial exchange of ideas (i.e. dialogue). Recognizing these misgivings, then, I sought to re-frame the process, defining it as an opportunity for an intellectual analysis by faculty with the goal of enhancing our preparation of educational leaders. Thus, interrogating our practice became the way we described the task rather than a critical judgment of the current doctoral leadership preparation program.

As we pursued this task, the faculty and I looked at our existing and highly successful IDPEL (Interdisciplinary Doctoral Program for Educational Leaders) for preparing educational administrators. For decades, we had established the reputation in Western Pennsylvania for providing a course of doctoral study that produced effective and innovative superintendents and principals. Our enrollments in this program were consistently high and the course of study involved the use of face-to-face and on-line course delivery. When we decided to participate in CPED, we determined that the place to begin resided in looking at the IDPEL program. In using this program as the *cadaver*—a term I introduced—to capture the idea of opening up a program to examine how it currently worked. I intended that opening up to be used not only to interrogate our current practice of preparing educational leaders at the doctoral level, but also as a way to use what we learned to look at PhD doctoral study in the School.

Through the CPED lexicon (e.g. signature pedagogies, laboratories of practice, and capstone experience), we began the process of examining the current IDPEL program, both internally (courses, field experiences, required assignments) and externally (the practice of our graduates and how that practice might be enhanced by a different preparation model). We also invited critical friends who were leading scholars in the field of educational

administration to the campus with their doctoral students to provide input into the process. In short, interrogating our practice was about more than tinkering around the edges of our existing doctoral program in leadership. It was about a thoughtful consideration of the changes that we needed to make to produce a new preparation model—one that would serve our students well and inform the field in a manner consonant with the ideal of producing leaders able to be stewards of practice.

We also deliberately included doctoral students from PhD programs in the interrogation process. They were active participants in the design team who would force us to produce evidence to support our emerging models around a doctoral program and who would, with current and former IDPEL students, help us to design a program that would have an impact on their own preparation. To make this process effective depended on having the right people in the right place, the third building block of execution.

Building Block Three: The Job No Leader Should Delegate—Having the Right People in the Right Place

Collins (2001) suggests that good-to-great leaders "first get the right people on the bus, the wrong people off the bus, and the right people in the right seats—and then they figure out where to drive it" (p. 13). Similarly, Fullan (2001) stresses that building a change-capable organization requires coherence-making, knowledge-creation, and commitment which can only occur through attention to developing productive relationships. Pascale et al. (2000) also speak of "adaptive leadership that surfs the edge of chaos by recognizing that living systems cannot be directed along a predetermined path but by respect for and alliance with the intelligence and capabilities residing within the organization" (p. 154).

In the case of the CPED agenda, the *yes and* frame was used to involve faculty and students in a process that would produce an outcome (e.g. a stronger EdD doctoral program) which, in turn, would provide a model for building stronger PhD programs in the School of Education. Ours was a both/and approach to engaging in the CPED process because it involved using one program's deliberative engagement for change (e.g. coherence building and knowledge-creation) to inform and influence the subsequent interrogation of all doctoral study in the School of Education.

Thus, an important component of facilitating the CPED agenda at Duquesne involved modeling consonance between the dean's philosophy of leadership and the task of building a shared vision moving forward. That component absolutely demanded a relationship-first rather than a product-first focus. Faculty in the School of Education had to believe that any actions going forward would involve their active participation and buy-in. To ensure that the right people were in the right place required me to be a thoughtful manager who understood that there can never be a silver bullet or blueprint because of the complexity surrounding any change

initiative. Therefore, I used my theory of action to govern what I did while being open to new data to direct further action (Fullan, 2008, p. 8). Bennis and Nanus (2007) note, "People talk about the decline of the work ethic.… But what really exists is a commitment gap. Leaders have failed to instill vision, meaning and trust in their followers. They have failed to empower them" (p. 7–8).

For me, to ensure that the right people remained on the bus or, in the case of CPED agenda at Duquesne, that doctoral level faculty across the School remained committed to the change process, demanded that I recognize and acknowledge the stress that change engenders in any organization while simultaneously providing a clear motivating vision for the future. In addition, as the process progressed, I encouraged reflection on seeing and solving the real problems we encountered as we sought to develop the CPED agenda. We documented the entire process as it unfolded and presented the results of our interrogations at the conference of American Educational Research Association (AERA), University Council for Educational Administration (UCEA), and Organization of Institutional Affiliates (OIA). Further, under the leadership of the Associate Dean for Graduate Studies and Research at Duquesne, regular meeting and/or written opportunities were given for faculty and graduate students to provide input and have their new ideas tested. In this way, and through our faculty meeting updates and discussion, we attempted to create dialogue and conversations that enabled us to identify and begin to solve early design problems and work through differences. It also allowed us to see patterns in our work, encourage faculty development skills and use double loop learning (e.g. retracing our steps and learning from our errors), whenever possible. Indeed, the meetings were facilitated by the shared lexicon to which I referred earlier (i.e. laboratories of practice, signature pedagogies, capstone experiences) which allowed for dialogue across departmental and programmatic lines (Braxton, 2009).

That dialogue was not without resistors, however. Fullan (2001) reminds us, resistance should be viewed as a necessary component of the change process. Indeed, he contends that leaders should be able to present ideas well while at the same time seeking and listening to those who question the value of those ideas and the veracity of the leaders. Fullan views a healthy respect for resisters as necessary to the change process for two reasons:

1) They sometimes have ideas that (the leader) might have missed, especially in situations of diversity or complexity or in the tackling of problems for which the answer is unknown.
2) Resisters are crucial when it comes to the politics of implementation. In democratic organizations, such as universities, being alert to differences of opinion is absolutely vital (p. 42).

In even the most tightly controlled and authority-bound organizations, it is so easy to sabotage new directions during implementation. Even

when things appear to be working, the supposed success may be a function of merely superficial compliance. In building the *yes and* CPED agenda at Duquesne, I reminded myself that leaders must entertain, support, and even build in differences-divergent perspectives and points of views. This is especially important if they intend to disturb the equilibrium. If my goal was to build a change-capable organization then I had to "trust the learning process—the focus on moral purpose, the attention to the change process, the building of relationships, the sharing and critical scrutiny of knowledge, and traversing the edge of chaos while seeking coherence" (Fullan, 2001, p. 42–43).

Two lessons I found particularly important were Heifetz's (1994, as cited in Fullan, 2001) observation that leaders should practice respect for those they wish to silence and Maurer's (1996, as cited in Fullan, 2001) "touchstones for 'getting beyond the wall of resistance' including maintaining a clear focus while you take the concerns of the resisters seriously" (p. 75). Moreover, as I wanted to create an environment of trust and safety around the faculty-led and driven CPED change process, I steadily and deliberately lessened my direct involvement early in the process. I did so in an effort to steer clear of the failure to communicate and facilitate well the development of meaning around a great idea. As Bennis and Nanus (2007) note:

> What we see and experience in today's organizational landscape are cumbersome bureaucracies that more often than not portray the mismanagement of meaning. A 'great idea' is hatched. Responsibility is delegated. Then it is delegated again. Then it is re-delegated. By the time the 'great idea' is carried out it is a thalidomide child with no parents—certainly not what the leaders intended or anticipated. (p. 40)

I tried to avoid this delegation and re-delegation phenomenon by limiting my direct involvement while encouraging and acknowledging the increasing involvement of the doctoral faculty in venues such as faculty meetings, update meetings with the provost, and in joint presentations with faculty at peer-reviewed national conferences. Even when not presenting in such venues, I made a point of attending so that the faculty knew I supported their efforts, especially during the early developmental stages of the CPED agenda.

Learning From Enacting the "Yes and" CPED Agenda at Duquesne

Interrogating our preparation of educational leaders was and remains an on-going and transformative enterprise. We are unapologetically candid about the challenges we face and equally candid about providing data against which to benchmark our progress. As a dean, I attempt to engage in the following verbatim behaviors identified by Fullan and Scott (2009), among others, to facilitate the CPED agenda at Duquesne:

- Listen—This requires the turnaround leader to situate change initiatives within a well-argued, evidence-based case on why the action is needed. This requires me to keep separate ego and position.
- Link—This requires turnaround leaders to demonstrate the ability to link the components of the draft action plan based on what they have learned by listening, on their diagnosis of the situation and their testing of the various options proposed for relevance, desirability, support, and feasibility.
- Lead—The turnaround leader involves those who will make the desired change work….In other words, the partnership between the leader and those who will implement the draft plan allows for learning and relearning. Moreover, since accountability is tied to identifiable beha viors, there is less opportunity for role confusion, since all participants know what is expected and by whom, allowing for more prompt evaluation of whether the change is working well and how any shortcomings will be addressed. (pp. 99–101)

The above behaviors in concert with a willingness to model, teach, and learn on my part continue to advance the self-reflection that is absolutely critical to my evolution as a dean. It is also absolutely critical to the continued evolution of the CPED-designed EdD Program at Duquesne, now admitting its second cohort of students.

The CPED agenda we built in the School of Education is framed as interrogating our practice because it holds us to the moral purpose of building a school of education we will never see, one that is constantly relevant, constantly evolving and always poised to change. Indeed the players that are currently here (i.e., faculty, staff, students, and the dean) will not always be here. Therefore, any change initiatives that we implement must contribute to the cultivation of the next generation of professionals and leaders for the School. This means we must be nimble enough to engage in needed change yet resilient enough to be comfortable with self-critique as well as external assessments of our benchmarks and outcomes.

To sustain and compete, you must be sure of who you are and why you exist. The importance of identity as the absolutely crucial component of building the *yes and* CPED agenda at Duquesne, is best captured in the words of Lao-tzu (as cited in Bennis & Nanus, 2007) who observed:

> Fail to honor people
> They fail to honor you.
> But of a good leader, who talks little,
> When his work is done, his aim fulfilled,
> They will all say, "We did this ourselves."

End Note

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ENVISIONING THE EDD AND PHD AS A PARTNERSHIP FOR CHANGE

The Carnegie Project on the Education Doctorate (CPED)—which the College of Education and Social Services (CESS) at the University of Vermont has actively been involved in since 2007—has invited us to think carefully about our EdD doctoral program and its role in the improvement of schools and society. Although the EdD program in Educational Leadership and Policy Studies at the University of Vermont was initiated over thirty years ago, in 2012 we began to offer the PhD in Educational Leadership and Policy Studies. In this paper, we describe how faculty at UVM came together to make sense of both degrees and how they began to conceptualize the relationship and interconnectedness of the two degrees within one college. In conceptualizing the degrees as a partnership, our work with CPED has provided us with a new definition of the Education Doctorate and may serve as a model for looking at ways to blend the PhD and EdD in US schools and colleges of education.

> Schools and colleges of education are increasingly recognizing that their role in improving the U.S. education system is one of preparing leaders who are armed with knowledge, skills, and the moral imperative to be change agents and to affect practice at all levels.
>
> Jill A. Perry, 2012

As Perry (2012) suggests above, colleges and schools of education are intensely aware of the importance of their roles in terms of creating positive changes that have the potential to make a difference in the lives of children and communities affected by social and cultural inequity. The Carnegie Project on the Education Doctorate (CPED) initiative—which the College of Education and Social Services (CESS) at the University of Vermont has actively been involved in since 2007—has been leading this charge by highlighting the need to think carefully about doctoral education and its role in the improvement of schools and society. A central issue when considering how to reform leadership preparation at the doctoral level is how to design programs that encourage collaborative practices directed at solving critical problems facing our schools (Prewitt, 2006). Additionally, how do we address the tension between theory (an emphasis on understanding current research) and practice (practitioner knowledge and field experience) that exists within many programs so that we prevent the formation of a "crevasse between scholars and practitioners" (Hoang, 2006, p. 1).

CESS's participation in the CPED initiative started faculty in the college on a path to examine our own doctoral program with the above

questions in mind. We offered the EdD (the only doctoral degree in education in the state) but not the PhD degree. We recognized that we had a mix of students in our program. Some students sought the EdD to further their professional goals as leaders while others were more focused on research and wanted to pursue academic careers. We realized our EdD was trying to serve dual purposes and were awakened to the importance of creating a PhD to complement our EdD so that we could more carefully attend to the specific needs of both audiences. With our EdD program built on a cohort model, which placed a high value on collaborative learning, we ultimately decided to develop the new PhD program as a complement to our existing degree. Through our work with CPED we began to conceptualize our EdD and PhD programs as a partnership where faculty would work together on the delivery and design of both programs, and students would work collaboratively in core classes that were designed to meet the needs of both programs. Our mutual interests across faculty, students and programs would be focused around making a difference in lives of children, families, and communities. Many of the problems of practice that leaders face call for "collaborative scholarship" and an interprofessional approach (Willis, Inman, & Valenti, 2010, p. 19). Thus, we envisioned the delivery of these two discrete degrees as an opportunity to build a collaborative partnership between applied researchers (who would conduct research to inform practice) and practitioners-scholars (who would utilize research to address problems of practice).

As we moved to create a PhD degree that would be developed in concert with our EdD degree, we discovered first-hand just how much misperception remains in public arenas about the difference between the doctorate of education and the doctorate of philosophy in education, a point CPED has sought to address. Some institutions offer one degree but not the other, while some offer both. Given that both degrees are not offered at all institutions, opinions can vary as to their purposes and goals depending on which degree or degrees an institution might offer (Bredeson, 2006; Golde & Walker, 2006; Guthrie, 2006; Guthrie & Marsh, 2009). The fifty-six colleges and schools of education involved in the CPED consortium have been engaging in dialog and research aimed at thinking deeply about defining and reclaiming the unique aspects of the education doctorate (EdD) and its importance for the future of education. While we cannot speak for how each degree is conceptualized across the nation, CPED institutions have worked hard to conceptualize the importance of the EdD degree for school improvement. The purpose of this article is to contribute to this ongoing discussion.

Specifically, in this paper, we use "narrative reflection," a process of examining the past and looking to the future (Clandinin & Connelly, 2000), to describe how faculty at UVM came together to make sense of both degrees and began to conceptualize their relationship and interconnectedness. Our particular concern was not about valuing one degree over the other but rather articulating the unique features, purposes, and

strengths of each. We describe our programmatic journey in developing each degree as a complement to the other. The narrative that follows provides an overview of the key pieces of our story. First, we focus on the evolutionary path of our doctoral programs including our participation in CPED, the need for change, and the development of the PhD. Then we examine how we created new institutional collaborative structures to support interconnections between the EdD and PhD. Finally, we discuss the implications of our journey and suggest actions for change.

The Need for Change: Our Story

The EdD Doctoral Program in Educational Leadership and Policy Studies at the University of Vermont was initiated in 1982 and designed to increase the capacity of education, human services, and higher education leaders to effect change in organizations throughout Vermont on behalf of children, individuals and families (Aiken, Prue & Hasazi, 1999). Because we offered the only doctoral preparation in Vermont of leaders of education and social services agencies, we saw the importance of having a transdisciplinary and interprofessional focus. A primary goal of the EdD Program has been to encourage students to use their knowledge for the benefit of society and to develop qualities of good citizenship and leadership. Central to our role as teachers in the program is the concept of the "ethic of care" and emphasis on social justice (Gerstl-Pepin, Killeen, & Hasazi, 2006). For thirty years, this EdD has endeavored to fulfill our program mission "to produce leaders who can construct and apply knowledge to make a positive difference in the lives of children, individuals, families and communities" (EdD Doctoral Program in Educational Leadership, 2012). The majority of students who apply are attracted to the program because they seek to acquire the skills and knowledge to serve in leadership positions to promote greater equity and social justice in society.

Many of our students and graduates are already in positions of considerable responsibility and have been making important contributions to schools, communities, social agencies, government, and institutions of higher education. EdD graduates seek to be productive in the generation and utilization of applied research leading to new instructional programs, curriculum improvement, policy changes, and organizational development that support effective and just organizations. Virtually all of our students conduct research in education and human services organizations with the goal of enhancing individual and organizational outcomes as related to inclusion and social justice for all. Applied research projects have been conducted by our students in various organizations across the state (e.g. social and rehabilitative services, disability advocacy groups, mental health agencies, community health care centers, community colleges, corrections, supervisory union school districts, alternative schools, early childhood settings and offices on aging.

However, like many institutions that have offered the EdD degree, our program structure and design has tended to follow the more traditional PhD format, in particular in terms of the research methodologies, the sequence and types of courses, student assessment, and the dissertation format. Because we are the only education focused doctoral program in the state, we have also always had students in the program who were interested in conducting research and pursuing research careers and who saw the doctorate as the pathway to a career in higher education or a research position as well as traditional EdD students who were more interested in developing their leadership skills to affect change in practice settings. How to blend these purposes became our challenge. Like many educational doctorates across the country, the accepted norms of the PhD and culture of the university have influenced the evolution and design of the doctorate in education. As Willis, Inman and Valenti (2010) suggest, "they lie in a matrix of reciprocal relationships, academic requirements or standards" (p. 14) that make change difficult. Thus, the question that came center stage was how to make our doctoral program more relevant to those students seeking to become professional practitioner-scholars while supporting those who chose to serve as applied researchers.

Planting Seeds and Growing CPED Roots

In 2005, a consortium of three public school districts located in a remote, rural section of Vermont[1] came together with UVM leadership faculty and administrators to launch a new satellite EdD program. Bolstered by the shortage of school leaders and the relatively high turnover rate of in-place administrators teachers and professionals in Vermont schools and social services agencies, it became apparent that there was a growing need for productive leaders with knowledge and applied research skills that were better aligned with PK–12 schools' needs and the agencies that supported them. Little did we realize how this venture would lead to a major enhancement of our long-standing, campus-based doctoral program to better meet the needs of professional practitioners who wanted to study the problems they faced each day. As we endeavored to collaboratively design and develop a "field-based EdD program in Northeastern Vermont," that fondly became called the NEK[2] EdD Program,we realized that we were on the verge of reculturing and rebuilding our long-standing doctoral program in educational leadership to respond to the professional learning needs of those individuals charged to respond competently to the complexities and challenges of a changing educational environment. In 2005, we did not yet know that within the next two years the Carnegie Project on the Education Doctorate (CPED) would be launched, leading to "game-changing definitions and designs of professional preparation in education" (Perry, 2012, p. 42), and that we would be part of that effort.

During the design phase of our new satellite educational doctorate program, we formed a steering group. This group made up of UVM faculty, the Dean, school district administrators, and recent graduates of the EdD program began to shape the new satellite EdD program in the Northeastern part of the state. Our mission remained the same, but with a particular focus on the needs of the rural northeastern part of Vermont. Research and dissertations topics were intended to focus on issues facing rural communities and the leaders who serve in these communities. Several major themes emerged for the program that were designed to develop leadership capacity to address vexing problems that leaders face in their efforts to support success for all children and families. Attention to the physical and cultural landscape of rural Vermont, issues related to rural poverty, economy, and student achievement, schools as community centers for rural families, and issues of diversity and equity emerged. Within these conversations were elements of the six principles later developed by CPED (see Perry, 2013) to guide the design of the new EdD program.

In 2005 a new Dean arrived, and through her leadership the University of Vermont became a member of the consortium of schools of education and part of the Carnegie Project on the Education Doctorate (CPED) in 2007. Faculty and students from the college regularly attended CPED meetings across the country to keep abreast of the consortium's reconceptualization of the EdD and also to share our own work. We were charged by the Dean to revise our doctoral program to better meet the principles set forth by CPED and to create a program that more fully addresses the needs of practitioner-scholars—graduates who could "blend wisdom with professional skills and knowledge and to name, frame, and solve problems of practice, leaders who use practical research and applied theories as tools for change…and who disseminate their work in multiple ways" (Perry, 2012, p. 43). What ensued was our own "professional debate" among faculty about what type of degree would best serve the interprofessional nature of our campus doctoral program students as well as issues related to the age-old conversations about the legitimacy of the EdD. Slowly we came to the conclusion that our educational doctorate was not fully preparing doctoral students planning careers outside of academe, nor those who wanted to become applied researchers. As a result, at UVM we decided to not only offer the EdD that would provide for students who were interested in professional practice leadership, but also develop a PhD to serve those who wanted an academic career in higher education. Thus, we decided to offer two degrees designed specifically to meet the needs of all of our students.

Addressing Misperceptions: The Elephant in the Room

We now offer two related but distinct doctoral degrees. The longstanding work of building consensus about the purpose and design of these

two programs located within the same college within the same university offered new challenges. Our institution had not escaped the ongoing national debates about the worth and legitimacy of the EdD (Guthrie & Marsh, 2009; Shulman, Golde, Conklin-Bueschel & Garabedian, 2006). As stated by Young (2006),

> It would be misleading to say that there is consensus in our field around these questions. Indeed, there still exists much disagreement around whether district level leaders should earn an Ed.D. or a Ph.D. in their doctoral studies and whether these scholar practitioners should be required to carry out traditional dissertation research. However, it is accurate to say that within conversations and program conceptualizations a number of commonalities are emerging. (p. 6)

Like many EdD program over the years we had adopted the more traditional attributes of the PhD research degree, which were parallel to the typical Arts and Sciences PhD requirements.

As discussed earlier, two emerging initiatives changed the conversation as well as who needed to be included in these conversations, as the roots of our CPED program began to take shape along with our developing PhD degree program. Infused into the debate were issues of status, threats of change, clarity around purposes, allocation of resources, ties to tradition, and a general philosophical struggle about rigor and research. At times these interactions were uncomfortable but the advantages of offering both degrees far outweighed concerns, and enabled faculty to rethink and reshape cultural norms and values about doctoral-level education. As stated by Bredeson (2006),

> Can a university graduate program in educational leadership adequately prepare both practitioners and researchers? When first asked to address this question, my initial response was unequivocal. Yes. Not only can universities prepare the next generation of educational leaders for the nation's school as well as scholar/researchers for policy centers and academic positions, it is highly desirable that they do. (p. 20)

Bredeson outlined a number of positive points about the integration of these two degree programs, claiming that the "complexity of emerging challenges facing practitioners and scholars requires interdependence in knowledge creation and use whether in the hot action of schools or in policy/research circles" (p. 20). What resulted from our conversations was an effort to define the PhD in relation to the EdD and view both as critical to educational improvement.

What we were unprepared for was the degree to which assumptions about the value of the PhD over the EdD permeated our students' and faculty's understanding of each degree. As we implemented the new PhD degree we began to see the critical need to think carefully about how the degrees

were defined and presented to the public, to ourselves, and our students. Our students and faculty shared multiple personal stories and concerns that the PhD was considered superior, while the EdD was somehow a substandard degree. We knew we needed to work against these misperceptions as we proceeded with the implementation of the PhD. When we first implemented the PhD program a number of our enrolled students expressed interest in the PhD. When asked "why," many responded that they thought it was a "better degree" for their careers. When we dug deeper in our questioning of the students we discovered that family members, colleagues, or friends had made disparaging remarks about the EdD as a degree, or they were uncertain what the difference was between the two degrees. Students tended to view the assumed reputation of the PhD degree as instrumental to their career goals. To address this "elephant in the room," we initially focused our attention on a student's stated career track. We asked questions such as, "Are you planning to go on the national job market for a national faculty research position?" It was in discussing career trajectories and work interests where we were able to make headway in term of clarifying the goals and purposes of each degree (see Table 1).

Table 1

Comparison of Program Elements in the EdD vs. PhD Degree

	EdD Degree	PhD Degree
Primary career intention	Leadership positions in education (PreK–16), state and local government, social service public, private and non-profit organizations, and the potential for teaching and research related to practice at a college or university.	Research and teaching positions in higher education, and research positions in state and national government agencies, and public and private research organizations or centers.
Purpose and emphasis	• Preparation of professional leaders competent in identifying and solving complex problems. • Focus on approaches to applied research problems and applications that use quantitative and qualitative or mixed method approaches to address and illuminate problems of practice.	• Preparation of professional researchers, scholars, and faculty competent in conducting and sharing research. • Focus on research training that uses advanced quantitative, qualitative, and mixed method approaches to add to theoretical and practical knowledge.
Time commitment	Part-time study (9 years UVM maximum)	Full-time study (4–5 years)

(continued)

Table 1 *(continued)*

	EdD Degree	PhD Degree
Applicant qualifications	• Master's degree in related field with prior graduate work characterized by strong academic record. • Demonstrated three years of successful experience as an administrator, teacher leader, social services leader, or nonprofit organization leader with accomplishments related to social change and justice. • Strong professional writing skills.	• Master's degree in a related field is preferred with prior graduate and/or undergraduate work characterized by strong academic record and potential for scholarly inquiry. • Demonstrated commitment in letters of application and references and candidate interview to social change and justice. • Research interests compatible with CESS faculty. • Strong potential for academic writing.
Type of candidate preparation	• In-depth understandings of systems change, leadership, and policy for high quality leadership. • Students develop their leadership skills and a deep understanding of research-based leadership strategies.	• In-depth understandings of systems change, leadership, and policy in order to conduct high quality research. • Candidates will be mentored in conducting independent research, presenting papers at professional conferences, and submitting their work for publication.
Dissertation expectations	Standard Dissertation format with a focus on an applied research project. The candidate will conduct original well-designed research project for informing practice (per Graduate College guidelines). This format reflects theory or knowledge for addressing decision-oriented problems in applied settings.	Journal Article format with a focus on original research illustrating mastery of competing theories with the goal of informing knowledge (per Graduate College guidelines). This format requires that the candidate will complete 1–3 journal articles with the goal of manuscript submission for publication in a refereed journal.
Knowledge assessment	Written and oral assessments provide evidence of ability to improve practice based on theory and research as well as demonstration of research competencies.	Written and oral assessments provide evidence of understanding of the theoretical and conceptual knowledge in the field and of competence in conducting research to acquire new knowledge with the goal towards publication, dissemination, and utilization.
Research methods	• Courses develop competencies in applied research skills. • Research addresses questions of practical importance.	• Courses develop competencies in research design, analysis, synthesis, and dissemination. • Research questions are theory-driven.

We used examples such as Shulman's (2005) comparison of the EdD degree as similar in purpose to the role of a surgeon and the PhD as being similar to the role of a physiologist. The surgeon (like the EdD practitioner) diagnoses the problem and then uses surgical means and research knowledge in order to decide how best to treat the problem. The physiologist (like the PhD in education), in comparison, studies the human body so they can contribute to new knowledge and understanding about possible treatments and diagnoses. This example emphasizes that one doctor is not better than the other, rather they both are important and serve vital roles in medicine. We viewed them as "partners" in the treatment and understanding of disease and health.

One of the earlier areas where we ran into some trouble is when we realized that we had a number of students who had years of experience in the field and wanted to continue to practice, but were also interested in possibly teaching at the university level. Originally we did not list university teaching and research related to practice under career intentions for the EdD but recognized this oversight in our conversations with students. We also had a number of faculty members in the college with EdD degrees. So tensions were also delicate in terms of how faculty saw the degrees. For us, we had a number of faculty with EdD degrees who were also our top research producers. This highlighted the need for us to openly acknowledge the value of the EdD degree in terms of students potentially moving into faculty positions, even though we were viewing the degree as intended to prepare students for practice in the field. A number of our EdD graduates over the years had successfully pursued academic and research positions. This made the differentiation between the degrees sometimes challenging to explain. Ultimately, it came down to a student's desire and focus on conducting research. If research was central to a student's career focus, then it was clear that how we constructed the PhD was a better fit. If, however, their primary career focus was on leadership and changing practice in the field then the EdD was a better fit.

Creating a Partnership for Change: New Structures and Policies

In our efforts to support the principles and practices of CPED, as well as to host both the EdD and PhD degrees under one programmatic roof, we recognized the need to rethink many of our long established structures and processes for our doctoral program. We designed the PhD program so that it emphasized the need for students to engage in research projects on their own and with faculty and to gain skills in then publishing their research in academic journals. We constructed both the PhD comprehensive examination and the dissertation so that students would learn not only how to conduct research but also how to present their work to professional organizations and to prepare journal articles for publication. This was a further differentiation of the program since the EdD did not have an

emphasis on academic publication. It also left us to re-examine our comprehensive exam and dissertation format for the EdD, which led us to develop a more applied case analysis approach for the comprehensive examination and a professional practice dissertation option for the EdD degree. At the same time that we engaged in some programmatic-level changes, also we found ourselves looking at current policies and structures that guide our doctoral programs in terms of collaborating across departments and programs within our College. What follows are some of the ways we changed structures and procedures to foster a collaborative model to the development of our two degree programs.

Revisioning Our Cohort Model

For thirty years our EdD program utilized a cohort model as a means for developing competent, caring leaders. The concept was based on the belief that within the cohort model students share an interdependent learning community where they pursue common norms and purposes. Basom, Yerkes, Norris and Barnett (1996) studied cohorts and pointed out that this model for delivering a program goes back to the 1940s. Other researchers have looked at models noting that cohorts emerged variably, with some as closed models where students take all of their courses together, an open model where they engage in some courses as a cohort, and a more fluid model where new students may join the cohort at different times (Barnett & Muse, 1993; Basom et al, 1996; Hill, 1995; Muth & Barnett, 2001). Our open cohort model typically resulted in the annual enrollment of a new cadre of approximately 15–18 graduate students who would pursue the same core course sequence over a two-year period, as well as similar research courses. Thus, the cohort, albeit represented by students from different professional areas, was joined significantly by career purpose. Through the admissions' process, applicants were often screened and selected based on similar expressed expectations and personal goals for the degree. As we endeavored to develop the PhD, we realized we would need to blend students pursuing two leadership doctoral degrees and different sets of goals and purposes.

What we realized through our discussions was that it was possible to develop both individual and common purposes, but more importantly, to think about new forms of collaborative and interdisciplinary work. Significant was how blending both EdD and PhD students in one cohort would provide for dynamic social interaction among both groups of students that, ideally, would lead to ongoing professional and social networking both within and outside of the institution. We realized that having both PhD and EdD students in the same cohort, sharing in course readings and discussions, they could learn from each other in ways that supported new knowledge toward solving the problems of practice many of our students would face (Earl & Hannay, 2011; Robertson, 2011). Cohorts can promote social bonding, which can reduce isolation, while creating opportunities for shared dialogue

and collaboration. Our experiences and research affirm the value of cohort learning toward the building of trust, interpersonal competence, collaboration, and community (Horn, 2001).Cohorts provide a place where both experience and expertise come together to contribute to collaborative doctoral learning. We found too that through the cohort learning community model, all students, regardless of career goals, and faculty are in a position to learn together toward building and sustaining more democratic communities for schools, agencies and institutions of higher education.

Making Research Useful

A highlight of the CPED consortium work is the emphasis on research utilization and applicability to real world problems as evidenced by the CPED principles and focus on problems of practice. We had to think about what our signature pedagogy would be as Shulman (2005) noted, "These are the forms of instruction that leap to mind when we first think about the preparation of members of particular professions"(p. 52). What the cohort model and emphasis on practice for the EdD highlighted for us was the need for the PhD degree to emphasize research utilization and relevancy. This would be the unique "signature pedagogy" that both of our doctoral programs would seek to emphasize. In order to fulfill our mission of developing doctoral students who would be change agents aimed at improving practice in education, our doctoral students needed to conduct research that could be applied and thus useful and meaningful to practitioners. Rather than create separate courses for PhD and EdD, our curriculum seeks to meet the needs of both students by always emphasizing the applicability of what we learn for practice. Students in both programs share their specific knowledge and skills with each other thus enriching the classroom and pushing for attention to both theory and practice in the classroom and beyond. For example, as students who were working as practitioners in the field read research articles and complained about the density and lack of quality writing, discussions ensued about the importance of research being both useful and accessible. We also saw opportunities for faculty from multiple programs (leadership, teacher education, social work, higher education student affairs) to work jointly through teaching, and particularly the supervision of research (Basom et al., 1996).

This shift feeds into a growing awareness among higher education institutions of a need to remain relevant in a world that is shifting economically and technologically and calling the cost and purpose of higher education into question (Gibson, 2012). Within these new discussions about relevancy in higher education is the notion of engaged scholarship, which is research aimed at addressing, "…public problems and is of benefit to the wider community, can be applied to social practice, documents the effectiveness of community activities, and generates theories with respect to social practice" (p. 240). This orientation of scholarship based on the

work of Boyer (1996) dovetail's nicely with the work of CPED and suggests the importance of training PhD students who can design and carry out research that will be relevant and useful to practitioners in the field.

This notion of the need for relevancy recognizes John Dewey's (1927) point that engagement in local communities is central to the meaning of a democratic society. Thus, just as the focus on the education doctorate is for practitioner-scholars who can "use research" to improve practice, engaged scholarship highlights the importance of developing researchers who can "develop meaningful research" that is useful to practitioners in the field (Hutchings, Huber, & Ciccone, 2011). This is not to say that all scholarship needs to be engaged, but that part of the training of PhD students in education should include an understanding of and value of research that can directly inform teaching, benefit a community, improve practice, or inform policy. Thus, our orientation toward research was expanded to accommodate both the applied researchers and practitioner-scholars, but also to enhance the outcomes of research to blend the discovery of knowledge and theory with the improvements of practice grounded in theory (Barnett & Muth, 2008).

Collaboration and Resources

One of the goals of CPED is to foster more interdisciplinary collaboration across disciplines and to bring that knowledge to bear on the complex problems we face in education, as well as in other professional practice fields. Thus, the content and skills students acquire need to be more interdisciplinary and relevant to the workplace. Traditionally, the PhD has generated graduates who are generally more specialized and experts in their disciplines, who will generate new theories about educational change. Many faculty members in educational leadership programs often have degrees in very specialized areas and often find themselves working in isolation or with few colleagues who share similar academic interests. Program designs and courses tend to evolve related to specialized areas of content accordingly, driven neither by education or leadership. While the economic, social, political and global environments for education are undergoing dramatic changes, preparation programs have continued to separate different aspects of the program (course work, research, assessment, dissertation) so that students have trouble integrating and applying what they learn to their own contexts (Willis, Inman, & Valenti, 2010, p. 57). Additionally, the economic downturn of 2008 forced many colleges of education to cut budgets and to operate with less. For us as a college, pragmatically, we realized that we had a limited set of resources in terms of faculty and funding to support two separate programs, so in our initial design we realized both programs would have to support each other to ensure we were cost effective. Thus, we had both philosophical and pragmatic reasons for thinking about how to deliver the degrees in concert with each other.

Blending these two degrees, raised numerous questions, such as: How do we provide learning that offers an outlook and techniques that are useful in practice as well as ensure the acquisition of specialized knowledge to inform new practices?; How do we avoid the old adage "practice makes practice"?; How do we create context where students can engage in both the construction of knowledge, but also its application toward solving complex problems of practice? To address these concerns while being mindful of cost, we needed to bring about significant changes to our program. It forced us to think about new venues of collaboration beyond those forged by the cohort model and the relevancy of research. In particular, we developed new faculty collaborations to begin to address some of the dualisms we faced—professional knowledge and theoretical knowledge; coursework and fieldwork; theory development and problem solutions; individual scholarship and collaborative scholarship; and traditional research and action research. What resulted were a number of new collaborative processes to guide the development of the two doctoral programs in terms of governance and supporting collaboration including: viewing our roles as co-coordinators for both programs, creating a joint admissions committee, holding collaborative core faculty meetings, developing an advisory council for all advisors, and holding joint orientations and town meetings. A discussion of these processes follows.

Co-coordinators for the PhD and EdD. Once our new PhD program received university approval, the Dean appointed a program coordinator for each program with the understanding that we would work in collaboration in the design, development and delivery of the two degree programs that honored the college's mission, would incorporate the best practices related to CPED, and make efficient and optimal use of allocated resources. Thus, the authors of this article, one of whom holds a PhD and one the EdD, currently serve in those roles. We meet in a regular basis and collaborate on all aspects of the doctoral programs. As coordinators, we worked with the technology professionals to redesign our doctoral program website to reflect the changes to our programs that would help steer students toward the most appropriate program for their career goals. We work together on a joint orientation, faculty meetings, scheduling, admissions process, comprehensive examinations, and general program planning.

Doctoral admissions committee. Now that we would be recruiting students into two discrete degree programs, using a cohort model, we formed an interdisciplinary team drawing from the three major departments in our college to make sure we would maintain our interprofessional design. We tweaked our admissions process and materials to make sure that our admissions outcomes reflected the differences, as well as commonalities, we had proposed between the two degrees and an application process that would help potential applicants locate their own career goals to align with the purposes as outlined in our materials. We designed two different "applicant evaluation rubrics" to assist with the admissions deci-

sions. We also wanted to be sure that the research interest of our new PhD students could be matched with faculty interest. We arranged an earlier deadline for PhD applications, thus ensuring that we remain competitive across the country in terms of student acceptances, but also to meet funding deadlines set forth by the University's Graduate College.

Core faculty meetings. Core faculty who teach the required content and research courses participate in monthly Core Faculty meetings to attend to curriculum design and delivery, scope and sequence of core courses, instructional pedagogy, student requirements, accreditation, and CPED standards and general alignment of courses with the program mission and goals. Each two-hour meeting is "topic focused" in order to engage in deep discussion and dialogue about program matters. Faculty share course syllabi and course assignments to ensure curriculum articulation. Participating faculty also bring articles from leading journals in educational leadership preparation and research for review, discussion, and potential application to our program.

Doctoral Advisory Council (DAC). Central to the functioning of the two programs is the Doctoral Advisory Council (DAC). We invited faculty from across the three college departments—Education, Leadership and Policy, and Social Work—to form a council that would serve as an advisory and consultancy group in the processes of redesigning the EdD and developing the new PhD, as well as ongoing issues and policies related to doctoral education. Quarterly meetings were arranged around single topics, e.g. qualifying papers, comprehensive examinations, course sequence, and dissertations to allow for deep discussion and consensus building. This group vetted many of the new program design ideas that emerged from core faculty meetings as well.

Orientation and Town Meetings. Prior to the start of the new doctoral cohort, we hold a daylong summer "orientation" to acquaint students with members of their cohort, the faculty advisors, and general policies outlined in the student handbooks. Basically the PhD and EdD Handbooks are similar, but allow for some of the different requirements set forth for the PhD, e.g. research course requirements, comprehensive examination, qualifying paper, and dissertation journal format. Most of the orientation agenda is conducted as one group, with some time for each coordinator to meet with PhD and EdD students separately. In addition, we established an annual Doctoral Program Town Meeting to which we invite graduates of our program and current doctoral students, as well as faculty to come together to share insights, successes, challenges, and offer recommendations to better meet program goals and student needs. Town meetings support a more collaborative and democratic process and serve as a place where we unveil some of the program changes, inviting responses and critique.

As a result of these new collaborations and structures, we find ourselves engaged in a new "partnership for educational improvement" by fos-

tering a more adaptive, reflective, and interdependent program culture that has enabled us to move toward alternative and new forms of leadership preparation. Opportunities for practitioner-scholars and applied researchers to work collaboratively towards creating change have emerged. The results have lead to increased participation of students and faculty, new curricular design and course sequencing, stronger socio-cultural bonds among EdD and PhD students and faculty, and shared dialogue leading to change in many of the traditional components of our doctoral program.

A Call to Action for Leadership Doctoral Programs

In conceptualizing the degrees as a partnership, our work with CPED has provided us with a new definition of the Education Doctorate, which we interpreted as a call to action for the PhD to be more applied and useful to practitioner-scholars and supporting new opportunities for change (Barnett & Muse, 2008). Having engaged collaboratively as faculty and administrators in our College, we have gained these new understandings of the changing landscape of educational leadership preparation and how to design new forms of graduate preparation. Our work may serve as an anchor for looking at ways to blend the PhD and EdD. Specifically, we identified eight promising practices in viewing the EdD and PhD as a partnership that can enhance the design of both degrees and their potential for:

1) Provide opportunities for practitioners and applied researchers to work collaboratively towards creating change leads to emphasizing the applicability of the EdD for practice and highlighting the need for the PhD degree to emphasize research utilization and relevancy for practitioners and the understanding of engaged scholarship.
2) Given the pressure on colleges and schools of education to be more cost-effective and fiscally responsible, encourage the optimal use of fiscal, physical, and human resources whereby all students take the same courses, use the same classrooms and instructors, and share technology resources in order to promote program efficiency.
3) Encourage greater clarity around purpose of each degree in order to support students in their career trajectories and to provide greater clarity for faculty and students via clarifying language and supporting documents such as the comparison table.
4) Value the importance of high quality scholarship for both degrees in order to illuminate their differences, but maintain rigor, purpose and utility in order to move away from "research paradigm wars" (Willis, Inman & Valenti, 2010, p. 74).
5) Develop new supportive governance structures for students and faculty so they can share information and new knowledge and to foster collaboration around significant problems of practice.

6) Allow for individual and group development and a sense of interdependence among students and faculty through development of individual learning plans, collaborative projects, clinical field-based action research, and student-faculty collaborative research.
7) Create opportunities for new dissertation formats that engage a wide range of research methodologies, alternative timeframes for completion, and expanded committees to encourage respect for alternative research and dissertation formats aimed at utilization in the field.
8) Provide time for faculty from across the college—leadership, teacher education, special education, social work, human development, higher education administration—to come together in "dialogue circles" to discuss important doctoral program issues through multiple perspectives.

Duncan (2009) has called for profound changes in the purposes and goals, structures and relationships, pedagogies and practices of contemporary schools of education. Making a strong partnership between the EdD and PhD more important than ever are two factors: recognition that our schools and human service agencies need more competent and informed practitioners; and that our institutions of higher learning need professors who can generate new knowledge toward the transformation of these institutions. We concur with Bredeson (2006) who stated,

> In the field of educational leadership, universities are uniquely positioned to bridge the span between the contexts of daily leadership practice and research centers to create, disseminate, and apply new knowledge. Integrated preparation programs for practitioners and researchers provide disciplined and mutually supportive teaching and learning environments to create knowledge through inquiry, construct shared understanding and meaning through collaboration and interaction, and build an inclusive professional community. (p. 21)

Through our work with CPED and our dialogic and intentional process of creating partnership programs aimed at developing opportunities for our students to become change agents and authors of educational improvement, we have found ways to bridge theory and practice and have created new appreciation for the value of the educational doctorate.

Our story suggests that those who design doctoral preparation programs must remain reflective, collaborative and adaptive. Doctoral educational leadership programs need to be flexible, dynamic, and pragmatic if our schools and institutions of higher education are going to be able to address complex societal problems (Darling-Hammond, LaPointe, Meyerson, & Orr, 2007). Leaders of our educational institutions need to develop new skills and strategies in order to meet the needs of our changing student and staff demographics, new brain-based principles about learning, the impact of technology and social media, resource challenges, and state and feder-

al mandates (Dickmann & Stanford-Blair, 2008; Kelley & Peterson, 2007; Stanford-Blair & Dickmann, 2005). What has also become clear is how the force of globalization has highlighted the need for educational institutions to shift and change to reflect new economic and educational challenges (Gerstl-Pepin & Aiken, 2012). Thus, the ability for researchers to integrate new knowledge toward an understanding of evolving problems and their solutions is more important than ever (Robertson, 2011). We believe it is critical that schools and colleges of education cultivate partnerships that develop both practitioner-scholars and applied researchers who can work in concert. In sum, we believe our story shows that through collaborative efforts it is possible to implement major doctoral program reform that makes schools and colleges of education more relevant and better reflects the needs of the world which our graduates will seek to improve.

Endnotes

[1] This section of the state is remote from the University of Vermont and remains one of the most rural areas of Vermont

[2] NEK stands for Northeast Kingdom, a name that has been applied to the rural northeastern area of the state.

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THE ROLE OF RESEARCH IN THE PROFESSIONAL DOCTORATE

The authors argue for a clearer understanding of the role of research in the preparation of educational professionals at the doctoral level. Building on the work of the Carnegie Project on the Education Doctorate (CPED), the authors define the nature of problems of practice, offer three ways in which professional practitioners engage research in their practice, and suggest three guidelines for the development of appropriate and rigorous research preparation in EdD programs.

> A professional doctoral degree should represent preparation for the potential transformation of [a] field of professional practice, just as a PhD represents preparation for the potential transformation of basic knowledge in a discipline. (Council of Graduate Schools, 2007, p. 6)

Members of the Carnegie Project on the Education Doctorate (CPED), a consortium of 56 colleges and schools of education, have dedicated the past six years to clarifying the nature of the professional doctorate in education (EdD) by defining the kind of doctoral preparation that would afford professional educators the best opportunities that meet the objective of the Council of Graduate Schools—to transform the practice of education. As the first action-oriented effort to distinguish and improve the EdD, CPED has derived several standards in its first three years (Phase I). These standards include a list of six working principles for the effective design and operation of an EdD program, a clear definition of the EdD that aligns with the Council of Graduate Schools, and a set of defined design-concepts that guide the development of programmatic content. By clarifying the differences between the preparation of EdD and PhD students, CPED standards have assisted with strengthening and legitimizing of the EdD degree among scholars and practitioners. In their next phase of work, consortium members have begun investigating these standards, recognizing that empirical evidence and continued improvement are necessary if the EdD is to be the strongest degree for professional practice in education. The following is a discussion of one component of professional preparation, research and inquiry, that we urge needs prudent attention.

In the historical debates about the existence, development, and content of the EdD, the purposes of research, as well as the quality and quantity of research preparation has maintained a prominent role (Anderson, 1983; Brown, 1966; Clifford & Gutherie, 1988; Deering, 1998; Dill & Morrison, 1985; Eells, 1963; Freeman, 1931; Levine, 2005; Ludlow, 1964; Osguthrope & Wong, 1993). Critics of extensive research require-

ments have questioned the utility of traditional doctoral coursework in research methodology and analyses for individuals returning to educational practice, suggesting that these students need only be "consumers of research" rather than producers of original research (Andrews & Grogan, 2005; Prestine & Malen, 2005). Responses to such critics have suggested that research training within an EdD program need not be diluted, but rather tailored to the specific needs of scholarly practitioners.

During Phase II, CPED members are attempting to identify the research skills and abilities educational professionals should possess and employ to impact their practice and settings. To date, however, a slate of essential research skills for the EdD has not been empirically developed or evaluated. Instead, the role and scope of research in EdD programs rely on the theoretical beliefs of faculty and anecdotal suggestions of practitioners, as well as the economic and scholarly pressures of the degree granting institutions. The purpose of this paper is not to define the skills necessary for a professional doctorate, but rather further discussions about the role of research in EdD programs by providing a framework for identifying these research skills. If practitioners are going to transform PK–20 education, then they must be armed with what we call "tools of war" or the research skills necessary to address the pressing problems of practice our education system faces. To accomplish our purpose, we attempt to answer three questions:

1) What constitutes a problem of practice?
2) How can scholarly practitioners address problems of practice?
3) How can EdD programs prepare scholarly practitioners to address problems of practice?

Why Problems of Practice

In many professional fields, such as medicine, research typically addresses the problems that practitioners confront daily. In education, however, research focus and dissertation writing have remained traditional despite recent arguments to tailor this work more towards the needs and preparation of practitioners (Archbald, 2008; Jarvis, 1999; Shulman, Golde, Bueschel & Garabedian, 2006). The CPED consortium readily admits that the most difficult components to conceptualize and change in EdD programs are the culminating projects and the associated elements of research. Long-standing traditions that surround research and dissertation completion often preclude even the discussion of innovation or alteration. As a means to work towards improvement in these areas, CPED members have honored the spaces in which educational professionals work by developing design-concepts that guide EdD preparation so that graduates can better address problems that arise in their practice. Two design-concepts in particular, *scholarly practitioner* and *inquiry as practice,* intend to connect the research skills and abilities of graduates with problems of practice.

With the increasing influence of research on educational policy and practice, CPED members claim that the EdD programs should develop scholarly practitioners who possess the abilities to not only engage in effective inquiries of practice, but also apply research findings to improve educational settings and advocate in policy arenas. Specifically, CPED (2009) defined the scholarly practitioner as a graduate of a CPED-influenced EdD program who can:

1) blend practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice;
2) use practical research and applied theories as tools for change because they understand the importance of equity and social justice; and
3) disseminate their work in multiple ways, and they have an obligation to resolve problems of practice by collaborating with key stakeholders, including the university, the educational institution, the community, and individuals. (p. 1)

Members of the CPED consortium (2010) also identified the primary scholarly practitioner tool as inquiry as practice, defined as:

> the process of posing significant questions that focus on complex problems of practice. By using various research, theories, and professional wisdom, scholarly practitioners design innovative solutions to address the problems of practice. At the center of Inquiry as Practice is the ability to use data to understand the effects of innovation. As such, Inquiry as Practice requires the ability to gather, organize, judge, aggregate, and analyze situations, literature, and data with a critical lens. (p. 1)

By placing problems of practice at the center of the research sequence in programs (inquiry as practice), as well as in the definition of the outcome of programs (scholarly practitioner), the CPED members aspire to change the lexicon within which faculty members define, design, and operate EdD programs. In addition, and perhaps more importantly, CPED strives to break the tradition of ill-preparing those who do not intend to enter the academy. Rather, consortium members have designed a professional degree for students who enter doctoral preparation with the intention of becoming better leaders and change agents who impact PK-20 education in the US. Reframing the EdD as a degree that addresses problems of practice allows CPED members to respond more adequately to the career needs of students (Willis, Inman & Valenti, 2010).

Problems of Practice Taxonomy

Unlike the CPED specifications of scholarly practitioners and inquiry as practice, however, the concept of a *problem of practice* has eluded formal definition within the consortium. Faculty lack of clarity about

what constitutes a problem of practice hinders the preparation of scholarly practitioners capable of engaging in inquiry as practice. At best, a malleable definition of problems of practice permits variation in the scope of research skills required by EdD programs. Booth, Colomb, and Williams (2008), for example, define practical problems as those that are "caused by some condition in the world that makes us unhappy because it cost us time, respect, security, pain, even our lives" (p. 53). Solving these practical problems, they argue, entails, "doing something that eliminates the cause of the problems or at least ameliorates its costs" (p. 53). Such a definition provides little information about how to prepare scholarly practitioners to address these specific problems. The absence of a definition of problem of practice, in turn, enables a de-emphasis on research skills, reduces the capabilities of a scholarly practitioner, and limits the scope of inquiries into practice. Therefore, we assert, to understand the role of research in the EdD degree, faculty must first understand the nature of problems encountered by practitioners.

The difficulty in developing an operational definition of problems of practice manifests from the dichotomy of the unique and universal aspects of practitioners' problem solving experiences. As Labaree (2003) suggested in his discussion of the challenges related to preparing educators to become researchers, the daily lives of educators revolve around problems of a unique nature. However, as Tyack and Tobin (1994) noted, a "grammar of schooling" exists within the American education system that results in almost universal experiences for both students and faculty. By understanding the delineation between unique and universal problems of practice, faculty in EdD programs can develop a research sequence that supports the definition of inquiry as practice and explicates the role of research in the preparation of scholarly practitioners.

Unique vs. Universal Problems of Practice

Problems of practice do not qualify as unique because of the regularity or frequency of occurrence, but rather because their solutions rely upon localized context and specialized knowledge. For instance, unforeseen incidents such as ill faculty, late buses, and broken boilers, as well as predictable events such as faculty retirements, school board votes, and diminishing student populations constitute unique problems of practice. For unique problems of practice, a non-existent or paucity of research literature limits the application of scholarly knowledge and research skills to solving such dilemmas. Instead, lessons learned from practice and experiences likely provide more evidence about how to solve such issues.

In contrast, we designate universal problems of practice as those problems in which robust research literature exists because scholarly knowledge and research demonstrated the potential to inform solutions. For instance, consider the practice of grouping children within a class-

room. An extensive amount of work has examined ability grouping practices in educational settings (Slavin, 1987). Educators who understand and seek the guidance of prior research might not only apply the lessons to their classrooms and schools, but also provide more informed responses to interested constituencies like parents, school board members, and the media. In addition, those prepared as scholarly practitioners, who comprehend the limitations of prior research, can devise alternative applications and even evaluate the effectiveness of their solutions. Therefore, the scholarly practitioner must be prepared with the skills necessary to understand, engage, and apply the information contained in the research literature.

Both types of problems of practice are understood and addressed in different manners in EdD programs. For example, when dealing with unique problems of practice, the confines of higher education institutions provide EdD programs and their faculty the opportunity to operate in safe classrooms settings. In such settings, faculty can engage these problems in simulation exercises where students can criticize and question existing solutions, as well as develop new ones. The students can consider hypothetical scenarios for which they can assume greater responsibility and authority. The teaching and learning process in such settings provide the "practice" necessary for students to begin to think, perform and act with integrity in their practice. However, such academic assignments do not entail the same pressures as a professional setting, and therefore maintain inherent learning limitations in practicing skills to address unique problems of practice.

When addressing universal problems of practice, students will require preparation in the skills necessary to understand, engage, and apply the information contained in the research literature. At present, to obtain the necessary skills, many EdD students must enroll in traditional research courses. However, these research courses, originally designed to prepare students to enter the academy, do not necessarily prepare scholarly practitioners for their return to an educational setting. Although researchers and scholarly practitioners might demonstrate interests in similar problems of practice, their professional objectives and resources dictate that they engage in different activities. Therefore, faculty must also understand the specific needs of scholarly practitioners when designing research courses for professional doctoral candidates. To do this, we first ask how scholarly practitioners can apply research knowledge and skills to solve universal problems of practice.

Addressing Universal Problems of Practice

Simply understanding the utility of research knowledge and skills to the decision-making of scholarly practitioners does not clarify the role of research in an EdD program. For example, Young (2006) stated in her description of the differentiation between an EdD and PhD, "The EdD curriculum would develop and apply knowledge for practice. Here, research-

based content themes and theory would be integrated with practice emphasizing the application of knowledge" (p. 7). Unfortunately, such platitudes neither define the skills that differentiate scholarly practitioners from other leaders, nor offer any practical guidance to EdD faculty attempting to teach research skills. Instead, EdD faculty members need to specify how scholarly practitioners will utilize research literature and skills in practice. We contend that scholarly practitioners will engage in three fundamental types of activities related to solving universal problems of practice: decipher, debate, and design.

Decipher

Anecdotally, faculty associated with EdD programs often state that they want students to graduate from their programs with the ability to "consume" research. Although increasing the consumption of research articles poses a worthy objective, the term lacks clarity about not only the skills necessary to consume, but also how a consumer would apply the consumed knowledge to their practice. Rather than simply consuming research articles, we believe scholarly practitioners require the ability to decipher the methods, findings, and conclusions. According to McMillian and Shumacher (2010), deciphering skills entail judging the overall credibility of the research which is based on "an evaluation of each major section of the report" (p. 26). For the scholarly practitioner, we extend their definition to include reading the work, understanding the contributions and limitations of the work, and then communicating these insights to other constituencies.

Successful completion of these three parts of deciphering requires more than an introductory knowledge of methodology. Efforts by scholarly practitioners to comprehend the contributions and limitations of a study require the application of a complex set of methodological concepts. For instance, an initial step in applying the findings might entail the assessment of the external validity of the study. A reader needs to understand the issues related to the identification of the sample in the study to understand how findings apply to the scholarly practitioner's setting. Another consideration for the scholarly practitioner would be the difference between statistical significance, effect size, and practical meaning of the results. Furthermore, as leaders of educational organizations, scholarly practitioners require the ability to communicate these findings to faculty, boards of education, taxpayers, and other concerned constituents who likely do not have any formal training in research methodology or analyses.

Debate

Scholarly practitioners also require the ability to debate with policymakers and special interest groups, so as to advocate for their students,

faculty, schools, districts, and states. Although ideology drives many educational policies, the role of research and empirical evidence in the development and support of policy has increased. For instance, consider the practice guides published by the United States Department of Education, like the one on turning around persistently low-performing schools (Herman et al., 2008). Even before the authors provide a summary of the recommendations for turning around a school, they describe the research qualifications used to judge the recommendations, which includes the following point, "Correlational research with strong statistical controls for selection bias and for discerning influence of endogenous factors and no contrary evidence" (p. 2). Thus, to successfully debate policy implementation, such as the use of value-added measures to evaluate teachers (Steele, Hamilton, & Stecher, 2010), scholarly practitioners require the abilities to debate both the ideological and methodological merits of such policies.

Design

Finally, as suggested by a multitude of authors (Archbald, 2008; Shulman et al., 2006; Willis et al., 2010), scholarly practitioners need to apply the findings of research literature in the design of practical solutions to address pressing universal problems of practice. We offer two primary types of design activities. The most obvious form is the application of knowledge from the research literature, both empirical and theoretical, towards developing a solution to an identified problem. For instance, consider scholarly practitioners seeking to eliminate dropouts from their school or district. From their investigation of prior research, scholarly practitioners might consider how their available resources would align with the design and implementation of one or more of the following: an early warning system, transition programs, charter schools, or a host of other empirically investigated solutions (Allensworth & Easton, 2005; Balfanz, Herzog, & MacIver, 2007; Bettinger, 2005).

In addition to the development of solutions, we contend that scholarly practitioners need to understand how to design evaluations of existing programs and new initiatives. As Hochbein and Carpenter (2011) argued, evaluations of existing problems can prevent practitioners from diligently solving the wrong problem. To avoid wasting resources, efforts, and even political capital, scholarly practitioners need the ability to validly and reliably determine the effects or influences of educational initiatives and programs. In some instances, scholarly practitioners will conduct these inquiries of practice. In other circumstances, the necessary time and skill will extend beyond those of scholarly practitioners. For more timely and difficult evaluations, scholarly practitioners still require the skills to not only commission the endeavor, but then also decipher the findings, design a solution, and then advocate for that position.

Preparing Scholarly Practitioners

With increased clarity about how scholarly practitioners engage in inquiry as practice to solve universal problems of practice, faculty of professional doctorate programs can design research curricula to better develop necessary skills. In considering the planning or changing of an EdD program, we suggest that faculty consider three salient aspects of their research curricula: relevancy, rigor and resources. We suggest that these three tenets frame the design for developing research courses that serve as signature pedagogies in the preparation of practitioners.

According to CPED, signature pedagogy is: the pervasive set of practices used to prepare scholarly practitioners for all aspects of their professional work: "to think, to perform, and to act with integrity" (Shulman, 2005, p. 52). Signature pedagogy includes three dimensions, as articulated by Shulman:

1) Teaching is deliberate, pervasive and persistent. It challenges assumptions, engages in action, and requires ongoing assessment and accountability.
2) Teaching and learning are grounded in theory, research, and in problems of practice. It leads to habits of mind, hand, and heart that can and will be applied to authentic professional settings.
3) Teaching helps students develop a critical and professional stance with a moral and ethical imperative for equity and social justice. (pp. 54–55)

This definition, adopted from the work of Lee Shulman, President Emeritus of the Carnegie Foundation for the Advancement of Teaching, offers ways in which to teach scholarly practitioners how to decipher, debate and design in relevant and rigorous ways. And in doing so, such methods will also teach scholarly practitioners how to engage research as they think, perform, and act in practice.

Relevancy

In their discussions of the role of research in EdD programs, a multitude of authors have identified the need for relevancy in the preparation of scholarly practitioners (Archbald, 2008; Shulman et al, 2006; Wergin, 2011). Yet, like Young (2006), most authors submit a generic description with only a superficial discussion of how this knowledge will improve the decisions and actions of scholarly practitioners. To hone the research skills of the scholarly practitioner, we suggest that all courses in an EdD program, not just those specifically dedicated to research methodology, increase instructional relevancy in two ways. First, assign relevant course materials. For traditional research and statistics courses, instructors need to supplement technical aspects from a textbook with practical

and relevant examples of how scholars have utilized a method or analyses. For non-research or content courses, instructors can again supplement textbooks or popular books with the primary articles cited in the books. By assigning relevant course materials, faculty are deliberate about their teaching, grounding learning in practice and helping students make the professional connections between what they read and what they do—solve universal problems of practice.

However, both types of instructors (research and content) cannot just address only their interest (methods or subject matter), but need to address multiple aspects of the works, like findings, validity, and utility. Furthermore, unlike many PhD programs which provide students the ability to design a unique educational experience, many EdD programs maintain a prescribed sequence of courses. This prescription affords instructors a variety of instructional strategies pertaining to readings and assignments. For example, in a quantitative course, an instructor could tailor readings towards subject matter from a concurrent or future content course. Similarly, the content instructor might assign only qualitative readings to demonstrate alternative means to addressing the same problem of practice. Or the content instructor could provide a "double dose" of quantitative readings and further reinforce research knowledge.

However, both types of instructors need to also address the practical skills of deciphering, debating, and designing in the courses. Program faculty need to prepare students in the skills necessary to complete the culminating product for their degree, but an overemphasis on skills such as academic writing and data analysis software usage can leave students lacking the tools needed for the rigors of their professional careers. Instructors must expand their assignment repertoire to include or incorporate exercises that provide practice related to these three skills. For instance, rather than making a student analyze a fictitious data set, provide them with several "real" data tables and ask them to write an interpretation. Ask students to engage in a policy debate on a topic, which requires them to not only maintain a position, but support their ideology with empirical evidence. Or, require students to develop the parameters of a study that examines the effectiveness of an initiative or program. Such activities promote the acquisition of scholarly knowledge, as well as the practical skills necessary to address universal problems of practice.

Rigor

Berliner (2002) has argued that educational research is the "hardest science of all" because of the complexities associated with problems of practice. If one believes Berliner's claim, then educational researchers require sophisticated methodological and analytical techniques to provide valid and reliable results. If faculties of EdD programs expect scholarly practitioners to decipher and utilize educational research, then their pro-

grams must provide appropriate and meticulous preparation in research skills. Given such assumptions, the scope and sequence of research preparation must extend beyond introductory courses. Unfortunately, determining the necessary skills for the scholarly practitioner can challenge faculty. A priori identification of research skills can succumb to faculty preference and bias, resulting in either inadequate or inappropriate coursework. Similarly, as Kruger and Dunning (1999) found, asking current practitioners potentially suffers because respondents are unaware of the skills they lack.

An alternative to scholars' or practitioners' preferences to identify the level of methodological rigor required of a modern scholarly practitioner relies on assessing materials and skills utilized in relevant activities of EdD programs. For instance, the utilization of and relevant reading assignments from respected research publications like *Educational Evaluation and Policy Analysis, Educational Administration Quarterly, Journal of Teacher Education,* and *Review of Higher Education* in EdD courses provides faculty members, as well as students, with guideposts for the research skills necessary to decipher such work. Similarly, incorporating and assessing assignments that require students to design evaluations of real-world initiatives provides information for faculty and students about the methods and analyses necessary to make valid and reliable claims about educational progress and success.

Resources

Unfortunately, increasing the relevancy and rigor of research methodology and analyses courses in an EdD program exacts costs from finite resources. Many EdD programs consist of 60 required credits with a single course accounting for three credits and dissertation preparation and execution accounting for up to 15 of those credits. Such parameters afford faculty members 15 courses from which to develop the knowledge and skills of scholarly practitioners. Inherent in the consideration of the allotment of these 15 courses are the faculty available to teach the courses and their associated experience and expertise. Like many of the decisions associated with the development of an EdD program, ideology and preference can dictate the design and utilization of resources. However, the proposed taxonomy of problems of practice, identification of scholarly practitioner skills, and consideration of relevancy and rigor can provide direction for the allotment of resources.

To develop the skills necessary for scholarly practitioners to address complex problems of practice, EdD programs require mandatory research courses that extend beyond an introductory level. The field of education consists of complex problems that require sophisticated methodological and analytical solutions (Berliner, 2002). Sufficient time dedicated to research coursework provides students the opportunity to develop the sophistication necessary to decipher articles, debate challengers,

and design solutions. However, increasing research course requirements assures neither relevant, nor rigorous instruction. A potential exists for students to experience less relevant skills, like focusing on software navigation skills, in a decelerated environment. To fend off such situations, we suggest program coordinators work with methodological instructors to develop rigorous and relevant readings and assignments that incorporate the skills of deciphering, debating, designing.

Based upon our understanding of complex problems of practice and how scholarly practitioners address them, we also recommend that EdD programs require research coursework that extends beyond introducing research design, qualitative methods, and quantitative analyses. Yet, the local context of EdD programs prevents us from further specifying the scope and sequence of research courses. Methodological expertise of existing faculty, ideological preferences, perceived needs of local leaders, as well as market and institutional pressures likely factor into the final composition of research courses. However, we contend that a content analysis of current research articles and policy debates could assist with identifying objective and useful criteria for decisions when designing a scope and sequence of research courses.

Finally, as program designers debate the allotment of resources, they should examine some of the paradoxes that commonly exist in EdD programs' espoused theories and theories-in-use (Argyris, 1990). For instance, if candidates are selected into a program because of their demonstrated experience and expertise as a practitioner, then why require them to take another practicum? Similarly, if candidates also work full-time in a leadership role, when will they find time to fulfill their practicum requirement and also in what capacity? Furthermore, many EdD programs advocate the objective of graduating candidates in a relatively short period of time, three to four years. Yet, certain research techniques maintain extensive time commitments that require completion during school hours. Limiting the instruction of research techniques potentially extends the length of a student's program of study. By examining these and other related discrepancies, EdD program faculty can better allot resources to develop scholarly practitioners capable of identifying and addressing complex problems of practice.

Conclusion

Utilizing this framework could facilitate discussions and deliberations about the research skills required by professional doctorate programs. We acknowledge that some elements of the framework do not constitute novel approaches and might describe common practices. However, we caution against mistaking activity for productivity. Inclusion of team teaching, paired syllabi, and integrated coursework, does not explicitly identify or teach the skills necessary for scholarly practitioners

to decipher, debate, or design research. Similarly, relevant readings and activities are not inherently rigorous, just as extended resources do not mandate relevancy and rigor.

As faculty of professional doctorate programs, we can no longer hide research skills in content courses and hope that students' consumption leads to understanding and application. Instead, explicit instruction of high quality research skills should be a hallmark of professional doctorate programs. The definition of high quality need not, and possibly should not, be identical to that of a PhD research sequence. This framework provides a systematic method for developing the tools that not only connect the knowing-doing gap, but also empowers the "foot soldiers" to empirically attack problems of practice.

A potential to transform the field of education lies in the scholarly practitioner's ability to apply the three tenets of research preparation—decipher, debate and design—as a means to "wage war" against not only the top-down, ill-conceived policies that neglect the realities that practitioners know and live every day, but also the multitude of universal problems faced by educators across the country. As faculty in schools of education, we must recognize the value we possess in our abilities to prepare these "foot soldiers" with relevant and rigorous research preparation. To provide scholarly practitioners the necessary "tools of war" requires that EdD program faculty understand how research preparation can address universal problems of practice, as well as the potential and confines of scholarly practitioners' work. Adequate research preparation of scholarly practitioners requires that we challenge ourselves to design courses that extend past our academic frames and consider how we can develop the tools our scholarly practitioners need.

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DEFINING THE PROBLEM OF PRACTICE DISSERTATION: WHERE'S THE PRACTICE, WHAT'S THE PROBLEM?

This article describes the evolution of the conceptualization of the "problem of practice" dissertation in the new EdD Program at the Graduate School of Education at Rutgers, the State University of New Jersey. Our definition and conceptualization of the professional practice dissertation is grounded in a review of relevant literature and a description of the definition of a problem of practice developed by Rutgers' EdD faculty. To illustrate how to define a problem of practice dissertation, this article includes an analysis of several students' dissertation topics, and questions. This analysis highlights how practice can be understood as nested circles surrounding students that begin closest to the center in the specific job site (e.g. classroom) and move outwards to the institution (e.g. school, university) and then to the community (e.g. state). Broadly understood, the problem is always how to improve learning opportunities. Problem of practice dissertations use inquiry and evaluation to study current conditions as a way to make effective decisions on how to address the problem or by using the research literature to select and then test an intervention.

In 2010, the Graduate School of Education at Rutgers University launched a redesigned Education Doctorate program. Previously, the school had offered 11 separate programs whose goals, expectations and formats were often indistinct from PhD programs. The new cohort-based, interdisciplinary, school-wide program is designed to help future and current leaders develop the knowledge, skills, and dispositions to solve problems of practice and improve instructional quality. Our learning goals are that students will have the skills to work with instructional staff to enact improvements; diagnose, frame, and address organizational and practice problems; create networks and community partnerships to enact policy; analyze data and draw implications for programs, policy, and practice; hone their pedagogical skills to lead instructional improvements at the classroom and local levels; and advocate on behalf of their educational communities. The guiding principles direct the program to reflect the challenges of practice, apply directly to solving problems of practice, and build ways through course work and other program requirements for student to engage in, interpret, and apply educational research (Graduate School of Education, 2013).Our intent is that graduates will learn to be change agents who work to improve the lives of students and their families and communities using inquiry strategies to inform the process. The program is organized around three elements: a 24 credit core set of courses which focus on developing the theoretical and practical knowledge that we believe all educational change leaders need,

a 24 credit set of concentration courses in an area of specialization, and 24 credits of dissertation work.

Like many programs that have initiated or redesigned their education doctoral programs as members of the national consortium of universities influenced by the Carnegie Project on the Education Doctorate (CPED) design principles, the Graduate School of Education at Rutgers University had to reconceptualize definitions and expectations for the dissertation. The traditional PhD model simply did not fit. This process began with rethinking the design of the research courses we had been offering all doctoral students on the assumption that "scholarly practitioners," the term CPED uses to refer to the kind of educational change leaders we seek to train, need different skills from those of PhD students who plan careers in academic or other research oriented worksites. Willis, Inman, and Valenti (2010) suggested that PhD dissertations generate or test theory, while professional practice dissertations use theory to solve problems. The focusing question that guided our work then was, "what do we want our graduates to know and be able to do with research?" Although CPED offered some guidance and opportunities to share with other institutions engaged in similar conceptualizing of the dissertation, the GSE set its own path. In doing so it struggled with what to call methods courses, how many courses students should take, and what the content of those courses should be (Ryan, Belzer, & Heuschkel, 2012). With compromises made and design work undertaken, we admitted our first cohort of students in 2010.

Although the program design was in place and course syllabi were completed, we relaunched the program before we had really completed our thinking about the end product of the program, the dissertation. We referred to it as a "problem of practice dissertation," but we had not fully engaged in defining what this meant and in what ways it would demonstrate our students' competence to act as "scholarly practitioners" (CPED, 2010). Now, as our first cohort of students is busily engaged in dissertation work and we have continued to engage in discussion about it as a faculty, a problem of practice dissertation is slowly coming into focus. Many elements have contributed to this growing clarity: our participation in CPED convenings, the CPED design principles, ongoing faculty engagement with the question of what our new EdD students' dissertations should be about, and at least as important as all these other elements, what our students are actually studying. After a brief discussion on the distinctions between traditional PhD and EdD dissertations as discussed in the literature, this paper will describe our evolution in understanding of what we mean by a professional practice doctorate and then illustrate this through an analysis of our students' dissertation topics. In this way, we hope to add to the growing body of thought on the professional practice dissertation generally, and the education doctorate dissertation specifically for other institutions who are conceptualizing the EdD degree as a high-quality, rigorous doctorate, of equal yet distinct value from the PhD.

Making the Distinction Between Traditional PhD and Professional Practice Dissertations

In making distinctions between university and teacher research, Cochran-Smith and Lytle (1992) draw contrasts regarding the source of questions, generalizability, the role of theory, and documentation and analysis. They underline the contextualized nature of teacher research and assert that this work is grounded in experience, day-to-day realities of practice, and the drive to address specific, concrete issues of practice. The work is emic, often descriptive and interpretive, and findings usually have immediate application in the teacher's context but may also be of use beyond the local setting. They suggest that teacher research is a genre of inquiry different from university research and should be judged by a different, yet rigorous set of standards. These distinctions may be similarly applied to conceptualizing the differences between traditional PhD and newly envisioned EdD dissertations. Related to these distinctions, a focus on the professional doctorate has stimulated discussions about the ways in which the professional practice dissertation is equivalent to (in terms of rigor and value) but different from a PhD dissertation (Maxwell, 2009).

Just as with teacher researchers, it seems widely assumed that EdD students will pursue questions that are of pragmatic importance (Archbald, 2008; Willis et al., 2010; Zambo, 2011) with the express intention of making improvements in practice settings (Maxwell, 2009). While a PhD dissertation question may be derived from published theory and research, an EdD student's focus comes from a need to make improvements in a specific educational context. Archbald (2008) argues that when EdD students competently pursue such topics, their work will reap "community benefit" extending its importance well beyond the personally significant dissertation defense and graduation. This will also mean that its value will be judged more in terms of its potential to solve local and specific problems than in its capacity to generate generalizable findings.

The role that theory plays in an EdD dissertation project can also be distinctive. Here, it may contribute to the understanding of and the solution of an actual, practice-based problem identified by the student (Willis et al., 2010). Theoretical frameworks may inform data collection and analysis. However, Cochran-Smith and Lytle (1992), argue that practitioners may not necessarily draw on theoretical frameworks in the same way university practitioners do. Instead they may operate from within theoretical frameworks they themselves have built that are shaped by "knowledge of content, pedagogy, curriculum, learners and their characteristics, educational contexts, purposes and values, and philosophical and historical" (p. 17), a list Cochran-Smith and Lytle draw from the work of Shulman and his colleagues (as cited in Cochran-Smith & Lytle, 1992). Thus practitioners will work from "theories of action" (Argyris, 1982), and these in turn influence the questions they ask and the ways they collect and analyze data.

It seems logical to assume that practitioners participating in a professional doctoral program completing their dissertation research would be similarly influenced by theories derived from a nexus of what we might call academic and practically derived theory. While the former is not unimportant, it plays a complementary part with the latter.

With regard to the documentation of findings (i.e. the dissertation) there are at least two factors that point to distinctions between the EdD and the PhD: the audience and the learning objectives. While an EdD dissertation designed to address issues and challenges in the workplace will need to respond to standards of the academy, at least as important, it should use modes of communication appropriate to the community of practice (Maxwell, 2009) it is designed to assist and "should serve the objective of motivating and guiding change with evidence, arguments, and values" (Archbald, 2008, p. 715). This suggests that the audience for EdD graduates work is much broader than their dissertation committee. Therefore, it should be written in language and use formats such that they can have a catalyzing effect in the practice context. Additionally, just as the skills and dispositions required for a career in academia are reflected in the tasks of a traditional PhD dissertation, the skills and dispositions needed to complete an EdD dissertation should be a good match with the learning objectives of the program. Thus, skill development for completing this task should help students learn skills needed to carry out their roles and responsibilities "as practicing members of a profession" (Willis et al., 2010, p. 23), especially in their role as change agents who use inquiry to guide their work, not the professoriate. Archbald (2008) calls this match "developmental efficacy" (p. 707). Given that a traditional dissertation format is not one that is likely to be used again after graduation, some programs are requiring dissertations to take the form of more usable formats including journal articles; communications with practitioners, the public, or policy makers; funding proposals, training or curricular materials; evaluation reports; or a portfolio containing some combination of these documents as well as framing and linking documents and reviews of informing research (Archbald, 2008; Maxwell, 2009).

Archbald (2008) has suggested that EdD dissertations should have distinctive formats that demonstrate "developmental efficacy" and "community benefit" as well as preserving "intellectual stewardship" (p. 704) by demonstrating intellectual and methodological rigor. However, that EdD programs have been slow to make the shift to alternative dissertation formats is, perhaps, due to a lack of good models. Another problem limiting experimentation and alternatives may be that dissertations in professional practice doctoral programs are under conceptualized. Often referred to as problem of practice dissertations, the terrain of what constitutes a problem and what the boundaries of practice are is not well traveled. CPED has articulated guiding principles and design concepts including a definition of a "dissertation in practice" (CPED, 2010). These principles are threaded

through with references to problems of practice without ever quite defining what this key term actually means, however (Hochbein & Perry, 2013).

Journey to a Definition of the Problem of Practice Dissertation

As in many CPED documents, the phrase "problem of practice dissertation" can be found in our own publicity materials and in our learning goals. Students are required to describe a problem of practice in one of their qualifying papers, and as program leaders we assumed that students would frame their dissertation work around a problem of practice. While faculty members and students may have had some tacit understanding of what this term means, there was no shared understanding based on an explicitly stated definition. Instead we began by articulating a set of principles about the general characteristics of the EdD dissertation. These stated that the dissertation should "focus on a problem of practice [although the phrase is not defined], have direct implications for policy and practice, uphold common standards of high quality (well written, rigorous and coherent approach to methodology, thorough grounding and bounding, etc.), have a final chapter that outlines how this study helps/informs everyday work of practitioners and a section that makes specific suggestions for improved practices based on the findings of the study" (Rutgers University, 2013). The only significant difference between this and what faculty might say about a PhD is the directive that the final chapter should address the question of "now what," suggesting a focus on action rather than the more typical PhD dissertation focus on "so-what" issues of significance. Here, the faculty seemed to acknowledge a lesser emphasis on generalizability (Ryan et al., 2012).

In an effort to guide students and (sometimes reluctant and doubting faculty) to imagine the enactment of a problem of practice dissertation, the next step we took was to articulate possible types of dissertations, audiences, and formats for final products. The program's Curriculum Committee identified four dissertation types. They were (a) Problem identification and implications for intervention dissertations, (b) Design of instructional, organizational, or systemic initiative or intervention dissertations, (c) Evaluation of intervention or initiative dissertation, and (d) History/Phenomenology of an educational problem or issue dissertations. The audience for the dissertation could be proximal (self, teachers of same grade level or department, school leaders, other colleagues, and GSE faculty) and/or semi proximal/semi distal (school district, school board, practitioners in outside of building but in same district, colleagues working in other close by or similar sites, parents, community members, and GSE faculty) and/or distal (field, client, policy makers, and GSE faculty). Although the Curriculum Committee felt hazy about what some of this might mean in practice, it suggested that the final product could be written in the traditional five chapter format, a traditional format plus a chapter on change theory that informed decisions

regarding intervention/initiative selection and process used to implement it, multiple products for multiple audiences (e.g. policy white paper, executive summary, literature review, detailed description of research methodology including analysis strategies that could of use to other practitioners/researchers investigating similar issues), or a design description and evaluation which includes detailed design description of intervention or initiative, rationale, evaluation plan, and findings of evaluation.

Students and faculty members were presented with a document that detailed this elaborated vision of the new EdD program dissertation. It had been approved by the program curriculum committee (it did not need further faculty approval), but there was much left undefined and unspecified. However, as program leaders we were busy working out the logistics of running a new school-wide, cohort-based, student-responsive program. Our hands were full and we did nothing further to elaborate the process or define terms. Two and half-years later, when we recently offered a training to faculty who would be reader/evaluators of qualifying papers, we noted that although the assessment rubric rated students on the extent to which they had identified and articulated a problem of practice, there was no definition anywhere of what we mean by problem of practice. Participants began a lively discussion on what the phrase meant to them. Although there was some shared understanding, there were significant points of disagreement. One faculty member, trying to move our work forward, suggested that we defer to the judgment of the core instructors, assuming they had articulated a definition to students and were teaching what this meant in terms of the dissertation. We said nothing at the time, but knew this to be false. We neither explicitly taught our students what we meant by a problem of practice, nor did we have one that we had agreed on.

This lack of clarity about what we meant when we used the term problem of practice set off a round of discussions among core faculty aimed at generating a definition so that we could then explicitly teach it to students from their very first course in the program onward. In working toward a definition, we explored our own understandings and beliefs and made reference to the program's guiding principles, but importantly we referred constantly to examples of projects our first cohort of students are now completing. In doing so, we sought to understand what the projects had in common that captured our burgeoning conception of what it was we were talking about when said "problem of practice." After much deliberation we proposed a definition of a problem of practice dissertation which the program's curriculum committee then tweaked and approved. Accordingly, it states that "a problem of practice dissertation describes a challenge in educational practice, seeks empirically to investigate the challenge and/or test solution(s) to address the challenge, generates actionable implications, and appropriately communicates these implications to relevant stakeholders" (Rutgers University, 2013, p. 12).

Problem of Practice Dissertations

In spite of the fact that we hadn't quite articulated what we meant by a problem of practice, we had given some guidance by naming the types of dissertations, possible audiences, and formats, and our first cohort of students then designed, defended, and are now implementing their studies. In this section, we analyze their dissertation topics as a way to make concrete what we mean by problem of practice and how this enacts the distinction between EdD and PhD dissertations. It is important to note that, although our students were not given the definition above because we had not yet articulated it, they are enacting it in a variety of ways with more or less consonance, depending on the specific project. We believe, however, that having a clearly articulated definition will not only help sharpen our capacity to prepare students to complete the dissertation successfully but also to contribute to the community of practice in which they work or with which they identify. We look at them in terms of the source of their questions, the type of questions they ask, and their use of theoretical and empirical research.

Source of Questions

We note, in looking across the 21 abstracts, that every student's topic emerged as a result of experiencing or observing a problem occurring within their practice contexts if "practice context" is defined broadly. We suggest that practice context can be understood as nested circles around students that begin closest to the center in the specific job site (e.g., classroom), and moves outward to the institution within which the job is located (e.g., school), to the community within which institution is related (e.g., school district, university, state). The practice context touches the student in some way, regardless of its proximity to him/her. It is relatively easy to see how the topics closely proximal to the students' work are "problems of practice." For example, a student who is a high school English teacher concerned about her students' comprehension skills set out to understand more about what they actually do, moment to moment, when trying to make meaning while reading graphic novels. She had been reading graphic novels with her students for several years. Although some research literature touts them as gateway texts which are good for enticing reluctant readers, she knew the layout of the text and illustrations create a complex meaning making task and that a better understanding of students' comprehension processes could help her as well as other educators deepen their understanding of the opportunities and challenges of teaching graphic novels as well as providing "more thoughtful and purposeful instruction…[using] non-traditional texts to explore reading comprehension strategies" (Jakubik, 2012).

Most of the projects come out of personal experience but are focused on the context beyond the immediate problems of carrying out a specific

job role. In other words, they are in the middle "ring" of the nested circles. For example, one student who teaches in a vocational technical school framed her study around the problem of retaining students in her district's vocational academies. Another, a fourth grade teacher, observed that her school was calling team teacher meetings Professional Learning Communities (PLC), but that mostly they shared information and discussed administrative matters. Her project documents her work moving the group to focus on data-driven instructional improvement. A third example of this effort to address a problem in the worksite not directly related to the individual's practice is a social studies teacher who is concerned about different learning opportunities that students in different tracks have when enrolled in the school's Global Studies course. He sees his study as informing "the teaching practices specifically at West Brunning in order to create equity across academic tracks and identify successful practices for all future students enrolled in Global Studies" (Negraval, 2012). In each case, these studies are addressing a problem in the student's local context that has an impact on his or her ability to be an effective practitioner but is outside the immediate work context and role.

A few students' projects reach beyond the first two rings. Yet even one that focuses on a state level problem had some personal and particular connection to the student and his students in turn. For example, a Hispanic assistant principal is investigating the experiences of Hispanic superintendents in the state. While he could (and did) frame his topic in terms of the literature on the importance of role models for low achieving groups of students, perhaps an underlying impetus for the study is his own identity as a Hispanic leader with a personal commitment to improving educational opportunities for children in his own community. He pursued this topic out of the belief that "examining the lived experiences of Hispanic superintendents and the challenges, obstacles and supports they have encountered as they assumed the position of superintendent, [can make it]…possible to identify policies and practices to support the ascension of Hispanic educators to district leadership positions" (Galiana, 2012).

Regardless of in which " ring" the study sits, all of them were concerned explicitly with improving learning opportunities to increase student achievement. Not surprisingly, just as the site of the problems lay in different rings, so too do the sites of investigation—from the classroom, to the teacher's meeting room, to the home, to colleges and universities students attend after high school graduation, to the internet, our students are looking closely at the experiences of students, families, teachers, and school leaders as well as at the affordances and challenges of implementing curriculum, professional development, and support interventions. In this way students are enacting, they are making clear what the range of challenges can be within the broad area of improving learning opportunities. They are also explicating what "practice" can include. They make clear that problems and challenges in many locations are a part of their

practice and that they have leverage to make improvements even when the practice site extends beyond their immediate job roles and responsibilities.

Nature of Questions

An analysis of the types of questions our students ask was fairly consistent with that suggested in our Student Handbook. Specifically, we see three kinds of questions: questions that evaluate an initiative or policy that is already in place, questions that ask what happens when the student implements an initiative to solve a problem and improve outcomes, and questions that seek to describe current conditions as a way to generate appropriate and contextualized solutions to problems. The first two questions can be understood generically as intervention studies that ask, "what happens when …?" The other type of questions can be understood generically as questions that ask, "what's going on here?" Interestingly, although we laid out four distinct types of dissertations for students—descriptive, design, evaluation, or phenomenology—we see that the studies sometimes combine elements from more than one type and therefore do not exactly line up with this list. Instead they might be better understood simply as descriptions of current conditions that can generate implications for improvement or evaluations of interventions designed to assess the value of effort to improve.

In some cases the interventions in the intervention type studies are initiated systemically and often beyond the control of the student. The "what happens when" question can be appended with "we" or "they" to "what happens when we/they …?" Yet, because these interventions have implications for their work and for the educational outcomes of the students for whom they are responsible, they choose them as the focus of study. For example, one student's study documents the impact of a district implementing the Advancement Via Individual Determination (AVID) program, an intervention designed to increase college readiness among low achieving but high potential students. His study will provide the student's district with "information…regarding whether or not the investment in the AVID program is producing its intended effects" (Bleakley, 2012). AVID was in place when the student selected his dissertation topic. He felt it was an important focal point because of the significant investment his district and believed it was important to measure its impact to assess the return on investment.

In other examples of "what happens when" type questions, the student initiates an intervention and documents its impact or influence on the practice context. Here the question can be appended with "I" ("What happens when I…?) as the student exercises agency making improvements. An example of this type of study are two teachers from the same district, one in an elementary school and the other in a high school, who observed that their district had new teacher induction procedures with no one in charge, with no guidance, with no accountability, and with no struc-

tures in place to support the efforts of mentor teachers. Each has selected a set of activities and procedures to provide more systematic and meaningful supports for new teachers and mentors in their buildings. Neither one of them are specifically responsible for overseeing new teacher mentoring, but they saw a problem and decided to initiate activities aimed at improvement because they believed they could contribute to improved learning opportunities for students in their schools by initiating change.

Examples of studies that are aimed at systematically understanding a problem in order to better address them are studies already described that focus on the experiences of Hispanic superintendents, why students are retained or leave a vocational high school, and how students in different track levels experience a Global Studies curriculum. An additional example is a teacher studying parental involvement, from the parents' point of view, at the middle school level. The literature demonstrates the importance of parental involvement in children's achievement. Yet, her experience as a middle school teacher demonstrated to her that involvement drops off as kids reach this point in their schooling. She wanted to understand more about why this occurs on the assumption that knowing more would help reveal "better ways to encourage constructive relationships with parents as equal partners in the education of children" (Fishbein, 2013).

The types of questions the students ask are enacting the second part of our definition of a problem of practice dissertation because they are investigating the causes of challenges and/or test[ing] solution(s) to address them. They are doing so empirically using traditional research approaches using qualitative, quantitative, or mixed methods. In most cases they are turning to the practice context to collect data from those best in the position to inform them—students, teachers, school leaders, and parents. Sometimes their work is informed by standardized assessment results and other quantitative data as well.

Role of Research and Theory in the Framing and Design of the Study

We have already suggested that problem of practice dissertations draw on the extant literature in particular ways. Here we look at specific examples of how this is enacted in our students' dissertation studies. We see that they use it to understand the "local" problem of practice within a broader context as a way to help them frame the problem, to inform their thinking about appropriate interventions, and as analytic starting points. While using the literature to frame a problem may not be unique to EdD dissertations, because the problem being framed is of local significance, its sits in a different relationship to the literature than a problem identified to fill a gap in knowledge. The student does not use the literature to demonstrate that a project is unique, but rather to contextualize it within big ideas that may bring the problem into sharper focus, identify root causes of the problem, and help etch out appropriate entry points for investiga-

tion that truly have the potential to help solve the problem. Similarly, using research and theory to help analyze data is not unique to an EdD dissertation. Yet, applying theoretical frameworks to data derived from the investigation of problems of practice has the potential to make this researcher strategy more utilitarian and applied than it might be in a PhD dissertation.

It is the use of the research literature to inform intervention design that we see as quite distinctive to the EdD problem of practice dissertation. We see this distinction most pronounced in the "what happens when I" type dissertations when students are making decisions about what to do about a problem. Rather than using a gap in the literature as a rationale for doing a study, our students are finding what is present in the literature as a rationale for making intervention decisions to solve gaps in practice. They are not making up out of the blue or inventing the wheel over and over again in deciding what to do to solve a problem. Rather, they are turning to the literature for research-based solutions and testing them out to see how they work in local contexts with particular conditions on the ground. Sometimes these research-based approaches are conceptual such as the student who is putting into practice what the research reveals to be professional development best practice. Her challenge is to put big ideas like collaboration and job embeddedness into practice in the context of helping teachers develop their skills around a particular curricular innovation that they are required to implement in her school (Farrell, 2012). Similarly the teachers who are implementing new teacher induction processes in their schools are drawing on research on "best practices" but must figure out, within the constraints and realities of their schools what it means, for example, to provide professional development related to mentoring. The literature gives them a set of guiding principles and concepts, but then it is up to them to make use of these within their particular problem contexts. Another student is using the literature to guide her intervention in very direct ways. In her effort to transform her grade level PLC into a data driven, collaborative team focused on instructional improvement, she has is enacting a specific cycle of inquiry, action, assessment, and reflection appropriated from the literature.

In these examples, we see the literature used in traditional ways, but also can find examples of it being used as a source of practical, concrete action. This suggests that a literature review in an EdD dissertation may be a unique genre as it is used to demonstrate how intervention choices are rationalized, rather than to demonstrate grasp of the broad conceptual areas related to the topic and to situate the study within an ongoing academic dialogue of which the dissertation is just one link in a long chain. In contrast, the literature review in an EdD dissertation can serve a completely pragmatic purpose unique to problem of practice dissertations.

Conclusion

Professional practice doctorates such as the EdD are charting new territory as program initiators and designers seek to distinguish all aspects of the program in meaningful ways from the PhD. One important distinction is the form and function of the dissertation. We believed that we could pursue alternative formats with the express goal of dissertation work having an impact on educational practice by seeking to understand and address "problems of practice" in ways that would be accessible and usable for diverse stakeholders. In a program like ours, which identifies the dissertation as focused on a problem of practice, we knew that we wanted the students to do practical work that could improve learning opportunities, but we had little to draw on in articulating exactly what we intended and how this would be distinguished from a PhD dissertation. While the literature helps us understand the differences between a traditional dissertation and a dissertation for a professional doctorate, the specifics of a problem of practice dissertation remained sketchy for us. However, through reference to the literature, our guiding principles, and the work of our students we have come to a definition and are gaining examples that help flesh out what we mean in practice.

Whether our students' dissertations enact the third and fourth aspects of the definition—that they yield actionable findings and that they communicate appropriately to relevant audiences that can motivate change—remains to be seen as our first cohort is only just beginning to defend their dissertation. However, we feel confident that the work they have done so far puts them in an excellent position to be the change leaders that we hoped for when we launched the program. At the same time, we believe that their examples will continue to help us sharpen our definition as well as our focus on our goal and guide us to further refine the program so that it our espoused theory more closely matches our theory in use (Argyris, 1982). In the meantime, we look forward with eager anticipation to observing the impact their dissertation work will have on their practice contexts long after they graduate. If we can see that, then we know we will have accomplished what we set out to do.

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LEARNING TO WALK THE TALK: DESIGNING A TEACHER LEADERSHIP EDD PROGRAM AS A LABORATORY OF PRACTICE

This article tries to "put a face" on the complex and abstract process of program change in relation to key principles from the Carnegie Project on the Education Doctorate (CPED). We examine the principles of the "scholarship of practice," "laboratory of practice," and "signature pedagogy" within a discussion of the evolution of a clinical practice program in the Teacher Leadership EdD program at Washington State University. We discuss and critique this program as a possible way to meet two urgent issues facing colleges of education: 1) engaging in quality practitioner preparation and 2), making that preparation meaningful and relevant to increasingly complex constituents, reform frameworks, societal/world problems, and the diverse and layered lives of our students. Discussing program changes, we explore ways that the program itself can become a laboratory of practice for its faculty and students.

When the original 25 colleges of education began to collaborate under the guidance of the Carnegie Project for the Education Doctorate (CPED), the ambitious goal informing our collaborative work was the reconceptualization and redesign of the professional practice doctorate in education. The goal we set before us was to prepare Scholarly Practitioners to engage not only in the continuous improvement of education for all students in a rapidly changing world, but also to establish the scholarship of such practice.

In this process of changing the professional practice doctorate, there was general consensus that to prepare practitioners to engage in new forms of practice CPED members would need to profoundly reconceptualize what our preparation programs were. Traditionally, doctoral programs at universities have been focused on the preparation of researchers to contribute to and change an academic field. We sought, in contrast, to prepare Scholarly Practitioners to contribute to and change practice. This process, then, sought to change an academic discourse that discourages researchers from applying theory and knowledge to the "real world," to one in which theory and practice, research and change, intertwine to improve education. To refer to the words of Kurt Lewin from over half-a-century ago: "Research that produces nothing but books will not suffice" (Smulyan, 1983, p. 4).

CPED members have experienced a sense of urgency in this restructuring work. For education doctoral programs to remain relevant and viable in the future in the United States, two major components need to come together. First, colleges of education need to engage in quality practi-

tioner preparation and, second, that preparation needs to be meaningful and relevant to increasingly complex constituents, reform frameworks, societal/world problems, and the diverse and layered lives of our students.

This article will try to "put a face" on the complex and abstract process of program reconceptualization and change in relation to key CPED design-concepts by examining this process within the context of the redesign of one EdD program, the Teacher Leadership Education Doctorate (TL EdD) program at Washington State University (WSU). Specifically, the purpose of this essay is to describe the evolution of our program from its inception to its subsequent attempts to operate as a Laboratory of Practice. We now seek to go beyond just asking our students to construct their work as a Laboratory of Practice. Rather, we now seek to "walk the talk" and engage in such practice ourselves on the institutional level. A second purpose of this paper is to discuss how aspects of the CPED approach may be adapted by non-CPED institutions.

A Brief Description of the Teacher Leadership EdD at WSU

The TL EdD program at WSU is one strand of a larger EdD program, which it shares with an Educational Leadership strand. In the larger program, K–16 teachers in Teacher Leadership and K–14 school administrators in Educational Leadership attend both shared and strand dedicated programs. In addition to sharing program resources and curriculum with a second strand, the TL EdD program is also located on the four campuses found throughout the state of Washington that comprise the WSU system. These geographic and program complexities have presented both opportunities and challenges to the program. The four-campus system presents the opportunity for teachers and administrators to collaborate on cross-state problems of practice within a network, if they wish to. At the start of their program, they meet each other at an intense, two-week summer institute on the Pullman campus. They take most of their coursework during the year over an interactive television system, further allowing them to work together and learn from each other. This combination creates very real and interesting opportunities for teachers and administrators to learn about each other's work and to actually collaborate, should they desire, on specific problems and questions. This program arrangement reflects the necessity for the program to cluster resources for greater efficiencies, while providing a doctoral program to students who may be on a campus with too few students to justify its own program. On the other hand, this system has presented a range of challenges to the design, implementation, and continuation of the program. These challenges have included planning, curriculum focus, and general organization. As we explore in this paper, restructuring a program around the process of establishing and enacting a Laboratory of Practice for clinical practice has added coherence to the program and provided a means for us to approach the complexities of attempting a paradigm shift in our university work.

A Living Conceptual Framework: The Nested Nature of Problems of Practice

As we have developed our program at WSU, we have been fortunate enough to have been involved in the formation of the CPED design-concepts and principles. Establishing and implementing these concepts and principles have in many ways been a collaborative problem of practice for us. In our program design, implementation, and on-going revisions, these discussions and their resulting principles have moved from the foreground to the background and back to the foreground depending on the situation, but have always framed our work.

Two specific CPED concepts have returned to the foreground for us. These are the related concepts of the preparation of Scholarly Practitioners and that of a Laboratory of Practice. When we first designed the program around the two concepts, we did so as a hypothetical process. By the end of the first year of the program's implementation, we found the need to redesign it once again in relation to how our students had come to infuse meaning into the concepts. This "living" redesign has been emergent and done in conjunction with students who have constructed their own problems of practice grounded in their complex K–16 worlds. The meaning of the word "practice" is complex; in this essay, I draw from Dewey (1916) to define it as a dynamic process which serves the purpose of an educational laboratory. "Practice" in this sense refers not only to the applied aspects of one's work, but also includes underlying theory, intellectual framings and processes, habits of mind, knowledge of method, knowledge of self, and reflection for improvement. We discovered that for a program to be for Practitioner Scholarship and about Laboratories of Practice, it had to more generally engage in what we refer to as the scholarship of practice—the continuous inquiry into and improvement of the multiple facets of practice. A brief review of three examples of students' problems will illustrate specific problems of practice. Later in the paper I discuss how their work has informed changes to both our Masters in Teaching-Secondary teacher certification program (MIT-S) and the TL EdD program.

The first problem of practice we examine was formed by Charlene, a middle school science teacher and student in the EdD program. She was motivated to enter the program by her goal to attract more females into math and science on the K–16 level. Although this problem has multiple dimensions, she became fascinated by the notion of clinical practice linking practicing teachers in the TL EdD program with students preparing to become teachers in the MIT-S program. As we began planning a revision to the MIT-S program to incorporate more clinical practice, she asked to do an internship to work with the design, implementation, and coordination of its collaborative study.

A second problem of practice is found in the work of Paul, an advanced student in the program and a high school history teacher. For two

years he has taught in the MIT-S program in the evening, thus combining in his professional life the three roles of doctoral student, high school teacher, and college instructor. In terms of clinical practice, he has combined these three roles into a new more integrated notion of practice in which each inform the other to create a new holistic view and approach to practice. His problem of practice and the topic of his dissertation are the new models of teacher evaluation in the state of Washington within a larger national context of school reform. Specifically, his problem is about how to improve the new teacher evaluation models—based on teacher feedback and evaluation. The MIT-S program has integrated his work into the program both by his teaching in the program and by having MIT-S students study a portion of his dissertation to begin to understand broader reform frameworks facing teachers throughout their careers.

A third problem of practice is found in the work of Cooper, a high school English teacher who recently entered the TL EdD program. Cooper combines multiple roles in the program. He teaches a number of literacy courses, including the disciplinary reading course, hosts and works with students in the field as a mentor teacher, and has begun to study this process more formally as part of his own EdD work. He first became intrigued by the implementation of clinical practice as a form of teacher preparation within the MIT-S program. He has since begun to examine teacher preparation itself as a problem of practice.

Each of these Scholarly Practitioners has collaborated on establishing a clinical practice approach to the MIT-S program. In many ways, the clinical practice approach was designed around their contributions to the program and their own Scholarly Practitioner inquiry. Both Cooper and Paul use a case study approach in the classes they teach at WSU, drawing from their own teaching to model their students' use of case studies to promote their reflection. They also have the MIT-S students develop, investigate, and share their own case studies from the field. In this way, they draw from their professional expertise to frame the MIT-S students' entry into teaching in ways that contextualizes theory within a process of authentic student learning. Thus their work with the MIT-S students does not emphasize textbook theory decontextualized from the classroom. Instead, they have the MIT-S students examine theory as it impacts high school students. The MIT-S students then not only study theory, but live it through their engagement with students in the high school classroom and their discussion of it in the college classroom. Charlene has worked in the MIT-S students' first semester of intertwined field/coursework and is a mentor teacher in the program. She is currently planning a workshop for mentor teachers to better integrate their teaching expertise into the program. All three of these Scholarly Practitioners are members of the clinical practice planning team and help examine the program as a Laboratory of Practice, thus adding more coherence and depth to the program. Together we have begun to articulate a new language of teacher preparation which reflects a collaborative way of preparing teach-

ers and doctoral students and supporting the professional development of university faculty in multiple contexts.

Program Changes

We first began the program with a traditional field-coursework separation, leading to "theory-practice gaps" which we knew were antithetical to a program focused on the "scholarship of practice" but were, nonetheless, cultural features of our university. To deepen our conception of a Laboratory of Practice in the program redesign, we drew from Cultural Historical Activity Theory (CHAT) (Valsiner, 2009; Yavuz, Southerland, & Brooks, 2009) in order to both build theoretical capacity into the program and to scaffold a change process. Socio-cultural learning theory posits that individuals learn through their engagement in socially-mediated acts. As individuals use socially and historically situated symbolic tools (language, mathematics, notation systems) in organized tasks, they develop higher intellectual functions such as symbolic thought. In these situations, the learning leads the development and comes not at the end, but during the journey. It is the process not the product that counts. As individuals working together internalize learning, they create a dialectic between prior and new knowledge. We view this dialectic, and specifically its tensions, as central to the learning-and-change process.

As we wrestled with CHAT and its implications for a laboratory of practice, CPED introduced another dynamic concept into the mix. They invited Marsha Levine, one of the members of the NCATE Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning (BRP), to give a talk on the introduction of a clinical practice model to EdD programs. In her presentation, Dr. Levine adapted her comments to the goals and work of CPED. A central point of her talk was the notion that if we are to create high quality K–12 schools for children today and in the future, the separation of school-based knowledge from university theoretical knowledge needs to be removed. Instead of a separation, the BRP has called for a deep and meaningful intertwining of clinical and college preparation for teacher candidates, facilitated by clinical practitioners working in close collaboration with university faculty, together at both sites (Levine, 2011).

While a clear definition of clinical practice does not exist in the field of education, we drew our working definition of it from the work of the BRP and others. We conceive of clinical practice as a way to close the "two-world pitfall" (Feiman-Nemser & Buchanan, 1985) separating colleges of education from the world of K–12 schools and their students. Ideally, this gap is bridged in part by the work of clinical practitioners, who are skilled teachers, displaying adaptive expertise (Bransford, Darling-Hammond, & LePage, 2005), differentiated instruction, assessment-and-evidence based teaching, and student motivation (BRP)—on both the

K–12 and university levels. The term underscores the key importance of complex and situated practitioner knowledge—within the context of actual student experience—to teacher preparation.

Levine's talk sparked a major epiphany for us: A clinical practice model could provide a conceptual scaffold for us to restructure our program in ways to focus our work as a Laboratory of Practice in relation to educators preparing to work in teacher preparation and development. At CPED convenings and at our institution, we began to sketch the outline of a new model of clinical practice based on the BRP's recommendation and then to use those concepts as a way to generate dynamic interaction—as Laboratories of Practices do—between two of our programs and three contexts of work.

The following figure represents the clinical practice model in our program.

Figure 1. A Tripartite Model of Clinical Practice Educator Preparation (Sawyer & Imig, 2011).

As we have been working with the EdD program at our university, it has evolved from a planned and initially static model, to a dynamic (although still emerging) Laboratory of Practice involving clinical practice relationships.

To improve the clinical aspect of the program, we evaluated the program from the perspective of the MIT-S students. We found that while this experience was valuable to the MIT-S students (and their high school students), it was most clearly beneficial to the clinical practitioners (Sawyer, Neel, & Coulter, 2013). What both Paul and Cooper did, largely through their own initiative as an extension of their existing reflective practice, was to structure the clinical practice procedure (while wearing multiple educator hats) as the foundation of a more meaningful laboratory of practice for themselves.

Cooper, the English teacher, for example, discussed his multiple roles in these various contexts as a complex conceptual framework for his evolving practice: "[Clinical practice] is using multiple lenses. It's triangulating your data…It's allowing me to use these different lenses to be able to get a more accurate view of who my students are." His description of his practice presents nearly a textbook definition of a Laboratory of Practice in education. It incorporated his own reflective practice, his college students, and his university colleagues as a way to use multiple lenses in examining practice. He also modeled and engaged his students into this multi-level reflection process:

> [I'd like] to get students to wear a teacher hat and a student hat. So, if we read a chapter about literature circles, we get the theory and then I actually put my students in the literature circle…I have them read [young adult] literature and take notes like students would and say, there's your student hat, now put on your teacher hat. How did that work? Or…What does that say? Do you see any possible glitches that could come in the classroom or what success do you see there that you can build on in your own way and with a group of about 16 students?

Paul, the history teacher, discussed how in his program he began to value the role of modeling to and with his college students as a context for his students' growth as teachers:

> The other example [of my change] is modeling. I think if we really are honest with what impacts a student, it's not so much the content of what a teacher teaches, but it's how they model living and how they model education and learning.

Their college students who were preparing to become teachers were very explicit about how these interns impacted them. For example, a history intern teacher shared this thought:

> I compare learning from an instructor who is teaching in the classroom to reading a primary source when learning about history. The primary source is real-time. It conveys the attitude of the people involved, what is happening in the trenches, and the work required understanding an event. …[These] course instructors served as a looking glass into the classroom.

An English intern suggested this:

> I truly appreciated the opportunity to consider real world situations, think about how I would respond, and then reflect on the consequences. When these situations then happened in my classroom, I had already role played and talked about the situations with my peers so I immediately knew how to respond.

And another English intern was quite emphatic in her comparison of courses taught by clinical practitioners to those taught by "traditional" college professors:

> [The clinical course was] useful almost entirely because it was taught by a practicing teacher. The instructor was able to use recent developments in his own classroom to illustrate textbook principles. He was also much more capable than other instructors of bridging the gap between the theoretical and practical aspects of teaching. Many of our preparation courses focused solely on theory (without much connection to the practice of teaching). When they did lean toward the practical, they relied on hypothetical, idealistic, or less-than-recent examples of classroom dynamics.

And both of the EdD students/clinical practitioners had very relevant suggestions for the implementation of a clinical practice model for the university. The English teacher/EdD student shared this thought:

> I'd like to see more communication and partnerships between secondary institutions and universities…[and] more relationships being built so that when interns are being placed in a building it's not just through seemingly a random phone call…. I'd like to see more clinical knowledge at an earlier stage of the game, because…it's not true knowledge until it's been field tested. In my methods course, half the students come in and say, what's a unit—and it shocks me. And if they had been in a secondary classroom for a month they would have half of their plate cleared for them, they would know what to expect they would know what's going on and they would be able to more seamlessly integrate themselves into the process and then look more critically at it at an earlier stage and I don't think they are prompted to look critically at it because they know that this is such a high stress economic environment…. And so more clinical practice [that] when [interns] are taking some of these methods courses that they are required to take a 40 hour observation, not necessarily as a stunt teacher, that included maybe some reading, some journaling, [and]…some critical curriculum development.

And the history teacher/EdD student shared this thought:

> Yes, that the more that you inter-combine the different things, the better experience you'll have and the better [teaching] candidate you'll have in the end—instead of just having it blocked off like now—now you do your coursework, now you do your student teaching. If you can bring them together, it's the best way for the future in my opinion.

Among the MIT-S students we found a strong awareness and appreciation of how even a limited clinical practice approach was promoting their theory-practice connections and a sense of teacher agency.

A Laboratories of Practice Meet Clinical Practice: The Genesis of Change

Reviewing the findings of our study, we were struck by an epiphany: An EdD program organized as a clinical practice model could actually function as a collaborative laboratory of clinical practice. Our study revealed a few key elements that made these situations powerful learning experiences for both our EdD students and MIT-S teaching interns, around which we could restructure both the EdD and the MIT-S programs. First, they involved practice as a context for mutual development. For the EdD students, this was centered on their own practice as an evolving personal/practical knowledge framework (Clandinin & Connelly, 1995), to which their work at WSU contributed. Furthermore, while they worked in different contexts, they integrated a new view of practice that combined their work as students, instructors, and teachers. These were not disconnected aspects of who they were as teachers, but rather involved a new holistic view of practice as a complex, connected, yet multi-partnered process. Practice was also important for their students, the teaching interns. They benefited from authentic practice which the EdD students intertwined with theory in multiple educational situations. Key elements of value from the study also involved interactions and collaborations—sharing and distributing knowledge and new understandings, as well as experimenting with practice. And, perhaps most importantly, it involved collaborative dialogue (Sawyer & Norris, 2013; Wells, 1999), about both specific details and larger meta-processes.

A Process of Continuous Improvement

As with other CPED institutions, we have sought to develop a complex learning community whose culture and supportive infrastructure are characterized by a process of continuous improvement, built around ongoing learning and change (Fullan, 2007). As a form of institutional adaptive expertise, continuous improvement involves building and sustaining partnerships around professional learning. Characteristics of desired continuous improvement in the WSU program restructuring are shared understandings and commitment, communication and problem solving, assessment for teaching and learning, and personal and professional learning (Fullan, 2007). Overlapping parts of the MIT-S program with the EdD program, we are forming specific joint-program features around mutual expertise, on-going assessment, and continuous improvement through a situated and organic approach. By constructing the clinical practice approach as a Laboratory of Practice, we hope to embed continuous change into our daily work and promote a culture of learning. In this restructuring process we have been guided by the BRP's notion of a helix of practice as a way to envision an intertwining of theory and practice in multiple authentic con-

texts of practice. For us, this has involved intertwining the MIT-S teacher preparation program with the Teacher Leadership EdD program and K-12 schools represented by our practitioners and students. As part of this process, we have worked closely with both EdD students and program faculty. The previously described EdD students who are also high school teachers as well as another high school English teacher in the EdD program helped lead the program changes.

The EdD students agree to let us do weeklong placements of MIT-S students (in groups) in their high school classes as part of the MIT-S students' initial semester. With this structural piece in place, we began to intertwine theory and practice with the students' coursework that alternated with their fieldwork. As part of this change, we rearranged the course structure in the teacher preparation program to emphasize on-going inquiry, curriculum thinking, and school reform. The school reform theme focused on students' examining and studying in a critical and developmental way the Teacher Performance Assessment, an assessment they need to complete for certification. We designed the intertwined clinical mini-placements with both faculty and EdD students as a laboratory of practice. In the redesign we followed these steps:

1) Reviewing CPED and BRP concepts—specifically that of Scholarly Practitioner, problems of practice, Laboratories of Practice, and clinical practice
2) Engaging in cyclical collaborative planning
3) Building connections between program changes and school reform
4) Doing the short placements
5) Reviewing and evaluating the process after each placement
6) Revising the process

In the planning process, the EdD students/high school teachers as well as university faculty contributed specific ideas about what students might benefit from as they visited their classes. These ideas complemented how the classroom teachers in the field were doing curriculum planning in relation to the Common Core State Standards, examining their use of learning targets in curriculum planning, and examining differentiation within learning-centered teaching.

We structured much of this process as a Laboratory of Practice, weaving inquiry into the change process. For example, as part of her internship with a faculty member, Charlene began conducting an evaluation of the change process. While they helped coordinate the clinical process, they began to collaboratively review it in a study group with the other EdD students who had been part of this process. Here, as in the previous study, the goal is to examine on both an individual and a holistic level the meaning of this experience from the perspectives of the multiple participants.

Value for Non-CPED Institutions

While these specific program-redesign steps are drawn from CPED design concepts, the conceptual core of the redesign may possibly have value for other institutions contemplating program restructuring. Our goal is not only to change the structure of our programs but also the ways in which faculty and students conceive of and conduct their own practice. Intertwining and redistributing key practitioner knowledge, this redesign supports our own continuous inquiry-improvement program loop. As key students and faculty collaborate on large problems of practice, in our case a clinical practice approach to practitioner preparation, they begin to work in ways that support a dynamic Laboratory of Practice. Other institutions, including non-CPED institutions, may find this collaborative laboratory-of-practice approach a promising way to promote substantive and continuous change.

Conclusion

The purpose of this paper has been to describe some of the successes as well as challenges faculty and students have encountered in undergoing a program redesign at WSU. Especially challenging have been attempts to support substantive, deep-seated change in faculty work with students and peers. We have found that constructing our own work as a Laboratory of Practice has been a motivating way to trigger change. The collaborative process itself has yielded exciting new ways to model key themes we seek to teach. In this change we have adapted specific CPED design concepts to our own setting by using these concepts more as a conceptual lens than a fixed method. Furthermore, I have suggested that this approach may offer other institutions a framework for them to examine their own problems of practice in an on-going, dynamic, and collaborative way.

I began this essay by mentioning a need for colleges of education to engage in quality practitioner preparation that is relevant to students, communities, and educational priorities. Throughout the paper I have been describing one way that a college of education has begun to combine programs in order to recognize and cluster expertise, to allow faculty, teachers, and students to learn together, and to promote collaboration for a more powerful form of faculty-teacher-and-student mentoring. While this paper is not specifically about school/university partnerships, its central recommendation is for colleges and universities to jointly create such partnerships in order to engage in relevant and meaningful practitioner preparation. The clinical practice approach that this paper describes supports such partnerships. Given budget constraints as well as institutional values, we have sought to take a grounded approach to partnership building by (a) identifying underused partnership potential and expertise currently existing at the university and (b) building on that expertise to create new connections with schools. A grounded clinical practice approach holds the

potential to promote core institutional values of respect for a complex educational community.

Our own Teacher Leadership EdD program at WSU is still relatively young. As we move into its fourth year of operation, we are learning that a theoretical program decontextualized and fragmented from practice is antithetical to a program that promotes the preparation of Scholarly Practitioners. Our intent is for theory in our program not to precede practice any more than for practice to precede theory: We seek, instead, to intertwine them to link research and development for continuous educational improvement.

Although we seek a complex organizational structure, at its core exists something simple and easily overlooked: the lived and authentic practice of its multiple stakeholders. With the cooperation of key stakeholders, theory and practice may be intertwined and become dialogic (each informing the other), synergistic (creating a new vision and way of working), and coherent (organized around mutually important themes). For us, this dynamic organizational structure is the goal, not the current reality. To be dynamic and changing in pursuit of this goal, the program itself can benefit from collaborative planning and problem solving, as well as the on-going study and evaluation of this process—thus itself becoming a Laboratory of Practice (Sawyer & Mason, 2012). Guiding this process for us are the elements of theory/practice synergy, collaborative planning, collaborative curriculum development, and the examination of specific and meta-processes. Combining processes also clusters resources and ideally creates program efficiencies; but, more importantly, it can produce powerful learning contexts for students, faculty, and ultimately new K–12 teachers.

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ORGANIZATIONAL LEARNING AS A MODEL FOR CONTINUOUS TRANSFORMATION

In this article we use organizational learning theory as a framework for thinking about how participation in CPED has influenced changes in the EdD program established in 2003 at the University of Connecticut. Both single and double loop learning were a part of our process of institutionalizing a culture of organizational learning, a process that preceded our association with CPED. The history of that process is reflected upon in this article. How the CPED principles led to instances of organizational learning and shifts in program organization are detailed. CPED has played a role in stimulating and sustaining a culture of continuous change in the educational leadership department.

The University of Connecticut (UConn) established its Educational Doctorate (EdD) program in 2003 to serve as an alternative to a longstanding Doctorate of Philosophy (PhD) program in Educational Administration. Despite this intention, there has remained a central tension between a practical, experiential orientation and an abstract, theoretical emphasis. As with other EdD programs (McCarthy & Forsyth, 2009; Orr, & Barber, 2007), we find ourselves routinely engaged in reflection about how our EdD program should be distinct from our other doctoral programs. Diffusing our principles throughout the EdD program has required thoughtful design and a deliberately reflective stance. Our willingness to engage in these tensions, rather than ignore their implications, has led to revisions to programming across our ten-year history. In this article, we use organizational learning theory to examine these changes, highlighting times in which the faculty's consideration has led to minor adjustments to existing programming as well as moments when faculty saw the need to make dramatic changes to fundamental aspects of the EdD. These decisions coincided with participation as one of the original members of the Carnegie Project on the Education Doctorate (CPED), that helped to institutionalize a faculty culture of continuous organizational learning.

Organizational Learning Theory

Organizational learning theory gives us a framework for thinking about how our work with CPED has effected change in our EdD program. Following Argote (2011), we conceptualize organizational learning as "a change in the organization's knowledge that occurs as a function of experience" (p. 440). This presumes that there is a demonstrable change in what the organization, in this case our EdD program, knows or does that is a result

of reflection on past practice. While individual learning is at the core of how organizations gain new knowledge, this individual-level knowledge must be embedded in organization-level processes, routines, structures, or other knowledge repositories to be considered organizational learning (Argote & Ingram, 2000; Walsh & Ungson, 1991). Thus, for the purposes of our analysis we consider organizational learning as co-constructed by multiple members of the organization and as more than any one individual's knowledge (Argote, 2011).

Organizational learning theory describes two types of learning processes within organizations. In single loop learning, organizational members use new information to improve the mechanics of existing structures and processes. In double loop learning, new information is used to fundamentally alter the way the organization functions at its core, radically shifting how organizational members think about their own goals (Argyris, 1991). Both types of learning can result in substantial changes to how an organization operates. Although some theorists posit that organizational knowledge may be tacit (Kogut & Zander, 1992), we focus our analysis in this paper on tangible programmatic artifacts in the EdD program as examples of organizational learning and trace them to their underlying CPED principles.

For example, as faculty discuss students' needs and our own educational philosophies, we engage in instances of single and double loop learning. At times, we find that there are adjustments to course sequencing, assignment rubrics, or other technical mechanisms that might allow us to reach our goals with students more effectively. In these instances, we look to other programs and brainstorm our own ideas, resulting in single loop learning about how best to carry out our existing agenda. We also occasionally question whether we have adopted the proper stance on fundamental issues, or inversely, whether our programming decisions are reflective of the underlying principles we espouse. These are moments of double loop learning that have resulted in more dramatic revisions to the EdD program. In this article, we describe instances of both types of shifts as we work to ensure that the EdD program provides the optimum experience for our students and that the experience is better suited to their needs than a PhD program.

Institutionalizing a Culture of Organizational Learning

UConn's first-generation EdD was intended to develop "scholarly practitioners." In practice, however, the program looked and behaved much like a traditional PhD program. Coursework included seminars that introduced students to the world of educational research, orienting them to epistemological, methodological, and ontological foundations. These courses included foundational texts for readings and revolved around class discussions of how theory could be applied to broad educational leadership arenas. Another set of courses addressed "content," including courses in leader-

ship, policy, organizational behavior, and other relevant bodies of academic knowledge. Three research methods courses were required: one introductory quantitative, one introductory qualitative, and one more advanced methods course in either set of methods. Once students passed a comprehensive exam, they were promoted to candidacy and began working with a major advisor to develop a traditional dissertation proposal, that was defended before a committee of five faculty members. Dissertation topics, analyses, and presentations looked very much like traditional PhD dissertations.

After a few years of offering a "PhD lite," faculty members teaching in the EdD program began reflecting on what they, as scholars of adult learning and educational leadership, believed would be the best way to teach practitioners to become change agents (Orr, 2006; Orr, Lemons, Chove, & Bryne-Jimenez, 2008). Faculty wanted the students who were admitted to the program to develop the skills to be able to apply what they learned in the EdD program to their own professional contexts, designing and implementing changes to schools and districts in a thoughtful, well-informed manner. Time during faculty meetings became regularly devoted to questioning the appropriate goals for the program, as well as the programmatic features and strategies that would best accomplish the mission.

The first step that faculty members took towards meeting these new applied learning goals was to adjust the admission process. The next admissions cycle involved a newly designed cohort-model to create a support system for students moving through the rigorous demands of the EdD program. A group of 15 students matriculated together and enrolled as a group in a prescribed set of courses. Faculty also began teaching a new set of courses designed to revitalize the program as a distinct doctoral experience for professional leaders. To build on students' prior experiences, candidates chose a problem of practice from their current work as the focus for their doctoral work. Instead of asking EdD students to choose from a large slate of courses, faculty decided to set four core lenses with which to examine educational leadership and problems of practice. The four lenses—adult learning, educational leadership, policy, and sociology—were selected based on their capacity to expand understanding of schools as complex organizations; they were also chosen because faculty had expertise in these areas.

To expand the mental models students used to construct understandings of why certain problems exist, candidates engaged in course experiences that provided new and different ways of viewing their chosen problem of practice. For example, in the policy course students might engage in discussion about a state policy while considering various frameworks for understanding policy implementation. They would be asked to compare and contrast various ways of making sense of a single policy, rather than focusing on how to accomplish the technical demands of implementation. These discussions focused on moving students away from a single means of understanding a given educational issue to open up multiple possibilities for constructing solutions.

Finally, candidates engaged in what we term "laboratories of practice"—typically settings within their own school districts—where they had multiple opportunities to explore how the theory and research covered in their coursework play out in practice. These laboratories of practice primarily took place during practica courses paired with each content course. In practica, students might design a survey or focus group protocol applying theories of adult learning to their problem of practice, collect data from colleagues, and then analyze the data as a practicum course assignment to explore new dimensions of their problem of practice.

Throughout their coursework, students were asked to create a series of concept maps articulating their understanding of the problem of practice they were interested in studying. Students were provided with examples of concept maps early on in their coursework and were then assigned to build their own in the first practicum. As they continued through the laboratories of practice, they were asked each semester to revisit their concept map and revise it to reflect their evolving thinking about the root causes of the problem under examination. Over their coursework, concept maps shifted to reflect the new content introduced in core courses. By comparing individual students' concept maps over time, faculty were able to track changes in students' conceptualizations. Faculty met periodically to discuss the progress students were making on their problems of practice using these concept maps as evidence of student learning. We hoped that over time, students would begin to shift the focus of their problems of practice from immediate solutions to explore deeper root causes.

Dissertations were replaced with "capstones" with the intent of further differentiating the EdD from traditional doctoral programs. Individual capstone projects were based on a portfolio of term papers written in the four practica that applied major theoretical frameworks to a single problem of practice. Because the practica were extensions of the core courses using the four frames–adult learning, educational leadership, policy, and sociology/social justice–students began their capstone projects with a set of papers that provided analyses of a specific problem of practice (POP) using information from the research literature as well as specific data from their own applied inquiry projects to serve as pillars of a final dissertation/portfolio.

As UConn began implementing these rather radical changes, CPED launched its work to bring together cutting edge EdD programs to determine how to distinguish the EdD from more traditional academic training. As faculty participated in the initial CPED convenings we found that many of the principles espoused by CPED founders aligned with our own understandings about how to develop skillful leaders. The faculty redesigning the EdD at UConn were able to share their educational philosophies with others interested in redesigning the EdD at their own institutions, shaping the group's process of selecting principles to define best practices in EdD programming. While there is certainly overlap in the

principles behind the original redesign process at UConn and those concurrently chosen by CPED, there are some key differences. The UConn principles are more fine-grained and read as a "how to" related to actual programming; the CPED principles speak to beliefs and educational philosophies related to a practitioner degree more broadly (see Table 1 for alignment between the two sets of principles).

TABLE 1

Alignment Between University of Connecticut's and CPED Principles

University of Connecticut's Principles Developed 2006–2007; Finalized 2007	Carnegie Project for the Education Doctorate's Principles Developed 2007–2009; Finalized 2009
Principle 1: An EdD program is most effective when it (a) uses learners' experience-based mental models as a foundation for a program of study and (b) helps learners to understand the limits of using these mental models in their thinking, reasoning, and decision-making.	**Principle 4:** The Professional doctorate in education provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions. **Principle 5:** 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.
Principle 2: An effective EdD program (a) engages learners in experiential learning, (b) is structured so that these experiences have the qualities outlined in the research on deliberate practice, and (c) is designed to help learners build the analogical reasoning skills they will need to learn best from these experiences, and (d) help learners become skilled at self-regulating their own learning.	**Principle 4:** The Professional doctorate in education provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions. **Principle 6:** The Professional doctorate in education emphasizes the generation, transformation, and use of professional knowledge and practice.
Principle 3: An effective EdD program engages learners in settings that (a) support collaboration among learners; (b) engage individuals in ongoing inquiry into problems of practice, (c) focus efforts on a common performance goal, and (d) provide multiple opportunities for learners to use the skills and knowledge gained in their courses.	**Principle 3:** The Professional doctorate in education provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships. **Principle 2:** The Professional doctorate in education prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.

(continued)

Table 1 (continued)

University of Connecticut's Principles Developed 2006–2007; Finalized 2007	Carnegie Project for the Education Doctorate's Principles Developed 2007–2009; Finalized 2009
Principle 4: In an effective EdD program all activities from the first course through the capstone project are tightly focused into an integrated series of learning cycles that enhance students' ability to conceptualize problems of practice.	**Principle 5:** 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.
Principle 5: In an effective EdD program candidates construct concept maps as a tool to help them integrate ideas from the readings, applications of these ideas in a school district, and their prior experience into a complex analysis of their POPs.	**Principle 5:** 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. **Principle 6:** The Professional doctorate in education emphasizes the generation, transformation, and use of professional knowledge and practice.
(no analogous principle)	**Principle 1:** The Professional doctorate in education is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.

Like many of the first-wave CPED institutions, during 2007 we turned our reflection onto our home institution and embarked on the complex process of further defining and implementing the CPED principles with our students. An iterative process of reflective discussions at program meetings, interspersed with learning from other EdD programs through CPED activities, institutionalized a culture within the faculty that deliberately questioned whether and how we were enacting our espoused principles. Continued participation in CPED project meetings provided critical opportunities for EdD program faculty to step away from the routines of their local campus to reflect on their epistemological beliefs and develop a shared understanding of leadership preparation in the context of an EdD program. The task of developing progress reports for the convenings and CPED site visits helped to cement the culture of collaboration, inquiry, and experimentation among faculty as they continued to consider how the program aligned with their educational philosophies.

Research has shown the benefit of outwardly focused organizational learning compared to inwardly focused knowledge production (Cummings, 2004). When a new group of scholars joined the faculty in 2008–2009, they

joined a department with the expectation that they would also participate in self-reflection and deliberately question how we do business. In the following section, we describe instances of this organizational learning as these new faculty continued to consider the principles guiding EdD programming and the extent to which we were enacting espoused values.

Managing Principles in Practice: Organizational Learning

The newly designed revisions to the EdD program did create a doctoral experience that was fundamentally different in some ways from enrolling in a PhD program. However, faculty continued to check their own practices against the principles adopted by CPED (see Table 2).

Since 2008, we have discussed areas of programming that are not sufficient in meeting EdD principles; in these cases, we have altered programming to better meet our intended goals. These instances involve single loop learning as the faculty work towards improving the program's ability to meet goals that are already in place. We have also continued to struggle with the extent to which we, as a program, embrace all of the CPED principles and believe them to be essential to our way of teaching educational leaders. When we question the very aims and intentions of our EdD program, we engage in double loop learning. At times, we have shifted our way of doing things to accommodate a principle that had been missing in our work as a result of this learning. Conversely, we have also rejected further changes when we do not agree that a particular CPED principle reflects our own beliefs.

In the following sections, we provide examples of organizational learning concerning the EdD program at UConn. Changes to the laboratories of practice instituted as part of the original EdD program design have resulted from single loop learning as the faculty seek the best means possible to provide field based learning opportunities. We then turn to a discussion of the double loop learning that has taken place as the faculty question the appropriate balance between professional and scholarly knowledge in a practitioner-based doctorate program. Finally, we discuss instances of single loop and double loop learning as faculty at UConn continue to debate the centrality of social justice as an explicit orientation of the EdD program and create some token additions to existing doctoral structures. Both types of organizational learning have ensured that we continue to reflect on how to provide the strongest educational experiences possible to educational leaders.

TABLE 2

Instances of Organizational Learning and Implications for Practice

CPED Principle	Instances of Organizational Learning	Shifts in Program Implementation
Principle 4: The professional doctorate in education provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.	Single Loop Learning: In recent program meetings, faculty have discussed the limits of current practica coursework. As the only opportunity for students to engage deeply in problems from their own professional contexts, the faculty were dissatisfied with the extent to which these courses were reverting to more traditional academic assignments. Faculty agreed to shift assignments to mirror more authentic professional situations to bring practica back to the original field-based principle.	Faculty have begun to institute more authentic learning opportunities that align practica assignments with what educational leaders might be asked to do in the field, using data and problems of practice from students own professional contexts. For example, asking students to conduct an equity audit at their school or district, to design policy solutions to present to their board of education, or to conduct focus groups to better understand how teachers are responding to a particular situation in their school.
	Single Loop Learning: Faculty found that using practica term papers to build a portfolio encouraged students to maintain their original problem of practice and precluded new conceptions of how educational systems work. Faculty wanted to continue to ask students to explore multiple frames to think through their chosen problems of practice. They questioned the mechanism for doing so, but not the goal of teaching through the application of multiple frames.	Faculty removed the portfolio structure of capstones in order to give students more freedom to think outside their own problem of practice boxes. The expectation shifted to a focus on growing and changing in an iterative process of defining and redefining the problem of practice as they worked through multiple frames. Practica continued to offer field-based opportunities for students to apply the theoretical models in core courses to their own problems of practice with the understanding that they were building inquiry skills that would make them stronger educational leaders.

(continued)

Table 2 (continued)

CPED Principle	Instances of Organizational Learning	Shifts in Program Implementation
Principle 1: The professional doctorate in education is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.	Double Loop Learning: The four theoretical pillars introduced by Barry Sheckley and colleagues (adult learning, leadership, policy, and sociology) did not include any emphasis or directed guidance on issues of social justice. This absence of a programmatic means of addressing CPED Principle 1 was pointed out by new faculty members who study educational equity and opportunity in 2009 as part of program faculty meetings.	With the absence of Principle 1 acknowledged, a core course titled Social Justice Leadership was added to the requirements. This shift in core courses presumes that faculty believed it important to attend to issues of social justice, even though they had not previously done so.
	Single Loop Learning: Since the addition of a core course devoted to social justice, faculty have questioned whether the EdD program is fully framed around issues of equity. These concerns have not resulted in further changes to existing programmatic components or have led, in some cases, to technical additions that support Principle 1 without institutionalizing its enactment.	Students are allowed to propose and pursue problems of practice that do not revolve around issues of social justice, although they are encouraged to identify implications for equity if they are readily applicable to the topic at hand. Most course syllabi outside the Social Justice Leadership course do not emphasize issues related to equity.
Principle 6: The professional doctorate in education emphasizes the generation, transformation, and use of professional knowledge and practice.	Double Loop Learning: There is much discussion amongst EdD faculty about the balance between privileging professional practice and ensuring generation of new knowledge that is valid, reliable, and to some extent, generalizable. We continuously revisit questions of which we should emphasize in admissions and graduation criteria; how each is reflected in assignments and course requirements; and whether we are doing either with any fidelity.	While there is discussion of how to change practice, the EdD Program continues to reflect more traditional academic values related to knowledge generation. For example, the revised capstone resembles a PhD dissertation, with five chapters, the explicit use of theory, and rigorous attention to research design and methods, prioritizing the production of researcher-grade knowledge over the end-goal of improving practice. Research methods courses emphasize design standards, rather than how to access and interpret the data with which practitioners usually come into contact.

Laboratories of Practices as Field-Based Opportunities with Multiple Analytical Frames

Introduced as an alternative to traditional coursework presented through lectures or seminars, the faculty designed practica to pair with content courses. Each semester students enrolled in a three credit content course covering one of the four primary frames (adult learning, educational leadership, policy, and sociology) and a three credit practicum. The goal of the practica was to ask students to take the frameworks being studied in the paired content course and use them to analyze their problem of practice. Collectively, these practica serve to meet the goals of Principle 4: "The professional doctorate in education provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions."

As faculty met and discussed student progress, a number of concerns arose about whether the practica were functioning as intended. Although students were able to find an angle connecting their original problem of practice (POP) (See Belzer & Ryan, 2013) to the frames discussed in core courses, they frequently did so to fulfill course requirements, rather than to truly reconceptualize the deeper roots of the problem at hand. Some POPs identified problems that did not lend themselves to one or more of the four required frames. For example, some students were focused on issues of practice, such as increasing attendance or implementing new literacy programming with fidelity. These students could easily interpret their POPs as issues with educational leadership or through an adult learning framework to examine the ways various actors within a school might contribute to the problem and how to alter school practices to improve the situation under examination. However, these same students had to stretch their POP to fit a policy frame for understanding the causes of the issue they were studying.

This forced fit was often reflected in the progression (or lack thereof) in students' concept maps as they advanced through their coursework. Students were asked to propose a POP in a statement for their admissions proposal. The expectation was that students would learn through the EdD program how to switch frames and, eventually, develop new ways of conceptualizing their problems. However, as the faculty read the collection of practica papers students were submitting for credit, they began to question whether these writing assignments were providing authentic learning opportunities to students. The faculty continued to see the benefit of demanding that students become fluent in multiple frames and adept at applying multiple ways of thinking to the same issue. The focus on the best strategy for doing so thus represents single loop learning.

The faculty were concerned that the portfolio nature of the capstone did not sufficiently challenge students to use the multiple frames under consideration to move beyond the individual term papers when con-

structing their own new thinking. When students were asked to tie together chapters that took their POP through each frame, synthesizing the four together was extremely difficult not only for students to complete, but also for the faculty themselves to see as a coherent means of analyzing a problem and determining viable solutions. Faculty members began to identify the inauthentic nature of tying these disparate frames together when students' proposals were weakly joined.

Faculty members were also concerned that the academic exercise of applying multiple frames to defining the POP was becoming the primary focus of practica at the expense of practice-based learning that would lead to authentic changes in students' practice. Too frequently, practica assignments were used to scaffold the writing of the capstone in a manner more academic than applied. Recognizing that there was a struggle for this cohort to move through the proposal stage led the faculty to discuss these patterns. The faculty interpreted the cohort's slow progression as an issue of poor implementation, rather than faulting the goal of providing field-based learning opportunities to apply multiple frames. Faculty members continued to believe that guiding students in exploring multiple frames was critical to building their mental models of how education works and developing effective solutions to persistent educational problems.

In this case, the faculty engaged in single loop learning to improve the program's means of meeting CPED Principle 4, rather than altering or removing this aim of the EdD program. Therefore, the faculty agreed to retain the core course-practica model with foundational pillars. This sequence of courses is intended to teach students the value of approaching a problem from multiple perspectives and to allow them to practice these skills as part of learning to be more effective leaders. It also requires students to move through an iterative process of defining and redefining their problem of practice as they explore and apply different ways of understanding educational phenomena—a successful component of the program (Sheckley, Donaldson, Mayer, & Lemons, 2010). Instead of including all frames explored across coursework in the capstone project, students are now asked to make decisions about how to define the problem of practice after exploring various possibilities. In the end, their own way of framing the POP may or may not draw on all of the multiple frames explored in coursework. For example, one EdD student joined the program with an interest in increasing high quality, student-directed talk in the classroom. In core courses, he explored the ways policies such as the adoption of the Common Core and teacher evaluation systems can influence teacher practice in the classroom; the influence of principals as instructional leaders in setting expectations and school climate; the social justice implications for attending to student voice; and various ways of thinking about how veteran teachers learn to maintain or change existing practices. Any of these frames could lead to a distinct capstone project and he may choose to focus on one or more of these aspects in his final formulation of his POP.

To ensure that field-based learning opportunities were embedded in practica courses, faculty members met collectively to brainstorm assignments that would closely resemble real world experiences encountered by educational leaders. They agreed to build on previously assigned projects, such as equity audits, analyses of current policies, and case studies of leaders, to make applied learning the centerpiece of practica. We also discussed the need to better embed the complex, demanding nature of leadership in practica that demands students analyze multiple problems of practice, even as they further develop their understanding of a single problem of practice for their own capstone project. These changes reflected slight modifications to existing programming, rather than dramatic shifts in our principles and, as such, are instances of single loop learning.

Prioritizing the Generation and Use of Professional and Scholarly Knowledge

The final principle that CPED adopted states "the professional doctorate in education emphasizes the generation, transformation, and use of professional knowledge and practice." The faculty continues to struggle not only with implementing this principle, but also with determining how our own epistemological beliefs map onto our own principles for structuring the EdD program. At the admissions stage, we engage in double loop learning as we revisit with each cohort whether to privilege leadership experience over academic skills reflected in polished writing samples and high GRE scores without clear consensus. We also engage in double loop learning concerning coursework and the capstone project as we continue to debate what knowledge production should look like for a doctoral degree that is designed specifically for practitioners.

Currently, and as in the past, our expectations for students around knowledge generation, as exemplified in the capstone projects, tend to emphasize scholarly inquiry over applied knowledge use. For example, our students' most recent capstones investigate research questions such as the role executive coaching plays in principals' instructional leadership practices, how principal and teacher practices influence the academic performance of low-income students in two different schools, and the enrollment decision of underrepresented youth considering military academies.

The faculty have instituted program changes to better support students in meeting these academic goals. We found that students were largely unprepared, even after taking three methods courses, for designing and carrying out rigorous inquiry projects for the capstone. A new literature review course was piloted with the 2009 cohort in the middle of the core course sequence. The course was designed to scaffold their understanding of prior research related to their capstone problem of practice before they left the support of regular class meetings. Again, by adding a new strategy to better meet the existing goal, the addition of this course is the result of

single loop learning. Based on feedback from students, the course was redesigned as a series of workshops for the 2011 cohort covering concrete academic strategies for accessing, interpreting, and applying the empirical literature to their own argumentation for the capstone project. Rather than revising the standards for integrating empirical expertise into the construction of capstone inquiry projects to reflect more practitioner-oriented skill-sets, additional program components were put into place to support students in reaching high standards for knowledge generation.

In the end, we have not fully embedded this CPED principle into programming in part because we have continued to question whether it is the most appropriate goal for our doctoral program. The culture of organizational learning instilled in the faculty through participation in CPED has at least kept the debate fresh. Without this push to critically reflect on how our own educational philosophies align with the best practices assembled through CPED, it would be easy to simply offer a "PhD-lite." Instead, our faculty continue to question what our principles should be related to knowledge generation.

Finding a Place for Equity, Ethics, and Social Justice

As initial members of CPED debated which principles should be adopted as national standards of practice distinguishing EdD programs from traditional PhD programs, the issue of how educational systems fit into larger social systems was a recurring theme. Although not the centerpiece of all EdD programs, CPED members ultimately agreed to include a principle raising questions of social responsibility: "The Professional doctorate in education is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice." This was not an area of expertise for faculty leading the EdD program at UConn during the original period of revitalization in the mid-2000s. However, the fresh wave of scholars hired in 2008-2009 included a sociologist studying English Language Learners and an African American studies scholar who pushed equity and social justice higher on our faculty's agenda.

Connecticut has some of the largest achievement gaps in the nation (National Center for Education Statistics, 2012). Thus, the lack of coursework guiding students in how to recognize these gaps, analyze the roots of the problems, and determine what actions they could take in their leadership positions was seen as problematic by new faculty. A new core course on Social Justice Leadership was designed and taught in summer, 2009 and added as a core requirement for EdD students in the 2007 cohort. In this course students performed equity audits in their workplaces and wrote personal histories reflecting on their own racial/cultural identities. Students were also asked to apply theories such as Critical Race Theory to their problems of practice.

While some students have integrated social justice-oriented perspectives into their projects, many students do not. Faculty members con-

tinue to debate the best way to encourage students to integrate equity, ethics, and social justice into their capstone projects. The faculty would also like to see more evidence students are actively engaged in transforming their professional settings in ways that demonstrate that students have espoused theories explored in the Social Justice Leadership class. Currently, the capstone projects the students complete take students only through the recommendations phase. Faculty would like to see students actually implement the changes they recommend in their capstone projects and then evaluate the impact of these changes. However, this aspect remains beyond the current scope of most capstone projects.

Implications and Conclusions

This article describes the role CPED has had in stimulating and sustaining a culture of continuous change in an educational leadership department developing a professional doctorate program. CPED convenings provided our faculty with opportunities to critically explore both their own teaching practices and student work. Subsequently, CPED principles became a set of standards that our faculty used to evaluate the redesign of the EdD program. If university-based leadership programs wish to be relevant to education leaders and avoid future harsh critique (Levine, 2005), then the faculty must be willing to engage in the same type of learning that we expect of our students. School of education faculty must be willing to critically examine their own practice (Argyris, 1991) by reflecting on the outcomes that have resulted from their use of existing mental models and attempt to adjust their mental models if the desired outcome was not achieved. Given the historical context of university-based preparation programs, those faculty who wish to engage in this sort of continuous change process must be willing to endure reproach from colleagues who remain ensconced in the culture of the ivory tower (LaMagdeleine, Maxcy, Pounder, & Reed, 2009).

Faculty members teaching in the EdD program at UConn continue to wrestle with numerous quandaries: Do the learning gains students make when exploring POPs in laboratories of practice outweigh the possible shortcomings of not engaging them in a wider array of content courses? How do we best utilize students' time in the program? Should less time be spent exploring the root cause of problems so that students can spend more time implementing and evaluating their solutions to their problems of practice in their workplaces? With the help of our critical friends in CPED, we will continue to build and refine our EdD program so that educational leaders are prepared to transform the current educational system into one that serves all students equally well.

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ELBOW LEARNING ABOUT CHANGE, LEADERSHIP, AND RESEARCH IN A CPED-INFLUENCED PROGRAM

Thanks to the Carnegie Project on the Education Doctorate (CPED) newly designed EdD programs are developing scholarly practitioners who have the knowledge, skills, and dispositions they need to resolve the problems of practice they are facing. To achieve this, students are taking core courses and, in many programs, completing an internship, or engaging in what G. Stanley Hall called elbow learning. Elbow learning is learning side-by-side from a mentor who has the expertise a student needs. Experiences like these are believed to be beneficial and research has been conducted on them in PhD programs. However to date there has been no research conducted on these experiences in newly designed EdD programs. This study was designed to fill this gap and provide information. The purpose of this study was to investigate the mentors EdD students in a CPED-influenced program chose, why they chose them, what they learned, and what they thought about their experience. Data were gathered from 216 course artifacts written by seventy-two students who were enrolled in the course from 2009 to 2012. A content analysis of artifacts was conducted and revealed a wide-range of mentor choices and students' desires to understand their mentors' thinking and themselves as scholarly practitioners. Students learned explicit and tacit knowledge from their mentors and saw bi-directional gains. From these findings implications are made for program and course designers.

Economic challenges, shifting demographics, and calls for accountability are requiring educators at all levels to prove that they are capable of addressing complex problems of practice (Cochran-Smith & Lytle, 2009; Duncan, 2009; Perry, 2012). The leadership capabilities and knowledge, skills, and dispositions needed by professional practitioners are growing and because of this many are seeking degrees like the education doctorate (EdD). Thanks to the Carnegie Project on the Education Doctorate (CPED) (2010) and their affiliate institutions the EdD is becoming the degree of choice for practitioners because newly designed programs honor the practical wisdom students bring from the field and enhance it with new knowledge and skills (Perry, 2011; Perry & Imig, 2008; Watts, & Imig, 2012). Given this, many students in these programs are full-time working professionals who have one foot in the world of practice and the other in the world of academe (Jarvis, 1999). To help students bridge these worlds they are taking core courses with content focused on practice and theory, being taught with signature pedagogy, learning in laboratories of practice (or real-world settings), and for many, writing dissertations focused on a

problem of practice in their own workspace (CPED, 2010). These design features are intentional because they encourage CPED's principles of social justice, leadership, collaboration, authentic practice, knowledge integration, and transformation to be met.

As an affiliate of CPED, Arizona State University faculty have adopted these ideals and practices and blended them with our own. CPED has been extremely influential and useful to the faculty and administrators in our program. Its convenings have afforded time and space for us to work with other like-minded individuals to develop a degree that fits our students' needs. We have clarified our aims and given focus to our work by using what we have learned from others, CPED's principles and design features, and our own contextual factors.

Given this, the mission of our EdD in Leadership and Innovation is to prepare scholarly and influential practitioners, individuals who have the knowledge, skills, and dispositions they need to resolve the problems of practice they face. We want our students to apply the ideas and information they learn in their coursework to their practice, collaborate with stakeholders, and use systematic inquiry to improve the lives of those around them. To accomplish these goals we use a cohort structure and require students, who are all full-time practitioners, to take courses focused on action research, leadership, and change in order to write action research dissertations. This manuscript describes the Directed Field Study (DFS), which is a core course based on CPED's design-concept of a laboratory of practice, or learning environment where theory and practice are combined. In laboratories of practice students have opportunities to work on complex problems that matter to them, impact the lives of others, develop their expertise, and become transformed (CPED, 2010, Shulman, 2005).

Students take the DFS course the second summer of their three-year program. The goal of the course is to enhance students' understanding of change, leadership, and/or research by having them work with, and learn from, a leader outside their typical settings. Because students engage with knowledgeable outsiders the DFS course places students in a laboratory of practice outside their typical spheres and encourages them to engage in what G. Stanley Hall calls "elbow learning,"[1] or a meaningful internship experience aimed at enhancing students' practical wisdom, or what they know from their experience, with mentoring and practice. The DFS course was chosen to be the focus of this study because of its usefulness to students in the program. Four years of exit survey data gathered from graduates (not included in this study) indicate that they believe the course is useful to their professional/leadership development and for some, informative to their research skills. Graduates enjoyed the opportunity to work with a mentor, felt the connections they made were memorable, and noted that even after the class ended they and their mentors continued to communicate and support each other. These findings were intriguing because they were a direct contrast to what is often said about

doctoral education; that it is dull, theoretical, inapplicable, and isolating (Levine, 2005). Survey data provided a broad view of students' perspectives, but specific details about mentors and the learning students gained were missing. Given the need to make doctoral education relevant to the needs of today's practicing professionals this study sought to understand the choices students made and the learning and changes that occurred as a result of their work in the DFS course. This research is timely as many higher education programs, including EdD programs, have internships, yet little research has been conducted on them. Internships are prevalent but they have typically been investigated in terms of a PhD apprenticeship model (e.g., Colwill, 2012; Gardner, 2009; Jarvis, 1999; Willis Inman, & Valenti, 2010). To date, no studies have looked at the effect of internships in CPED-influence EdD programs focused on developing scholarly and influential practitioners. This study sought to fill this gap and in the process provide insight faculty and students can use to understand the benefits and potential drawbacks of elbow learning in internships. To accomplish these goals the following research questions were asked:

1) When given an opportunity to choose a mentor who did working professionals in a CPED-influenced EdD program choose?
2) Why did these students choose these mentors?
3) What did students learn working with their mentors?
4) What did students think about their experience?

The Course

The DFS course aligns with Arizona State University's program's mission to prepare scholarly and influential practitioners. Its objective is to enhance students' knowledge of leadership, innovation, and/or research, by having them work and learn elbow-to-elbow with a leader who is outside their typical context. All students work full-time in education as teachers (elementary, middle, high school, community college, college), principals (elementary, middle, and high school), district administrators (assistant principals, principals, assistant superintendents), or in other positions (e.g., academic advisors, Department of Education employees). Given their positions, and the goal to expand insight beyond them, students are asked to find a mentor outside their typical contexts (e.g., a teacher may select an administrator as a mentor or may choose the CEO of a company). Mentors may come from any profession but they must be willing and able to engage with the student in "elbow learning." It is believed a good mentor will challenge the student's thinking and broaden his/her perspectives. Students email their choices to their professors with a brief rationale for their choice ahead of time. Students may not choose a colleague, someone whose work they already know, or someone who is

their direct or indirect supervisor. Practicality must also be part of mentor selection. Mentors must be willing and able to work with the student for a minimum of 40 hours during the time the course is in session (May–July). Additionally, both the student and mentor must feel comfortable working together and sharing ideas. Abilities and experiences are measured through bi-weekly discussion boards and the final paper.

Students learn alongside practicing professionals and the work is individual and self-directed. Students and their mentors determine the times and dates they will meet and what they will do with their time. Although the mentoring experience is the main component of the DFS, there are also three assignments. The first assignment is the Frame of Study (FoS), a document that outlines details of the internship. The FoS is expected to contain guiding questions or objectives the student and mentor wish to focus on, a timeline, and a reflection by the student as to how this proposed work will help her/him develop into a leader and/or action researcher. The second assignment, bi-weekly discussion board postings, requires students to share their experiences with each other. Discussion board posting are structured and ask students to explain who their mentor was, what they hoped to learn, what they were learning, and how they were learning it. The final assignment is a reflective essay that summarizes each student's experience and explains if, and how, their goals were met by working with their mentors and what they learned about leadership, research, and themselves.

Theoretical Frames

This study sought to understand students' experiences with mentors by using frames: experiential learning, boundary crossing, and intrinsic motivation. Experiential learning was used because it explains learning in terms of making meaning from direct experience (Itin, 1999; Kolb, 1984). Experiences can be structured or they can be open, but key is focusing on each learner's interests and needs (Colwill, 2012; Golde & Walker, 2006; Jarvis, 1999; Willis et al., 2010). Experiential learning aligns with G. Stanley Hall's notion of term "elbow learning," that he used to explain the deep and productive learning that occurred as faculty and PhD students worked side by side in research labs (Ryan, 1939). Elbow learning has been around a long time and provides an opportunity for students to learn from those closest to the knowledge, or in Vygotsky's (1978) terms, more knowledgeable others (MKO). Through discourse and action MKOs, or mentors, directly teach the tools, lingo, and theories (practical knowledge) of their field and through actions reveal the hidden, or tacit knowledge they have gained through years of experience (Akkerman & Baker, 2011). EdD students need both types of knowledge. They need the wisdom of practice mentors can provide and they need the covert knowledge that can only be gained by working in the field (Colwill, 2012; Jarvis, 1999). Learning like this stands in relation to Lave and Wenger's (1991) notion

of situated learning or learning deeply rooted in and inseparable from social interaction.

Teaching in this way can be challenging, but it is well worth the time. Experiences last longer than lectures and there may be bi-directional gains (Wenger, 1998). Mentors have opportunities to teach directly and indirectly and protégés have opportunities to ask questions focused on their own needs. Mentors socialize their mentees through relationships and mentees gain insight into their mentor's values and thoughts (Scott, Brown, Lundt, & Thorne, 2004). Walker, Golde, Jones, Bueschel, and Hutchings (2008) note that mentoring builds responsibility, trust, and reciprocity. Good mentors spend time with their students, respect what they know, set high expectations, model respect for diversity, and truly care about those they are mentoring (Gardner, 2009). Good mentors are caring and intentional in their actions. They ask good questions, provide feedback, and encourage students to challenge their pre-conceived assumptions (Lave & Wenger, 1991). Good mentors encourage learners to become intrinsically motivated, instead of externally motivated by grades or other rewards (Deci & Ryan, 2002). Intrinsically motivating students through one's own work and values is beneficial in experiential learning (Itin, 1999; Kolb, 1984).

Mentors matter to learning, and in today's world it is important to encourage students to expand the scope of their learning. Border crossing, or what Rogers (1978) calls intellectual convergence, is gained by working with someone outside one's normal context. Border crossings allow professionals to gain new perspectives, see similarities and differences between their work and the work of others, reflect on their own practice, and re-author themselves. Experiences that encourage students to cross borders expand students' vision and produce divergent thinkers, or the type of thinkers today's schools need (Bryk, Gomez, & Grunow, 2010; Cochran-Smith & Lytle, 2009). The leadership capabilities, knowledge, and skills needed by today's school leaders continue to expand (Willis et al., 2010).

Method

The FoS was used to answer research questions one and two because it contained a description of each mentor and why students chose to learn with these individuals. Bi-weekly discussion boards captured students' experiences as they worked with their mentors. The final paper captured what students learned and what they thought about their experience and because of this these artifacts were used to answer research questions three and four.

The analytical process used to find answers to each of the research questions was a content analysis on 4 years of course artifacts (FoS, discussion board postings, and final papers). In sum, 216 artifacts from 72 students were analyzed. Course artifacts were used because they captured

the feelings, experiences, and thoughts of students as they engaged in elbow learning. Patton (2002) notes that archival documents are a natural source of data educators can use to understand students' learning and experiences. In this study artifacts were used to gain insight into the elbow learning that occurred outside students' normal contexts and spheres. Implications of these findings will be used to improve the course and may be useful for other course developers. Course artifacts were a reasoned way to gain this insight because they were already generated, easily accessible, and captured students' viewpoints at a particular point in time.

Content analysis is a systematic way to deconstruct artifacts, find themes, and make assertions in an objective and unbiased way (Anderson, Herr, & Nihlen, 2007; Weber, 1990). The analysis proceeded using these steps:

1) Each artifact was read and reread. Then artifacts that applied to each question were dismantled into subsets.
2) After texts were compiled by question a constant comparative approach was applied (Glaser & Strauss, 1967). Texts were coded, and as codes accumulated they were gathered into larger categories, then collapsed into themes. Themes rich with data (numerous instances) were used to make assertions (Strauss & Corbin, 1998).
3) To solidify assertions, artifacts were re-examined for confirming words. When applicable, direct quotes are used but due to space limitations some have been shortened. Every effort has been made to preserve original thoughts.

Factual accuracy of this account, or descriptive validity, was maintained through a clear and traceable audit trail, prolonged data collection, and constant comparative analysis (Maxwell, 1992). Generalizability is not claimed beyond this group of participants, however those in similar situations may find them useful (Creswell, 2009).

Results

An analysis of students' FoS revealed that they chose mentors who worked in a variety of fields and settings. Students worked in education and mentors worked in medicine, business, law, government, religion, sports, and education. A sample of students' positions and their mentor choices is provided in Table 1.

Table 1

Positions of Students and their Mentors

Student's Position	Mentor
Academic Advisor	Owner of a publishing company

(continued)

Table 1 *(continued)*

Student's Position	Mentor
Assistant Superintendent	Division Chief in the Attorney General's Office
Clinical Faculty	President of a web marketing firm
Clinical Faculty	Minority Leader in the State Senate
Clinical Faculty	CEO of a toy company
Department of Education	Director of an art museum
Special Education Director	Pastor of a large urban congregation
Elder Care Specialist	Museum of Natural History Educational Services Coordinator
Faculty Adjunct	Police Lieutenant
Human Services Director	Emeritus University President
Parent-Teacher Liaison	Vice President of a non-profit foundation designed to help low-income students gain access to a college education
Principal	Director of maintenance and operations at an elementary school
Principal	Director of transportation and motor-carrier safety
Principal	Finance Director
Principal	Lawyer
Principal	Founder and President of a non-profit international organization focused on gender equity
Assistant Principal	Vice President of the Mayo Clinic
Assistant Principal	Airline CEO
Assistant Principal	Superior Court Judge
Assistant Principal	City Planner
Teacher (college)	Field boss working with minority immigrants
Teacher (college)	Director of community partnerships
Teacher (middle-school)	Director of programs at a social service agency serving LGBTQ youth
Teacher (community-college)	Project Manager for a construction company
Teacher (community-college)	Women's professional basketball coach
Teacher (community college)	Director of grants
Teacher (special education)	Director of special education
Teacher (elementary)	Director of a research and evaluation office
Teacher (elementary)	Construction boss
Technology Specialist	Founder of a non-profit organization designed to share technologies with U.S. professionals and international counterparts

As varied as the mentors chosen were students' reasons for choosing them. Themes revealed in the FoS showed students' choices were based upon their aspirations, values, needs, and admirations. Some students chose mentors because they aspired to move into a position similar to their mentor's. For example, to gain insight into the world of politics one student who was a teacher of middle-school students and aspired to become a State Representative chose to work with the Minority Leader in the State Senate.

Other students chose mentors because of their values and work for social justice. One student mentored with an individual who worked in the field with migrant workers, another worked with a police lieutenant who was striving to build relations between the police and community, and several students worked with individuals who founded non-profit groups. Mentors in non-profit organizations worked to help students in poverty gain a college education, achieve gender equity in educational settings, and care for LGBTQ teens who had been kicked out of their homes.

While some students chose mentors because their values aligned, others chose mentors because they recognized that they needed to broaden their perspectives. For example, an assistant principal working with a Superior Court Judge wrote, "I selected a judge to be my mentor because I wanted to gain a different perspective with respect to leadership." Another student noted a similar idea as captured in this quote, "My mentor's ability to see globally and inspire others to join her vision to work tirelessly without financial reward or recognition intrigued and motivated me." Similarly another student who had just assumed a position as the head of a teacher-training program and worked with a leader of a similar program said, "This summer brought an additional identity shift for me when I assumed a new position. I need to learn how to successfully lead change in a large organization and I'm hoping my mentor can do this for me."

The final theme admiration showed that even though students were leaders in their own contexts they were aware of the work of others and admired it. For example, a student who worked at a university chose to work with an administrator he admired. He wrote, "I have watched my mentor from a distance and through these interactions, have been impressed with his ability to lead and more importantly, his ability to implement change."

What Students Learned

Students shared their experiences in bi-weekly discussion boards and a culminating paper and these artifacts were used to understand what they learned from their mentors. Analyzing these artifacts revealed five themes: leadership, themselves as leaders, tacit knowledge, similarities, and bi-directional benefits.

Given the fact that students were working with varied mentors, in varied contexts, it is reasonable to think they gained varied insights into leadership. Some of the things students learned included:

- The challenges and hurdles leaders face (e.g., how to work with limited budgets and budget cuts) and how they overcome them.
- Leadership styles and the values leaders hold, how leaders work for social justice and work responsibly, fairly, and ethically.
- The importance of thinking about the sustainability of change.
- The importance of collaboration, not going it alone.
- How to feel comfortable with quantitative and qualitative data.

While space precludes the opportunity to supply examples of each point noted, two examples are provided. The first shows one student's insight into leadership styles and the second shows how a student better understood and began to feel comfortable with qualitative and quantitative data. The first example comes from a student who was a vice principal working with a mentor in a non-profit organization.

> My work with my mentor provided considerable knowledge about leadership and leadership styles. I had always viewed leaders as those who were out in front, making loud noises about what needed to be done. As I experienced diverse leadership styles within my internship, I realized that leadership is not about making noise; it is about making change.

This second example shows a student gaining comfort with data. It was drawn from a teacher who worked with a mentor working in a university's data analysis center.

> Coming into it, I was certain my directed field study would make me a better action researcher and leader but I did not know to what extent. I have learned that qualitative data analysis is very difficult [and] I now understand, how SPSS works and how to navigate it. My mentor constantly gave data to me and supplied feedback. Thanks to this, I feel comfortable working with quantitative data, analyzing it, creating tables, and putting the findings into words.

Students learned about research and importantly, they learned about themselves as leaders. This idea was captured in the words of a teacher working with the founder of a non-profit organization when she said,

> This semester has been instrumental in facilitating my understanding of who I am as a leader and how I can best use my skills to effect change in my own context. For a long time I wondered if leaders were born or if it was possible to teach leadership? The reason behind my wondering was due to my perception of my own inability to lead. My mentor made me realize that I will not be seen as a leader until I start visualizing myself as one.

Working with a mentor allowed students to engage in elbow learning and see how leaders act and think. Working with a mentor allowed students to learn overtly, but it also helped them gain tacit, or hidden knowledge

as well. This idea was voiced in the words of an assistant superintendent working with the division chief in the Attorney General's office.

> I have seen my mentor spend a lot of personal one-on-one time with his employees because they are adjusting to change. My mentor encourages his employees to own their jobs and to ask questions like, "Why are we doing this?" or "Is this necessary?" He has created a safe environment so his workers take chances. I don't think I could have learned this if I were not working side by side with him.

In addition to gaining tacit knowledge about leadership, students came to see similarities between their mentors and themselves as leaders. No matter what their position or context, and no matter who their mentor was, common challenges and goals seemed to emerge. This idea is captured in the words of an adjunct faculty member working with a police lieutenant.

> Our similar role as leaders juxtaposed against very different contexts was of great insight to me. My mentor deals with budget cuts, conflict, stress, many of the same day-to-day issues I struggle with. We both are collaborative and concerned about relationships, we both have a passion to jump into our work, and we both want to see the success of our work.

Students saw similarities as they engaged in elbow learning with their mentors. Interestingly, students also came to see the bi-directional benefits both their mentors and they themselves gained. Common work, shared practice, and dialogue encouraged mutual gains. This idea is reflected in the words of an assistant principal working with the vice president of the Mayo Clinic. She said, "Even though my objectives for this course started as my personal quest, it has evolved into a team project. My mentor has included me in her work and I know I have been helpful to her. I've provided ideas she has used."

What Students Thought about their Experience

The final question in the study asked what students thought about their experiences. To answer this question course discussion board postings and final papers were analyzed and three themes emerged: appreciation, intrinsic motivation, and lasting relationships.

Students appreciated having an opportunity to focus on their own learning needs. This theme arose out of statements like the following made by an elementary teacher mentoring with the director of grants for a large urban school district.

> I feel the experience with my mentor was exceptionally helpful in my personal quest for knowledge. I liked being able to select a mentor and design my own course of study because my classmates and I come from diverse backgrounds and have diverse

learning needs. What I know and need to learn about leadership and research is very different from the needs of my peers.

The words of an elder care specialist working with the educational services coordinator of a local museum noted similar ideas when she said, "I have been very impressed by how my mentor encouraged and nurtured my enthusiasm and wonder. I have asked multiple questions and he has always honored my curiosity by researching answers with me."

An opportunity to focus on one's own needs was appreciated and elbow learning encouraged students to be motivated to both learn and act. The idea of being intrinsically motivated to learn was captured in the words of a teacher working with a basketball coach when she said, "I found this to be a phenomenal way to enhance my understanding of leadership and I am thankful to have had this life-changing experience. Learning was easy and the whole experience motivating. Time never dragged when I was with my mentor."

Elbow learning with mentors increased motivation and along with this, came the satisfaction of lasting collaborations. Students came to believe that the partnerships they formed with their mentors would continue to grow after the class was over. For example, a teacher of students with special needs, who worked with a director of special education said, "Our relationship was not superficial nor will it be a one-time endeavor. Long after this course is finished my mentor will be a person I turn to, to ask questions of and bring my concerns. I see him as a leader who will continue to inspire me day after day."

Discussion

Experiential learning is the process of making meaning from direct experience (Itin, 1999; Kolb, 1984). G. Stanley Hall used the term "elbow learning" to explain this type of learning as faculty and students worked side by side in research labs (Ryan, 1939). This study sought to gain insight into this type of learning because to date little is known, especially in terms of what it brings, or fails to bring, to doctoral students in a CPED-influenced program.

The DFS course encouraged elbow learning in border crossings with mentors outside students' typical spheres (Rogers, 1978). Border crossings allowed the students to gain new perspectives, see similarities and differences, and reflect on their own contexts.

Mentors varied and were chosen by students because they admired their work, held aspirations to be like them, and valued the equity and justice stance they focused on in their work. Values, individuals, and aspirations were motivating forces for EdD students in a CPED-influenced program aimed at developing scholarly and influential practitioners.

Today's world demands that educators at all levels think critically and deeply about the complex issues of practice they face (Cochran-Smith

& Lytle, 2009; Duncan, 2009). Data from this study show that the DFS course helped students learn to think this way. Overtly students learned what leaders say and how they behave; and covertly, or tacitly, students came to understand the challenges their mentors faced. Through elbow learning students came to understand the common concerns of leaders and how their mentors were taking action to address their concerns. Elbow learning afforded students an on-the-ground opportunity to engage with the lingo and wisdom of the field. Students gained practical knowledge as their mentors, or in Vygotsky's (1978) terms more knowledgable others (MKOs), answered their questions and provided feedback that was individualized and focused on their needs.

From the students' perspectives elbow learning afforded MKOs an opportunity to socialize them and show them the hidden, or tacit knowledge they possessed from their years working in the field (Akkerman & Baker, 2011; Jarvis, 1999). Through their mentors' words and actions students came to understand the importance of collaborative leadership styles and how leaders work for social justice and equity. The DFS course situated students in new contexts, provided autonomous learning opportunities, and encouraged social interaction. In the DFS course students did not learn from lectures or textbooks. They set their own goals, navigated new chosen contexts, and saw theory and practice in action. Heidegger (1968) notes that this is the best type of teaching because with it students become intrinsically motivated and learn deeply and critically. Instead of being externally motivated by grades or other rewards students in the DFS course found working with their mentors, or elbow learning to be its own reward (Deci & Ryan, 2002).

Learning experientially with a MKO led students to understand the value they brought to their situations (Kolb, 1984; Wenger, 1998). Students built bridges and developed relationships they believed would continue to flourish grow. Students noted that they would continue to work with their mentors and ask their mentors for advice long after the class was over. Walker, Golde, Jones, Bueschel, and Hutchings (2008) note that mentoring relationships build responsibility and trust, and these characteristics were seen in students' final papers. Elbow learning in crossed borders caused students' perspectives of leadership, research and themselves to broaden and change.

Closing Thoughts

In 2005, Levine noted that higher education was fraught with problems because coursework was irrelevant, isolating, and simply failing to meet the needs of schools. Noticing these concerns CPED leaders and faculty in the consortium have worked to re-envision and re-invent the EdD and make it a stronger and more relevant degree for practitioners (Perry, 2012). The result of this work has been a set of principles and design features that

have helped faculty develop programs aimed at developing scholarly practitioners who have the knowledge, skills, and dispositions they need to resolve the problems of practice they face, generate new and useful knowledge, and work morally and ethically (CPED, 2010). In many CPED-influenced programs scholarly practitioners work full-time and have one foot in the world of practice and the other in the world of academe (Jarvis, 1999). Given this reality their coursework should allow them to use what they know from the field, their practical wisdom, and build and extend it with theory and research. Internships are often developed to meet these needs and broaden students' perspectives. However, until this study little was known about them especially in terms of students' choices and learning and social gains. This study has begun to shed light onto one program's experience with the hope that others will find it useful.

In the EdD in Leadership and Innovation at Arizona State University our coursework is intentional, experiential, and focused on students' needs. Given these principles, the DFS course was designed to provide an elbow learning experience that would allow students to broaden their horizons by selecting mentors they thought would stretch and expand their views, working with them for 15 weeks, and setting their own learning goals. The purpose of this study was to understand what this type of pedagogy would bring to students. Findings reveal that it offered autonomy and allowed students to elbow learn next to someone they found insightful and inspirational.

This study has started to shed light on one such course in one CPED-influenced program with the hope that administrators and faculty can use it to design courses based on their students' needs. However, there are limitations and these can be used to develop further research goals. For example, it would be valuable to understand the perspectives of mentors especially in terms of how they experienced working with the students, what they perceived their roles to be, and what if any benefits they gained. CPED is an evolving structure and our program is also ever evolving. Faculty are continually researching and reflecting on our own practice. This mindset and action could never have developed without our connection to CPED.

Endnote

[1] "The term "elbow learning" is how Dr. G. Stanley Hall, first president of Clark University and psychologist, described the learning that occurred as faculty and students worked side by side in research labs (Ryan 1939).

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DEVELOPING SCHOLARLY PRACTITIONERS: LESSONS FROM A DECADE-LONG EXPERIMENT

This article describes the various aspects of developing a new EdD model at a large, urban university, the University of Southern California. The authors were all centrally involved in the change process and the conceptualization and implementation of the restructured program. The article summarizes the decade-long experiences and lessons learned during that time. It includes a description of the initial problems faced by the School, the change process and the design elements that went in to it, and the strategies that have helped sustain the model over time. Because the change process is dynamic and changing, rather than static, next steps are also described. Finally, program outcomes are discussed.

Over time the literature has reflected a growing concern about the quality of doctoral education in general, and the role of the EdD specifically (Golde, 2006; Richardson, 2006; Shulman, Golde, Bueschel, & Garabedian, 2006). The University of Southern California's Rossier School of Education, which at one time produced one-third of all superintendents in Southern California, was not immune to these problems. Offering its first EdD degree in 1931, by the year 2000 the School suffered from the same problems that plagued many similar institutions of higher education—no clear mission, too many programs and program options, including too many "one faculty member" programs and degree tracks and courses or areas of study that were "protected" or "owned" by one or more faculty members. In turn, these factors led to confusing degree paths and requirements for students, lengthy time to degree completion, and internal and external perceptions that the programs were outdated and of low quality. The perception of many students was that programs were run and decisions made for the convenience of the faculty and staff rather than for the welfare of students. Moreover, inconsistent enrollments from semester to semester resulted in an inability to forecast budgetary resources or opportunities, leading to recurring financial emergencies and threats of staff and faculty layoffs or closing of programs.

While these were serious problems, the School faced an additional problem in distinguishing between its EdD and PhD programs. Each program enrolled large numbers of students, yet the distinction between the two degrees was unclear and often seemed related to factors such as GRE score and prior GPA rather than career goals. The PhD degree was clearly seen by students as the high-status degree, and they often settled for the EdD as the second choice. Nevertheless, because of a loophole, students were often able to transfer to the PhD program from the EdD once they were admitted. Adding to the confusion, there was significant overlap in

the coursework for the two degree programs, and few students in either program engaged in research prior to beginning their dissertation work. Reflecting the confusion over the differences between the two degrees, there were varying amounts of uncertainty, mistrust, and conflict over the rights and responsibilities of tenure line faculty versus clinical faculty and practitioners. While these conditions developed over an extended period of time, they began to conflict strongly with emerging University-wide initiatives to raise the quality and distinction of all academic units and degrees across the campus. This conflict was made more salient by an external review of the School that confirmed many of the concerns outlined above. Like many other Schools and Colleges of Education, the Rossier School was forced to face the issue of what a professional doctorate should be. This was, of course, an issue not just in education but in other professional fields as well (Walker, Golde, Jones, Bueschel, & Hutchings, 2012).

In 2001, Rossier set out on a course to reverse these problems and create a unique and distinctive educational experience for our students. Our process was immediate, comprehensive, and far reaching. The changes involved significant structural, organizational, and cultural components. The process and outcomes of these efforts were distinct enough to gain notice in the wider educational arena (Marsh & Dembo: 2009; Shulman et al., 2006). While these changes were made abruptly, our original foundational work continues to expand and grow through the present. To date, the specific process of change and the nature of the changes have not been described in detail. To fill that void, this article provides an overview of the development of our current EdD program, the process the faculty went through to distinguish the training of practitioners from the training of PhD candidates, the challenges the faculty experienced while creating these changes, and the steps we take to continuously improve our EdD offerings for our students. Our hope is that institutions facing similar challenges can learn from our experiences.

The Change Process

The first step in our change process was a collaborative multi-day "Future Search" (Weisbord & Janoff, 2000) planning meeting held in 2001 with all faculty, staff and numerous stakeholders from within and outside of the University. The outcome of this planning meeting was the refinement of a mission that focused on urban education, and an agreement that four themes representing the core aspects of urban education—leadership, learning, accountability and diversity—would inform all our degree programs. These themes continue to serve as the foundation of our EdD program and as the focus of the four core courses that all students take when they begin their doctoral studies for the EdD.

It was clear from the discussions at the Future Search meeting that rather than tinker with the existing degrees, we needed to start from scratch

and terminate the existing EdD and PhD programs. While this sounds easy on the surface, it was not a quick, simple, nor painless process. It required considerable time and effort to help current students complete their programs. Moreover, this occurred parallel to the establishment of the new, more academically challenging and clearly distinguished EdD and PhD programs. We made an immediate commitment to help all existing students in current programs complete their degree, and we created processes to ensure they were treated fairly and given every opportunity to complete their studies in a reasonable period of time. While staff created monitoring and notification systems alerting current students of upcoming deadlines for degree completion, faculty volunteers organized dissertation work groups, taking on clusters of students and working with them in aggressively structured ways—the precursor to the thematic dissertation group discussed below—to help as many as possible finish before the old degrees were closed.

In thinking about the focus of the program, a major concern was distinguishing between the EdD and PhD tracks. We used a "reverse engineering" approach—starting with what we wanted to produce in terms of graduates, and then worked backwards. In the case of the EdD, that "product" was a scholarly practitioner—not a researcher with watered down research skills, but rather an educational leader able to draw on research, theory and critical thinking to solve important, contemporary problems of practice. In implementing this approach, our faculty worked in collaborative teams focused on the four themes we had identified to begin the redesign process. These teams worked intensively for a year and then came together to weave their products into a comprehensive and cohesive doctoral program aimed at preparing competent and strong educational leaders. The process of collaborating to continually improve the EdD is a key feature of our program and School and continues to be a core component of our faculty values.

We began the re-creation of the EdD by developing four core courses that reflected the knowledge and skills we expected all of our students to acquire—regardless of the student's individual area of interest and independent of which instructor taught the course. Courses were designed by teams of faculty with a clear and specific curriculum that would be delivered consistently by any faculty member teaching that course. This consistency was based on agreements made by the faculty within teams to adopt common readings, assignment, and course goals, while not restricting individual teaching styles and preferences. The four themes adopted at the Future Search conference made it possible to develop coherent courses which continue to serve as backbone of the overall curriculum. Inquiry and concentration courses developed to meet the specific interests of our students built upon the material presented in the four core classes.

We opened the program to students with a wide range of backgrounds, both in and out of education. We implemented a thematic approach to dissertation work. These thematic dissertation groups were designed to emulate the type of collaboration and teamwork required in real

work settings. We worked to create a culture that welcomed clinical faculty and practitioners as equal partners with our tenure track faculty in the design and delivery of the program. This culture insures that the academic experience stays "close to the ground"—balancing theoretical material with immediate application—and has improved the educational experiences of our students many times over.

A crucial part of our success was devoting the administrative resources necessary to help faculty (most of whom were enthusiastic, a few less so) reconceive their roles and workloads under the newly designed program. We became a "school of the whole," ending discipline-based departments and reorganizing instead around our degree programs. At the time, the School was relatively small, with limited staff resources. We redirected those staff to these program offices to create a "one stop shopping" experience for our students. From the point of admission through graduation, a student needed only one office, one point of contact.

Initially, faculty worried that the loss of the discipline-based "departments" would lead to isolation, a loss of staff support, and a decline in the type of academic dialogue they found central to collaboration. In response, they created "concentrations," informal groupings of faculty around disciplinary areas, such as educational psychology, higher education, etc., that served both as academic anchors for the specializations (called "concentrations" within the EdD) and intellectual homes for the faculty. These concentrations had no formal physical space in our building, although with each physical reorganization that has occurred over the last several years, more and more faculty in the same concentration are clustered together in the same physical space.

From the beginning, our approach had a strong conceptual link to the work of the Carnegie Project on the Education Doctorate (CPED), especially in terms of perspectives on research, core knowledge, signature pedagogy, connection to practice, and capstone experiences. At an early stage in its development, one of the leaders of this network (Imig, 2007) described its purpose as:

> The Carnegie Project on the Education Doctorate (CPED) is a five-year effort sponsored by the Carnegie Foundation for the Advancement of Teaching and the Council of Academic Deans in Research Education Institutions to strengthen the education doctorate. Two dozen colleges and universities…have committed themselves to working together to undertake a critical examination of the doctorate in education with a particular focus on the highest degree that leads to careers in professional practice. The intent of the project is to redesign and transform doctoral education for the advanced preparation of school practitioners and clinical faculty, academic leaders and professional staff for the nation's schools and colleges and the organizations that support them. (p. 1).

Currently, the FIPSE-funded Carnegie Project on the Education Doctorate (CPED) involves some 56 colleges and universities across the country, and continues to be an important influence on the design of our EdD program as well as on revisions since the original creation.

The Design Elements

Major program innovations included a highly structured three-year course of study for all students and "thematic dissertations." Major features of the program included:

- Modeling the program after excellent executive education. We wanted the EdD to be an intensive, efficient use of working professionals' time, much like an executive MBA program. We required a prior Master's degree and awarded unit credit for it, admitting all students with advanced standing, thus shortening the time to degree.
- Simplifying the program of studies. We eliminated "electives," and instead created four "concentrations." Students take four core courses, choose one of the four concentrations, and follow that program of study—no substitutions allowed.
- Elevating the program's status to that of "Flagship." For the program to have its intended impact, it needed to be accessible to more than 20 or so students per year, and thus we increased the yearly enrollment to an unheard of number—150 students per year (220 for the cohort entering in the fall of 2012). The scale was achieved by expanding the notion of relevant work experience, but not in any change in academic qualifications. An additional factor which allowed us to scale up was the reconfiguration of faculty work loads and roles, including changes in incentives. For example, faculty who agreed to chair a thematic dissertation received credit for two courses which students enrolled in with that faculty member. Thus, much of the dissertation advising work that had previously been done individually with no additional teaching credit was now made part of the regular teaching load (see last bullet).
- Blending the expertise of tenure track and experienced clinical faculty with close ties to practice—with clinical faculty holding all rights as tenure track faculty, including chairing thematic dissertation groups, with the exception of tenure and voting on tenure-line promotion and tenure cases. As noted above, this partnership helped ensure the field-relevance of examples, readings and assignments.
- Targeting experienced professionals—we required a minimum of 3 years post-master's leadership experience. Early on we experimented with relaxing that requirement but found that those students had a hard time bringing relevant work examples into the course work.

- Targeting students who are committed to working in urban education environments. As big as we wanted to be, we didn't want to try to be all things to all students. We knew our expertise lay in urban environments so we looked for candidates who could demonstrate, via the application, evidence of their commitment to urban education as a career goal. We continued to rely extensively on faculty to drive admission decisions ensuring our prospective students met the high standards established in the program design.
- Bridging the learning issues found in K–12, higher education and the business/corporate world. We wanted to reduce the artificial silos that are often constructed in the preparation of education leaders in the different sectors. All core courses were designed to address all sectors and contexts in education, and students from all sectors enrolled in each section. Readings, examples, and activities are designed to target a variety of educational and work settings, and draw from a range of literatures in educational research and elsewhere (for example management literature).
- Scheduling the courses to truly accommodate working professionals through evening, weekend and summer classes. We no longer asked faculty when they wanted to teach; we asked the students when they wanted to take classes.
- Overhauling the dissertation experience. We organized topical (thematic) groups, each led by a faculty member/chair, and started students working on their dissertations half way through the program. Topics and chairs were announced at a summer conference at which students made informed choices regarding their preferred group based on presentations made by faculty members. We deconstructed the dissertation structure and process, and created a one credit, asynchronous, online course that provides detailed guidance on the purpose and construction of each element of the dissertation. This course supplements the coaching students receive from their chairs in the thematic groups. We also established a Doctoral Support Center to support student doctoral work including help with writing, research and presentation of findings. For more on the thematic approach, see Marsh, Dembo, Gallagher, and Stowe (2010).
- Adapting the School's reward system to parallel Program goals. The School's merit system, described initially in O'Neil, Bensimon, Diamond and Moore (1999), was revised to give additional credit to faculty who designed the new EdD's courses. Faculty who chaired thematic dissertation groups were given course releases (unlike faculty who chaired individual dissertations), and faculty who coordinated the design committee and/or became a course "coordinator" (described below) were given additional stipends.

Table 1 summarizes how we addressed these design features.

Table 1

How Program Design Features Addressed Specific Issues

Issues and Problems in the Existing Program	Ways the Problem was Addressed in the New Program
Scattered and ineffective change efforts	• A multi-day planning meeting, with internal and external stakeholders, which became the impetus for a sustained, collaborative redesign
No central mission or vision to guide the work of the school	• Adoption of a mission of excellence in urban education and a goal of producing educational leaders • Strong administrative leadership with a goal of initiating and supporting efforts to raise the academic profile of the School—internally as well as externally • Revision of merit pay and other incentives to promote buy-in
Territoriality and "protecting turf" (such as long-standing courses, programs, specializations)	• Halting existing degree programs and creating a new program from the bottom up; • Adopting a policy that "all faculty are EdD faculty"
Minimal collaboration across departments	• Elimination of departmental structure in favor of a structure based on degree programs (e.g., PhD, EdD, Masters, Teacher Education) in which most faculty taught in more than one program • Formation of concentration interest areas (Educational Psychology, Leadership, K–12, and Teacher Education in a Multicultural Society) for both intellectual reasons and program-related issues
Lack of current and engaging coursework and content	• Collaborative, team-based creation of new courses and program structure drawing on the most current knowledge and research
Lack of consistency and coherence	• Creation of an EdD Program Governance Committee with representation across the School to oversee all program matters • Creating a group of core-course coordinators to monitor consistency and quality and coordination of core course
Lack of relevance of coursework to practitioners	• Adopting a goal of creating scholarly practitioners able to apply research and theory to solve work-based problems; • Creating an equitable role and voice for clinical faculty and active practitioners within the School structure

(continued)

Table 1 *(continued)*

Issues and Problems in the Existing Program	Ways the Problem was Addressed in the New Program
Lack of impact of the degree on the field	• Adoption of an enrollment target of 150 practitioners per year • Active participation with the CPED (Carnegie Project on the Education Doctorate)
Lack of a student-friendly culture and support structure	• Creation of an EdD Program Office with dedicated advisors to manage logistics for student advising and related matters; • Creation of a Doctoral Support Center to assist with academic writing and academic support issues; • Implementation of an Early Warning System with proactive identification of students needing academic assistance early in the program (during the first core courses) • Creation of an Admissions and Recruitment Office, working in conjunction with the EdD Program Office, to assist and oversee all phases of recruitment and making application a user-friendly process

Strategies That Sustain The Model

Collaboration with the CPED consortium has been important in validating changes made in our program as well as in providing new ideas while we have revised the program over the last several years. For example, CPED's work around the dissertation of practice has been influential in framing the capstone and dissertation experience for students. CPED has also influenced how we orient new faculty who have varying levels of experience with the applied focus of the EdD. Sustainable strategies for program development came with the process. We uncovered, for example, several strategies in the course of our implementation, some by chance and some by design. Some of these approaches sustain the model financially, and others sustain faculty and staff support for the model. These include:

- Keep section sizes small. If a concern among faculty about change (and related growth) is a loss of quality, then it is important to sustain practices that help insure a program's quality and rigor. Small class size is one of these. We capped sections at 25, so that for faculty and students, the only time they saw the full cohort of 150+ students was either at orientation, or at our summer conference during which they selected thematic dissertation groups. We kept thematic groups small, usually no more than eight students. Both of these size restrictions, while expensive, ensured that the faculty and student experience was at least as good as, if not better than, their experience with the old

program. An outside evaluation of our program conducted by WestEd (Herpin et al., 2012) suggested that the small class sizes were one of the program components important to our students.

- Same course, same syllabus. Since we had agreed as a faculty on the outcomes we expected from the coursework of the EdD, and we had agreed on the role each course would play in contributing towards those outcomes, we also agreed to use a commonly developed syllabus for each course to ensure each course was "doing its job." We couldn't risk reaching a certain place in the sequence of the program only to find that some students hadn't learned certain skills because some sections of a course hadn't covered them. Therefore, each course was developed by a team, with representatives from each course team connecting vertically (with the designers of courses occurring in the same term) and sequentially. The faculty members who are teaching the same course in a given semester meet, sometimes weekly, to review upcoming content, strategies and expected outcomes. The team of all faculty teaching a given course in a year meets annually to review data about student learning and plan any changes needed for that course. The idea of a common syllabus often strikes new faculty as odd, however, the support and resources they receive from the other faculty teaching that course seem to outweigh the perceived loss of "freedom" in determining content. Faculty are free to be creative in how they achieve those expected learning outcomes, but the outcomes, themselves, are not negotiable until the annual review of the course and the program. Faculty members are free to propose new content and modifications and are both encouraged and expected to contribute new ideas and materials. New ideas and content are then considered by the entire faculty team, making sure that all faculty members have input on course content.
- Designate a faculty coordinator for courses with multiple sections. The weekly meetings noted above happened spontaneously in some cases, but as the program grew, a more formal structure was necessary. We created the role of "course coordinator"—someone who, as part of their service expectations, was responsible for calling meetings, helping to orient instructors new to the course, and facilitating discussion about content vis-a-vis student learning outcomes. The coordinator serves as the point of contact for the program for any matter involving that course.
- Consider alternative faculty roles to staff the program. USC has a history of inventing new categories of full time faculty as needs dictate. The most prevalent of these is the "clinical" faculty member (also referred to as a professor of practice). One of the criticisms of professional programs is the distance between traditional faculty and the field being served. USC years ago recognized the value of scholarly practitioners' field-based experience and networks by creating a full

time faculty role for these practitioners. Wanting to protect the tenure line role, USC proscribed a specific work profile for faculty members with practitioner experience—greater teaching expectations with no formal expectation of publication/research (although some do). Clear guidelines regarding rank and promotion were created, detailing a progression from assistant to full clinical professor. Where the traditional tenure line work profile resembles 40% research, 40% teaching and 20% service, the clinical profile is 80% teaching and 20% service. Clinical faculty members have full voting rights within the School (with the exception of issues involving tenure), and serve as chairs for EdD dissertations. Not only do the clinical faculty bring field-based relevance to the program, but they also provide some teaching relief for the tenure line faculty.

- Increase staffing around known barriers to student success. Two areas seemed to take inordinate amounts of faculty time under the old model: providing writing assistance and navigating the university's Institutional Review Board (IRB) process with students' studies. With respect to the writing, the faculty noticed an increasing number of entering students across all programs who were struggling with the mechanics of academic writing. These were otherwise extremely bright students, often out of school for several years, who simply hadn't been coached in the fundamentals of APA style, or the difference between narrative and analytic writing.
- Rather than leave this work to the general faculty, we did two things: (a) we created and staffed a Doctoral Support Center (DSC) and hired one doctoral level writing advisor per entering cohort, and (b) created a one-unit "framing" course and a one-unit "navigating the dissertation" course, both of which deconstruct key writing tasks and provide annotated exemplars for students. The DSC has served as one of the most heavily utilized student resources in the school. In collaboration with the faculty, the DSC advisors provide writing feedback, coaching on the defense processes, and general moral support for students throughout the EdD experience. The framing course introduces essential elements of analytic writing and is the first course students take. Since implementing the framing course, faculty members in subsequent courses have noted a marked increase in the quality of students' writing and analysis.
- The second area, getting IRB approval, has been ameliorated by the creation of a full time IRB staff advisor. This person works closely with the university's IRB committees, conducts workshops about the purpose and process of securing IRB approval, and most importantly, assists students in preparing their IRB proposals. The first time approval rate (and the speed with which student proposals get through the review process) has increased dramatically since the advent of this role.

- Separate academic advising from academic coaching. Under the traditional model in higher education, faculty members serve as the student's academic advisor as well as mentor. We experienced countless problems with this model, as some faculty members had trouble learning the often-changing requirements and regulations, resulting in unfortunate misadvising. When we redesigned the EdD, we also redesigned the advising structure, bringing in full time staff advisors who became the experts in navigating all things related to enrollment and degree progress. The advisor staff presence allowed faculty members to concentrate on the coaching aspect—which is a better role for faculty—and on issues where they have the greatest strength. The number of petitions related to mis-advice has dropped to zero, resulting in happier students and faculty. As with the DSC staff, each cohort is assigned an academic advisor for the life of the program. Because the DSC and the advising staff work in the same unit, collaboration across advisors, DSC staff and faculty around a single student's needs is possible and frequent ensuring students that do not "fall through the cracks."

Next Steps

The influx of data about the program continues to prompt our faculty to look for ways to strengthen what is proving to be a successful model. In 2011, we contracted with WestEd, an external nonprofit research and development organization, to conduct a study of student, faculty, alumni and employer satisfaction and student outcomes relative to the program's goals. Based on those data (Herpin et al., 2012) and routine reviews of student work, the faculty are turning attention toward:

- A redesign of Inquiry sequence to focus less on abstract mechanics of design and analysis and more on problem-solving and application of inquiry methods;
- Undergoing NCATE accreditation—leading to a self improvement process that is tightening up program goals and interconnections;
- Enhancing the Framing course and "navigating the dissertation"/ methodology modules to begin the process of enculturation and to support dissertation work;
- Creation of a optional, International Studies Tour and related one unit course—providing students an opportunity for considering global educational issues;
- Mentorship for new faculty who were not part of original reform process;
- Adopting new technology by working with our partner, 2U, using a platform based on Adobe Connect to provide more contact between

faculty, staff advisors, and students (This seems particularly promising as a way to support students doing thematic dissertations);

- Continued collaboration with CPED and contributing to the development of urban education (Gallagher, Goodyear, Brewer, & Rueda, 2012); and
- Creation of a Global EdD Program with an international focus to expand our program offerings to educational leaders around the world.

Outcomes

To date our EdD program, according to our external evaluators, has been successful in achieving its mission of training the best urban education leaders in Southern California. Since the inception of the current program, we have enrolled 1,668 EdD students. A total of 886 of them have earned their EdD. Most of the remaining students enrolled within the last three years and would not be expected to complete the degree requirements at the time this article was prepared. Those who have earned their doctorate are contributing to education in a wide-variety of ways as teachers, school site administrators, district leaders, charter school operators, and trainers, leaders and consultants in the private sector. Moreover, we have dramatically decreased the time to completion for our students. Before implementing our program, the average time to degree was nearly nine years. Since inception of the current program, 70.1 percent of students in cohorts starting in 2003 through 2009 have completed the program in three years. Our attrition rate for those cohorts averaged 12.1 percent (students who either left the program or whose performance was not satisfactory). Our thematic dissertation efforts have paid off handsomely. We initially anticipated 80 percent of our students would participate in the thematic option and 20 percent would continue to do independent and more traditional dissertations. Over time, 93.3 percent of our students have taken the thematic dissertation path—a proportion that has remained constant since the program started.

The WestEd evaluation of our program (Herpin et al., 2012) showed generally high satisfaction with our program among students, and employers seemed pleased with the skills our students exhibit on the job. We are currently reviewing the evaluation carefully so that we can continue to improve the program to meet the needs of our students so they can be the best educational leaders possible. The EdD remains the flagship program at the Rossier School of Education and continues to train a new generation of educational leaders prepared to meet the educational challenges of the 21st century. In retrospect, it is clear that we began our redesign efforts with a clear set of goals for what we needed to fix and what we wanted to achieve. It is less clear that we knew the exact steps that would take us there. It is safe to say, however, that our efforts over the last decade have

been a mix of intentional changes, trial and error, and luck. It is our hope that our work can help reduce the trial and error component of the program design process for colleagues facing similar challenges.

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EXAMINING CPED COHORT DISSERTATIONS: A WINDOW INTO THE LEARNING OF EDD STUDENTS

Through analyses of three dissertations completed by graduates of our Carnegie Project for the Education Doctorate-influenced program, this article offers insights into both the doctoral students' inquiries into their problems of practice and their faculty advisors' roles and expectations for them. Studying student dissertations provided the faculty authors an approach by which to examine ways their mentoring of student research and writing supported their advisees' dissertation work. This examination of dissertation work also provided a "check" on consistency with the programmatic goals of our newly-revised EdD program, and highlighted aspects that need to be considered with future scholarly practitioners.

As faculty members in the Department of Teaching, Learning and Teacher Education at the University of Nebraska-Lincoln (UNL), we have been associated with the Carnegie Project on the Education Doctorate (CPED) since Phase I began in 2007. During that time, we have envisioned, planned, and implemented with our faculty colleagues a new Doctor of Education (EdD) program in which our third cohort of students has recently enrolled while we continue to offer a non-cohort EdD and the PhD. As the description of our CPED-influenced EdD program of study reveals, we view it as one that is intellectually rigorous, contextually relevant to educators' problems of practice, and one that conceptualizes and emphasizes the scholarship of practice as "both substance and process" (Shulman, Golde, Bueschel, & Garabedian, 2006, p. 30). In these and multiple other ways, our EdD work supports and is consistent with the principles identified by the national CPED initiative and its goal to "reclaim the Education Doctorate and to transform it into the degree of choice for the next generation of school and teacher education leaders" (Perry & Imig, 2008, p. 44).

Our EdD program of study involves the development of these ideas and commitments through two years of sequenced coursework with classes dedicated to cohort students and support for individual student interests through additional course selections. We have written elsewhere about the focus on inquiry into problems of practice throughout multiple iterations of research during the program (Heaton & Swidler, 2012) and about the complexities and challenges students and faculty encounter in the process of investing in professional learning and practitioner knowledge (Chan, 2012; Macintyre Latta & Wunder, 2012). These emphases are consistent with UNL's description of the holder of an EdD from our institution as "a practitioner of education, but one whose practice is drawn from a highly developed, scholarly study of educational theory cou-

pled with skills of analysis which permit direct application of that theory" (UNL Graduate Bulletin, 2012–2013, para. 1).

As at most institutions, the culminating requirement for demonstration of these abilities and completion of a doctoral degree at our institution is the dissertation (sometimes referred to elsewhere as the "capstone"). The appropriate distinctions between dissertations for the Doctor of Philosophy and Doctor of Education degrees have been drawn by multiple authors typically with a greater emphasis on theory in the former and the relevance to improvement of practice in the latter (e.g., Council of Graduate Schools, 2007; Shulman et al., 2006; Willis, Inman, & Valenti, 2010). This emphasis on practicality was explained by Perry (2012) as necessary for EdD degree holders to "be transformational leaders in their professional career" and is consistent with CPED founder Shulman's notion that the dissertation should "exhibit the candidate's ability 'to think, to perform, and to act with integrity'" (p. 44). We agree, and our expectations for our students' dissertation work demonstrate our accordance.

Objectives

We focus here on an analysis of dissertations written by three students in our first CPED EdD cohort of eight graduates, advised by three different faculty members. We examine these dissertations to gain insight into ways in which students understand their problem of practice, and ways in which students' understanding changed in the process of conducting research and then interpreting their findings to write about them in their dissertations.

We also examine how the revision of the EdD has pushed us as graduate faculty to reconsider the purposes and expectations for doctoral dissertations. We consider how our redesigned EdD has influenced the capacity and roles of individual faculty, what our "jobs" look like within this program, and what we have learned from our individual students and their and our work as scholarly practitioners.

We aim to articulate our changing expectations and to develop a more coherent vision of what the expectations are for a CPED product of inquiry in the context of a dissertation. Studying student work is a well-established approach among teachers at multiple grade levels and sites to inform decisions on individual student progress, needed curriculum revisions and/or pedagogical considerations. Our study here of our graduates' dissertations is just such an example of a careful effort to learn from our recent students' work at the completion stage of their program. In so doing, we intend to potentially reconsider or reinforce the coursework and advising we do with our EdD students. In the process, we may also attend to what Cochran-Smith and Lytle (2009) have described as a lack of attention to action research dissertations in terms of "rethinking the multifaceted relationships of faculty members as mentors and research advisers

to practice-based projects" (p. 106) while also acknowledging that mentoring and assessing dissertations in professional practice-type degrees is more variable than in typical PhD dissertations (Willis et al., 2010). As Cochran-Smith and Lytle (2009) explain, we are attending to both our research and teaching commitments as university faculty members.

We authors are moved to study our work in our own institution, and to do so now in the early stages of our new EdD program. We are in the midst of what might be termed a design experiment in which we are "working the dialectic" of inquiry and practice (Cochran-Smith & Lytle, 2009, p. 94) as we simultaneously implement and study a new program. We begin with the inquiry stance that Cochran-Smith and Lytle (2009) argued is important for both teacher educators and their students. This dialectic supports our efforts to determine what is going well, to identify what is in need of revision, correction, or extension, and to consider the consequences of our programmatic choices. Focusing here on the features of sampled CPED EdD dissertations and examining tensions inherent to creating refined studies of practice also enables us to provide students with "models of scholarship" as Shulman (2010) recommends, while simultaneously documenting, assessing, and evaluating our own work.

Defining expectations for a doctoral dissertation in the context of CPED has far reaching implications for institutional, programmatic, and individual change. At an institutional level, the customary privately done work between a doctoral advisor, a graduate student, and the student's doctoral committee becomes public in the examination of this group of dissertations. This move from private guidance by individual faculty members to public articulation of a common set of doctoral dissertation goals and expectations within this article has the potential to be a catalyst for institutional change for how individual faculty approach their work advising doctoral students. Knowledge gained from this reflection may also potentially influence faculty's vision for the goals and expectations for dissertations completed in the context of non-CPED EdD and PhD programs and contribute to the CPED goal of strengthening both degrees.

Examining Dissertations as Artifacts

We examine here the extent to which dissertation work reflects our programmatic goals for EdD students, and ways in which this EdD cohort fulfilled programmatic goals, as illustrated through the writing in the dissertations. As we examined the completed dissertations featured in this piece, we had in mind the following questions to guide our work:

- What were our goals for the EdD?
- How do the dissertations reflect these goals?
- Are there aspects of the goals that are not addressed or evident within dissertation work?

- Are there aspects of the goals that cannot be addressed through dissertation work?
- Are there other ways to include or incorporate expectations to fulfill these goals?
- How important is it to shape the process of dissertation work to be able to incorporate these goals?

From the first semester in our CPED-influenced EdD cohort program, students' attention and work is directed toward the examination of problems of practice, research methods to approach them, and inquiry as an ongoing way of thinking and being during and beyond their doctoral studies. Since all of our students in the program are full-time educators working in a variety of settings, each of them has a ready site in which to identify a problem of practice and to conceivably study this problem. Many of our CPED colleagues at other institutions have successfully had their students conduct their dissertation research at a site other than their own workplace. While we appreciate that there are many reasons to do so, we have decided to guide students in our program to focus on their own places of work. This idea that students' professional settings provide a "laboratory of practice," (a CPED design-concept) is congruent with Jarvis' (1999) view that "practice is always a laboratory" (p. 93). Stake (2010) explains that studying one's own workplace is "quite appropriate" and "is characteristic of research for the professional doctorate" (p. 164) while offering opportunities for teacher learning and improved practice (see Macintyre Latta & Wunder, 2012) and implications for policy (Hamann, 2012; O'Connell Rust, 2009). For example, the process of completing Institutional Review Board (IRB) procedures prior to beginning dissertation research highlighted for students potential ethical challenges around informed consent and coercion, and helped them to recognize ways in which their research challenged conventional IRB expectations, standards and practices. Guiding our students through the IRB review process as part of their dissertation journey, in turn, highlighted for faculty the importance of ongoing dialogue with IRB officials to enhance awareness of the unique features of this genre of inquiry—building institutional memory—while also helping students to anticipate, and to engage in, multiple rounds of review before approval. We value in particular the perspective of the "insider status" (Cochran-Smith & Lytle, 2009) that studying one's own place of work provides while realizing and negotiating the concomitant challenges and complexities of doing so. Examples presented in this chapter highlight these complexities of doctoral work and dissertation writing.

Presentation and Analysis of Dissertations

We present here three dissertations, along with brief descriptions and an examination of ways in which the writing offered a glimpse of ways in which the students' sense of professional identity shifted in the process of

conducting their research projects and then writing about this learning in their dissertations. In the following questions, we address issues of stance of the researcher in relation to the research participant(s) using the stance of Self in relation to Other, and respond to the following questions to guide our exploration:

- How is the other (research participant) represented?
- How is the self represented? (Where does the author appear in relation to the research participant(s)?)
- How is the relationship represented?

Each dissertation is presented by the faculty advisor with whom the student worked during the completion of their dissertation. The analysis is, in turn, presented from the perspective of faculty supporting CPED EdD candidates in their inquiries towards an in-depth examination of their selected problems of practice set in their professional contexts.

First Doctoral Dissertation: Deborah Albrecht[1]; Elaine Chan, Advisor

The first doctoral dissertation is a comprehensive study of how a local high school serves its low-incidence population of English language learners (ELL). Motivated by her realization as a new teacher that she did not have the skills or knowledge needed to meet the curricular needs of an ELL in her high school English class, Albrecht returned for graduate school. Albrecht prefaces her dissertation with a reflection of this initial realization. Her dissertation focused on an examination of the experiences of students of Hispanic background at her high school, revealing challenges and complexities they encountered as they navigated their secondary level education. In the process, Albrecht also examines challenges the students' teachers and administrators encountered as they worked to implement policies and practices to support academic achievement of ELLs.

How is the other represented? Albrecht uses narrative research approaches that include long-term participant observations over a period of a complete school year, conversational interviews with follow up interaction with the students and members of the school community into the following school year, and the creation and analysis of detailed and extensive research texts. More specifically, Albrecht conducted daily observation of her student participants in their school and classroom contexts, regular interviews with their teachers and follow-up interviews with teachers and administrators. She documented in detail all research interactions using field notes and audio recordings, analyzed ideas presented in relation to existing literature and knowledge, and set these ideas into the larger social and practical context of low incidence schools in an increasingly diverse North American societal context.

Through the process of conducting her research project, Albrecht uncovered many complexities of meeting the academic and social needs of

minority students in a low incidence high school. Of particular relevance to her was the realization that despite good intentions of teachers and the desire to assist the students, there existed many inconsistencies in how the practices played out, as well as misunderstandings and uncertainties about how the students should and could be supported in their school context. Albrecht learned about the extent to which her student participants struggled with all of their academic materials. She found herself caught in the middle, wanting to assist the boys while at the same time, not knowing what they needed specifically, how it could be provided in a school context when she already had so many other responsibilities, how her colleagues could provide the assistance the boys needed when they did not know how to assist them nor did they have the time and resources needed in order to do so. Furthermore, she struggled with the tensions of recognizing that her limited time with the students was more often spent providing accommodations to assist them in completing assignments that their peers completed in their mainstream classes, than building a foundation upon which they could build in later years to enhance their overall level of English proficiency. The urgency of the short term solutions to keep the students up to pace with their non-ELL peers seemed to outweigh the longer term need for the students to develop language skills that would enhance their proficiency and independence. Underlying the need for further policies to guide practices was the realization of inadequate knowledge and understanding of what was needed. These tensions were revealed through the field notes and writing about the boys' experiences in various areas of their academic curriculum.

Toward the end of the school year, and the end of Albrecht's period of structured data collection, the boys were identified as having special education needs and placed on Individual Educational Plans (IEPs). Albrecht was troubled by the hasty way in which the meeting was organized and scheduled, the lack of participation by teachers with whom the students worked regularly over the course of the year, and the students' parents. Administrators in the school concluded that this official identification would enhance the likelihood of accessing resources to provide the assistance the boys needed during the following school year. Albrecht was left wondering whether this identification as special education students was, in fact, accurate, and whether this label would assist the students in their academic achievement.

How is the self represented? How is the relationship represented? Parallel to Albrecht's in-depth examination of the students' experiences in their school context, she also documented her own experiences as the students' ELL resource teacher across a wide range of situations and through interactions with many stakeholders as she attempted to teach, support, and advocate for her student participants. She maintained a focused inquiry stance (Cochran-Smith & Lytle, 2009) throughout the research process. Her often tentative voice emerges in her dissertation writ-

ing as she deliberates interactions with colleagues with whom she works to support the students. Nuances of building research relationships with colleagues with whom she already had established professional relationships were also a sensitive point, as Albrecht realized that the data she was presenting from interviews and observations of her colleagues' work with the students could be interpreted as critical or not supportive of the students. Tensions are highlighted as it became apparent through ongoing observations and interactions for her dissertation that various practices within the school context might be considered less than optimal by some in supporting the academic goals of her student participants. With this growing awareness, Albrecht struggled to maintain the precarious balance between her roles as both colleague and researcher. Her detailed documentation of interactions in her writing revealed and highlighted nuances of conducting research in a site that is also one's professional context, with teacher participants who are also long term colleagues with whom she will continue to work.

Added to these professional tensions was a sense of uncertainty as she struggled with her own role in contributing to the school lives of her students. While she knew her intentions to assist them were genuine and her concern and fondness for the boys was apparent from the perspective of the boys as well as their parents, she struggled with her professional position on her school landscape. Despite her attempts to assist the boys academically and to advocate for them among colleagues who did not have as deep an understanding of their ELL needs, she struggled to write about her colleagues' roles in the school lives of the students in her dissertation. In some ways, as Chan, Albrecht's dissertation advisor, worked with her she wondered if Albrecht felt conflicted in her role. Did Albrecht worry about whether she had done enough to support the students' academic growth? Did Albrecht worry about whether she had advocated strongly enough for the students with less supportive colleagues? Did Albrecht wonder if she needed further knowledge to adequately support their English language skill development?

Chan came to know through advising sessions where Albrecht described in detail her response to events that had taken place in her school that she was deeply troubled by the possibility that her students' identification as special education students was inaccurate, and that she struggled with possible limitations associated with this label. Yet at the same time, Albrecht knew that she alone could not provide the assistance that the boys needed, especially when her teaching responsibilities already exceeded what was possible in the course of a regular school day. Perhaps Albrecht felt resigned that the special education label, while possibly not an accurate assessment of the boys as students, might provide assistance that she could not provide. Chan knew from Albrecht's response to school events that she also struggled with the realization that practices and policies in the school could be interpreted as less than supportive and won-

dered whether Albrecht worried whether her work with the students had been less constructive or enabling than she had hoped. Did Albrecht worry that the shortcomings she identified in her school community could also be a description of her own shortcomings in supporting the students in their academic growth? Through her dissertation writing and in dissertation supervision meetings in which Chan and Albrecht discussed Albrecht's writing and analysis of her observations as she identified and developed themes arising in her fieldnotes and interview transcripts, Chan saw traces of these uncertainties expressed in her writing. Chan saw glimpses of Albrecht's discomfort in coming to terms with the possibility that she, as a member of her school community and therefore unable to be extracted from the school context, might be considered "one of them," whose intentions, while admirable, still lacked the knowledge needed to adequately support the students who were in such need of assistance.

As Albrecht and her CPED cohort classmates documented their progress through course assignments requiring them to communicate their problem of practice at various points in the program, we gained a sense of the change in their thinking about their problem of practice. With Albrecht, snapshots of her understanding of her problem of practice presented as part of her portfolio for comprehensive exams highlighted ways in which she had shifted from an understanding of her problem as a need to identify exemplary practices in order to be maximally effective in meeting the needs of ELLs in her low incidence high school to an understanding of the challenges as being much more nuanced. A later snapshot revealed a shift toward thinking of her work in terms of teacher knowledge and ways in which contextual factors and details particular to her education context contribute to shaping the overall experience of her student participants. A still later snapshot highlighted a growing understanding of the significant impact of contextual factors outside of school, in addition to those identified within the school community, that intersect to reveal complex and nuanced influences impacting upon the students' progress toward English proficiency. Albrecht's dissertation captures some of this progress and highlights the extent to which individual factors nuanced her understanding of the needs of ELL in a low incidence school. While factors contributing to the students' failure to thrive in their school context were significant, the availability of programming and curriculum to meet the boys' needs in a large school where their ELL needs were among many challenges, the ambiguity surrounding their teachers' understanding of what resources were available to the boys through the school board and school community further complicated their road to English language proficiency and academic success.

Overall, Albrecht's dissertation illustrated growing understanding of the complexities of meeting the needs of ELLs in a low incidence high school. This understanding, while not the original intention, deepened Albrecht's awareness of the extent to which supporting student progress was

a complicated and rocky path. Realization that the uncertainty surrounding practices and policies of supporting ELLs students in a low incidence school was more extreme and widespread than she had initially anticipated seemed to be uncomfortable for Albrecht. She was confronted with challenges of finding what these policies are; she needed to identify and locate those knowledgeable about the policies, while at the same time, keeping her attention focused on her goal of learning about the experiences of her student participants. The process highlighted to her how complex school contexts can be, and the extent of interconnections between all that occurs within this context.

In these ways, Albrecht's dissertation advances knowledge and understanding about the ways in which teachers negotiate their workplace, as professionals involved in the implementation of practice and at times, as policy-makers, in schools serving low-incidence populations of English language learners. Interactions and interviews with students, teachers, and administrators in the school revealed the extent of uncertainty about appropriate practices and policies to support ELLs in a low incidence school and uncertainty about available support and resources, despite good intentions and a desire for the students to succeed. This knowledge is important in the larger scope of education for students of minority background since despite growing diversity, large numbers of students across North America continue to be educated in schools that could be identified as 'low incidence.' Furthermore, Albrecht's work highlights challenges of conducting research in one's own education context; while there is research arguing for the importance of teacher research set in one's school community, Albrecht's work reveals methodological and professional challenges of conducting research in one's own education context. As such, this study contributes significantly both to knowledge about providing ELL support in a school context, as well as knowledge about narrative research methodology, and informs the practice of including practitioner research in one's own professional setting in the context of a doctoral program.

Second Doctoral Dissertation: Amy Nebesniak; Ruth Heaton, Advisor

The second dissertation is based on the perspective of a former middle and high school math teacher in the new role of a high school mathematics coach and explores what teacher learning looks like when supported by an instructional coach. Through reflective analysis of her past teaching experiences, including being coached herself, as well as a longitudinal qualitative study of her own work as a coach with an individual high school algebra teacher, Nebesniak describes her evolving understanding of what it means to be a coach. She describes and analyzes her shift from viewing coaching as a means of evaluating instruction and fixing what she thinks is wrong with a teacher's practice, to one of supporting a teacher's learning to improve instructional practices. Her interactions

in the role of a coach, including evaluating practice as well as supporting teacher learning, are documented and analyzed based on data gathered over two years in the context of her work with an algebra teacher, including an intensive three-week unit on quadratics near the end of her period of data collection.

How is the other represented? Nebesniak identified one teacher of the numerous teachers she coached during the same time frame as the focus of her dissertation. She used qualitative research methods that included gathering data in the context of numerous coaching cycles with this individual teacher during two years she worked with him. A coaching cycle included planning for instruction, implementing instructional plans, and debriefing with the teacher to discuss events observed while considering next steps in practice. In the context of each coaching cycle, Nebesniak conducted participant observations, acting as both coach and researcher, sometimes simultaneously. She took extensive field notes in the context of the planning sessions with her teacher participant. Video provided a record of instructional activities as Nebesniak took an active role during lessons by co-teaching or modeling instruction.

Nebesniak also kept a personal journal that she used as the basis for reflection on each coaching cycle; specifically, she contemplated what and how she thought her teacher participant was learning. She conducted both formal and informal interviews with the classroom teacher to obtain the teacher's perspective on lessons taught, student learning, and his own learning about teaching, mathematics, and his students' mathematical understanding. She also gathered artifacts, samples of student work, and other written documentation of classroom materials used by the teacher.

In spite of the fact that this research was intended to be a story of teacher learning, there is a sense in which Nathaniel, the teacher being coached, is a character of consistency in the narrative of Nebesniak's dissertation. Nebesniak initially identifies Nathaniel as a teacher with whom she wishes to work as both a coach and a researcher because he is a learner who is eager to improve his instruction and willingly wants to learn from Nebesniak. This is a fact that remains supported by data throughout the entire two-year study. No matter how Nebesniak approaches her work with Nathaniel, he is a willing and eager participant and recipient of whatever she has to offer in her interactions with him. In fact, Nebesniak's learning seems more in flux across the two years of the study than his, as she struggles to sort out an appropriate stance toward her coaching role and responsibilities. Nebesniak maintains her attention on analyzing the nuances of Nathaniel's learning, analyzing her interactions with him prior, during, and after practice, as the focus on her case study.

Nebesniak also uses several "others" to help make her points about how her view of coaching has shifted over time. She includes descriptions of her own interactions as a teacher with a coach as well as her coaching of another teacher, prior to Nathaniel, as a means of showing how her view

of coaching has changed over time. She constructs her experiences with a coach as a teacher from her reflections on the past and uses data gathered in the context of a coaching cycle during the first year of the study with a teacher named "Sarah" to provide a window into her coaching at a second point in time.

Nebesniak then uses data collected with Nathaniel to develop vignettes about his practice and her work with him for the basis of analyzing his learning, before, during, and after the quadratics unit. She implicitly reveals to the reader her evolving view of coaching through her analysis of Nathaniel's learning. Insight into Nathaniel's learning is brought to the foreground in the three weeks of consecutive days of coaching that take place during the implementation of the quadratic's unit. In Nebesniak's progression from one vignette about teaching to the next, it becomes apparent that the vignettes have shifted from a means of illustrating how a view of coaching has changed, to become an illustration of opportunities to understand professional needs of a teacher and opportunities afforded a teacher by working closely with a math coach.

How is the self represented? How is the relationship represented? The role of researcher and how Nebesniak defined her work as a math coach within her dissertation are tightly intertwined. One can see evidence of this interconnection as one looks at how her problem of practice evolved as well as her development of methodology to examine her problem of practice. Initially, Nebesniak (2012) designed a quantitative study to "draw conclusions and predictions about the effects of a particular 'treatment' (i.e., instructional coaching) on others (i.e., teachers)" (p. 84). There was a sense in which she wanted to prove that coaching was effective as a means of changing teachers' practices, knowledge, and efficacy. As a part of the design of this initial study, she began to "construct a rubric to evaluate teachers' instruction" (p. 82). She quickly discovered the difficulty in constructing such a tool, given the lack of a "clear-cut definition of effective instruction" (p. 82). She also recognized that using a rubric when observing teachers could send teachers a message about her role that she did not intend to be sending. Nebesniak wrote the following:

> By using a rubric to evaluate teachers' instruction in my research, I felt like I would be continuing to blur the role of coaching with evaluating. I did not want to risk having teachers distance themselves from me or the coaching process. I remember being fearful as a teacher that my coach would go to an administrator if I did something "wrong". For these reasons, I became uneasy about using a rubric to score teachers' instruction. (p. 83)

As Nebesniak increased and expanded her own understanding of research methodology as a researcher, she became aware that there were options for design of a study that went beyond quantitative methodology. She learned about qualitative methodologies, including case study re-

search, as a method of understanding something, in this case, coaching as a tool to support teacher learning.

> Since case study research allowed me to look deeper into the complex happenings of the coaching process by working with and researching the experience of one Algebra teacher, my research questions naturally changed. My questions became focused on gaining a deeper understanding of the complexities of coaching that occurred between a teacher and a coach rather than proving the effects of coaching (p. 85)

As Heaton, Nebesniak's dissertation advisor, reads Nebesniak's dissertation as an artifact of the CPED program, she sees this work as a superb example of practitioner inquiry but perhaps not in quite the same way that Nebesniak, at the time, saw her own study and may not even now, with some distance from it. Because Heaton was Nebesniak's advisor, she knows that Nebesniak wrote the title and the abstract for her dissertation last. Neither the title nor the abstract imply that there is something to be learned from this study related to an evolving understanding of what it means to be a coach. Rather they suggest that the dissertation is a study of teacher learning to teach mathematics with reasoning and sense making. While it is certainly that, it is also so much more, in the sense of being a narrative about Nebesniak's evolving understanding of one's work as a practitioner.

As Heaton writes about and reflects upon Nebesniak's learning in the process of researching and writing her dissertation, she wonders whether this realization is also true of the other two dissertations presented here. Are they representations by the researcher of learning about something in particular but when seen by the faculty, could they also be interpreted as representations of learning something larger and more closely tied to the goals of CPED? Nebesniak's dissertation, from her point of view, is documentation and analysis of a teacher's learning. Nebesniak's dissertation, from Heaton's perspective as her supervisor, is documentation of Nebesniak's learning as a researcher and a practitioner about her evolving understanding of coaching and the role in relationship to teachers. The dance between Self and Other plays out not only for the doctoral student, as examined from the perspective of faculty, but also for faculty as they (we) step back to reflect upon our work with our EdD students as represented in their dissertations.

Third Doctoral Dissertation: Kelly Welsh; Stephen Swidler, Advisor

The third dissertation sought to explore and to consider interconnections between student and faculty learning in the process of writing and supervising dissertation work. Welsh is now a first year teacher educator at a higher education institution in Nebraska. She was, for over 20 years, a high school English teacher in a suburban school district reputed for

its high standards, high graduation rates, and high rate of post-secondary school attendance. Welsh's doctoral dissertation is an exploration of her work with struggling, non-college bound students who have a history of academic struggles and personal challenges that affect their school experiences and how they approach their academic work. Through a set of comparative life history cases of two of her students in her own class, Guided Study Hall, Welsh describes her coming to know the students in depth as a means to know them better and to become a more effective practitioner and advocate for struggling students in a middle-class, suburban high school. She describes her journey from trying to break with the institutional biography of these students to understanding them at a more personal level. She also describes her attempts to make sense of the students' self-destructive behaviors, especially drug use, that undermine their status at school and their learning and academic prospects.

How is the other represented? As a teacher, Welsh worked primarily teaching Advanced Placement courses, rarely teaching low-performing students as a group. As part of her teaching assignment since 2006, Welsh describes her Guided Study Hall as "one intervention to assist the number of students who were failing three or more of their core classes" (p. 7). At the outset, this signals students who are a kind of Other within a school community (i.e. long-term failures). Teachers at Welsh's school are "assigned the supervisory duty…much like teaching an additional class" (p. 7). Welsh had a number of students in her Guided Study Hall that she knew relatively well and with whom she already had established relationships. She eventually identified two students, whom she calls Bailey and Tom, for her dissertation study. She employed her observations as practitioner combined with a series of in-depth interviews. Each portrait begins with an extended narrative of each student's problems, how they have fared in school and of Welsh's relationships with them. Both her research participants are low-income students with strained home lives and a history of school struggle and substance abuse. They are not "popular" students and are what Welsh terms "mildly marginalized," where their academic and social marginalization is mutually reinforcing.

Bailey came to Welsh's Guided Study Hall "because she lacked self-efficacy with writing" (p. 63). This official, school version of her referral likely affected her schoolwork and might be interpreted as cultivating a sense of failure. The male student, Tom, was considered a general underachiever who had struggled since elementary school. Welsh presented details to describe the two students, connecting their academic struggles to life circumstances without drawing causal relationships. Descriptions of these marginalized and resistant students are embedded into longer narratives of how she got to know each of them, and how they were present in her own practitioner's life.

Welsh then shifts her narrative to a familiar academic form, offering major common categories of experience that she arrived at inductively,

to interpret what she learned about the students through ongoing interaction with the students and other members of their school community. She also includes subcategories, unique to Bailey and Tom, which shape their experiences. For Bailey, these are:

- **Parent Expectations:** Yearning For a Mother, Accepting Failure;
- **Social Expectations:** Loyalty [to friends], Money Matters, Three Sub-Groups, Football Games;
- **Drug Use:** Daily Routine, Trouble at School, Trouble at School;
- **Academic Expectations:** Afraid of Being Judged, A Need To Be Cared For, School and Acceptance.

For Tom these are:

- **Parents' Expectations:** Lost Dreams, Never Quitting;
- **Social Expectations:** Friends Are Everywhere, The Athlete, Class Clown;
- **Drug Use:** Freedom From Home, Impact on School, Struggle to Change, Continued Use;
- **Academic Expectations:** Capable But Undisciplined, Needs Choice and Variety, "It's About the Teacher", Stilwell Did Not Work.

Welsh's strategy of using comparative categories allows for cross case analysis and a conventional analytic strategy in qualitative research. However, it is her use of several sub-themes or sub-categories that illustrate the complicated realities that Bailey and Tom live. This approach is thus simultaneously a demonstration of 'otherness' in the text, and a teacher-researcher striving to both establish and bridge that otherness. At one level, the identification of the categories practically overwhelms the reader, but this is exactly the point that Welsh is attempting to convey—that each student cannot be reduced to simple and obvious categories. Superficially, the students fulfill a stereotype of failing high schoolers; in this way, they are easy to understand. The multiple sub-categories, however, undermine this categorization as an easy, straightforward process, by revealing insider detail of their troubled lives. This allows Welsh in her writing to present the 'Other' as other and complicated. Otherwise she fails according to her own practitioner goals of "hearing stories" and the goals of research. Oversimplification of the students' experiences as general categories does not enable Welsh to imagine how she may deal with either student in particular or imagine the ways she or other practitioners can see and deal with similar though unique students in other settings.

How is the self represented? How is the relationship represented? Welsh's roles as researcher and teacher are intertwined characters in her own story. Yet throughout, her writing shows a concerted effort to achieve distance from her relationships. She does not ignore or diminish relationships with Bailey and Tom. She acknowledges them, and her own

pedagogical closeness to her students but from the outset, seeks to "step back" such that she might more clearly see her students and hear their stories. She is simultaneously inserting her Self, showing the reader through her eyes what she knows relationally and pedagogically, while at the same time seeking to remove her Self for the purpose of analysis. She addresses this bluntly in her methods section, when she says that "[a]s the researcher, I wanted to remove myself as much as possible from the role as teacher when interviewing Bailey and Tom" (p. 42).

She furthermore connects her research methods to her problem of practice, speaking as much to herself as to her audience:

> I am taking an insider point of view because I want to understand Bailey's and Tom's perspectives as the mildly marginalized students. I want administrators and teachers to see the students' perspectives so that change can be made that benefits the student, not punishing the student in an attempt to gain conformity in an institution that is at odds with the students' needs. It is important to note that there are multiple realities at work and these realities must be recognized and accepted. (p. 43)

This is as much a normative statement as it is methodological. Embedded in this writing is an inherent sense of otherness, imploring the reader to see that there are differing perceptions and "multiple realities." Welsh positions practitioner and researcher as a single self, not merely "two roles" she must reconcile. She goes on to say:

> I have little or no control over how Bailey and Tom act or respond to school and I am trying to answer how they see schooling. This method allows me to investigate a contemporary phenomenon within its real-life context [emphasis in the original]. (p. 43)

As Swidler, Welsh's dissertation advisor, looks at this work from the perspective of Welsh's dissertation advisor, it is at one level a highly congruent and functional kind of dissertation for a CPED doctoral student who is a classroom practitioner. Welsh has access to the students who are her research participants, and the students are already a part of her professional life. She has a relationship with them; she does not need to form a relationship with them, "gaining entry" and "establishing rapport" as ethnographers are fond of putting it. She does, however, need to form a relationship with them as a researcher within her Self as a practitioner. Welsh is making an inquiry not simply to "check for understanding," or similar assessments that teachers do as they make their way through a curriculum. Rather, this is more like "talking among friends" so that she can better understand those Others who have been right in front of her. In this way, this perspective is an inversion of the old ethnographic challenge of "making the strange familiar." Welsh has the task of making the familiar strange in order to see, know, and eventually appreciate the individual stories Bailey and Tom bring to school with them.

This kind of dissertation requires a literary sensibility rather than a technological one to fully appreciate the nuances underlying Welsh's writing. Making the familiar strange is what the Russia Formalist literary critics long ago called "defamiliarization" (see Shklovskij, 1998). Welsh has research goals, to be sure, but she is forced to compose a narrative with characters with whom she herself is engaged as the narrator. At the same time, she cannot avoid the reality that she is a character in her own story of two students, such that the writing is an example of a situation where insider is meeting insider, rather than outsider encountering insider. The underlying tension raises the point that the writing cannot be a story about her alone. Welsh's overall point, or thesis, is that resisting students have trouble in school, have personal and academic histories that are troubling, and they engage in behaviors (especially drug use) that are self-defeating. These are not unknown in the sociological scholarship in education. And "otherness" is a well-worn discourse in educational studies. As a CPED dissertation—addressing practitioner inquiry and inquiry of practice—the piece puts a new and endlessly useful take on these old forms. Welsh's dissertation is from the deeply embedded insider perspective that she must compose this story of two students to help educators and herself see them in new ways.

Discussion/Conclusion

Overviews of how each of the University of Nebraska-Lincoln CPED students wrote about Self and Other, as illustrated in their writing about their changing understanding of their problem of practice in relation to their sense of identity as educator and researcher, provide insight into the potential of participation in the CPED EdD program in contributing to shaping a sense of professional knowledge and identity. Knowledge gained about the students' journeys through the program, as documented in their dissertation writing, provides faculty insight into the kinds of professional learning these doctoral students experienced through focused attention researching their problems of practice. Dissertation writing reveals: struggles students experienced as they negotiated a research relationship with colleagues and students with whom they worked; struggles to document their learning and professional growth in a written format when their learning about their problems of practice revealed complex relationships that could not be easily conveyed; and struggles to come to terms with their deepened understanding of their problem of practice within their education settings when this enhanced awareness of the complexities was not necessarily understood or appreciated by the researchers, themselves, or their colleagues as professional progress or expertise.

Researching and then writing about aspects students had identified as problems of practice in their particular education settings became understood to be much more complicated than initially realized. Although some of the students initially thought of their research as a means of iden-

tifying practices that would enhance efficacy in their work, their thinking, as reflected in their writing in their dissertation, revealed a more nuanced and complex understanding of ways in which their problems of practice were shaped by and influenced features within and beyond their education contexts. In one sense, this reflects a traditional function of dissertation research—a deepening of knowledge to better explain and interpret their problems of practice, rather than trying to "solve" the problems through application of knowledge.

Cochran-Smith and Lytle (2009) assert that "advising practitioner research dissertations creates a thorny, albeit rich, context for interrogating some of the questions in the larger debate about the nature of research, the nature of practice, and relationships between the two" (p. 105). The burden of negotiating self and other takes on heightened value in the CPED dissertation. Even in the most nuanced of conventional qualitative research, the researchers remain outsiders negotiating their relationships as outsiders. Those selves occupy space outside and prior to the research. The CPED doctoral student selves are inside both spatially and temporally in the research. This is both a complicated burden and unique resource for research that the dissertation advisor must also reconcile and guide.

As we examined the dissertations featured in this article, we realized the extent to which they could be presented as a unit of analysis to reflect upon programmatic goals for doctoral work geared toward education professionals. Although dissertations did not provide a comprehensive look at students' experiences through their entire doctoral program, they did provide a glimpse of the students' understanding of their work during a particular period of time as they researched their problem of practice and wrote their dissertations about this process. Each of the dissertations reveals ways in which doctoral students' understanding of their problem of practice was deepened through their dissertation research, and ways in which the students examined and reflected upon their dual role as both educators and researchers to come to a conclusion of how this intersection of experience was highly complex. In this way, the process of ongoing interaction with our students about their problem of practice and supervision of writing about their work of examining these problems highlighted for faculty ways in which dissertation work might be considered an example of a "laboratory of practice." Reflecting upon the experience in this way highlighted for faculty the potential for learning about the needs of their students through examination of this work, and an enhanced awareness of challenges of supporting the development of a researcher identity in EdD students in ways that would enrich their growing understanding of their work in their professional communities.

This work also highlights for faculty the potential for mentorship of students through supervision of dissertation research and writing. Cochran-Smith and Lytle (2009) describe the relationship between dissertation writer and supervisor in the following way:

> We see practitioner inquiry dissertations as a site of generative struggle and the mentoring process as a "pedagogy of not-knowing" (Lytle & Cantafio, 2007). This speaks to the profound reciprocity of the mentoring process, an organic relationship that intentionally disrupts the expert-novice distinction and, from its inception, displaces the hegemony of the university. Mentoring practitioner dissertations, then, becomes a form of learning that is more than paying close attention to graduate students. It involves reimagining and renegotiating both the dissertation and relationships with dissertation writers in ways that destabilize the fixed boundaries of research and practice and create spaces for radical realignment and redefinition. (p. 107)

Revision of the EdD program under the CPED framework pushed us as faculty to reconsider the purposes and expectations for doctoral dissertations. Students completed dissertations in partial fulfillment of requirements for the EdD program. Given that this work offers a look at how students experienced their program and challenges they encountered in the process, insights gained by faculty through examination of students' written documentation about aspects of the program may be used to inform our understanding of how we might support their professional growth through changes and further development of the program. Viewed in this way, student dissertations offered faculty a means of examining the extent to which supervision of student research and writing was adequate in supporting students to meet programmatic goals identified by faculty as they developed and implemented the revised EdD program, and highlighted aspects that need to be taken into consideration with future cohorts of EdD students.

End Note

[1] This name is a pseudonym.

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TOWARDS BEST PRACTICE IN ETHICS EDUCATION FOR SCHOLARLY PRACTITIONERS OF LEADERSHIP: AN UNDISTORTED VIEW OF REALITY

While it is reasonable to surmise that the vast majority of leaders, regardless of whether they are educators in the broad sense of that term, exercise their leadership in accord with sound ethical principles, the regular instances of exceptions to this rule highlight the importance of incorporating the study of ethics in leadership programs. Recent instances of leaders who have acted unethically in educational settings attest to the critical role of ethics education in the education doctorate (EdD). The scholar practitioner emphasis of the EdD envisaged by the Carnegie Project on the Education Doctorate (CPED) warrants an approach to ethics education that integrates collaborative action learning, field-based learning, and reflection. This article describes an endeavor to implement best practice in ethics education in a CPED-inspired EdD program, given that the essence of such best practice entails exploring and promoting an undistorted view of reality.

Bass (1990) referred to leadership as being supported by mythologies, which he defined as "plausible and acceptable explanations for the dominance of…leaders and the submission of…subordinates" (p. 3). Both "plausible" and "acceptable" depend on the perspective of the subordinates, and Bass went on to assert that "the greater the socioeconomic injustice in the society, the more distorted the realities of leadership—its powers, morality and effectiveness" (p. 3). To highlight the point that Bass made about socioeconomic injustice and distorted realities, and to open this article with a broad perspective, consider the weekend of December 17–18, 2011, which saw the death of two major leaders on the world stage. Both could be said to have engendered mythologies associated with their leadership, but they presented a stark contrast in terms of ethical leadership: Vaclav Havel (died Dec. 18, 2011) and Kim Jong Il (died Dec. 17, 2011). Madeleine Albright, former United States Secretary of State, reflected on Vaclav Havel as

> the most amazing man in terms of being the combination of somebody with massive moral authority, great courage for having espoused the concepts of democracy, freedom throughout a very difficult communist period, a very modest man, and somebody with a fabulous sense of humor." (Woodruff, 2011, ¶14)

United States Senator John McCain extended Kim Jong Il his best wishes for a warm corner of Hell, together with Bin Laden, Hitler, and Stalin (Santarelli, 2011). McCain's low opinion of Kim's leadership was founded

on the reality that "for more than six decades, people in North Korea have been consigned to lives of dire poverty and cruel oppression under one of the most totalitarian regimes the world has ever known" (Santarelli, 2011, ¶2).

The ethical transgressions of contemporary leaders in educational settings pale in comparison with the distorted view of reality of the political leaders referred to by McCain and other even more current political leaders, but Bass's (1990) invocation of mythology in relation to the dominance and submission roles is just as compelling in the educational field as it is in the world of politics. For example, take the case of the former Staff Sergeant who used his rank to enforce a code of silence about his sexual assaults among the trainees in the Air Force training program (Dao, 2012). His egregious behavior could be framed in terms of his oversubscription to his own mythology. The same could be said of the former Assistant Football Coach at Pennsylvania State University, or the Cardinal of the Catholic Church who, prior to his retirement, "insisted a case (of child abuse) be kept quiet so as not to … 'open up another firestorm'" (Siegel, 2013, ¶3). In each of these instances, individuals in broadly defined dominant educational roles evinced by their unethical conduct a distorted sense of reality.

Scholar Practitioner Leaders and Reality

The concept of the scholar practitioner is integral to the Carnegie Project on the Education Doctorate (CPED) perspective. Briefly, CPED was developed to facilitate the work of institutions who wish to reclaim the education doctorate (Shulman, Golde, Beuschel, & Garabedian, 2006). Perry (2012) cited the lack of consensus among universities about the distinction between their PhD and EdD programs as a factor that contributed to the EdD "being referred to as a PhD-lite" (p. 42). The CPED initiative encouraged schools of education to "develop preparation programs for those who wish to become leading scholarly practitioners with skills that better align with the needs of PK–20 schools" (p. 43). The scholar practitioner is one who values both academic knowledge and the ability to integrate academic knowledge and practice. The balancing of this dual emphasis demands a pedagogical approach that privileges reflection, action learning and field-based learning.

This article outlines the contours of best practice in ethics education, as implemented in an ethics course that was tailored for integration into a CPED-aligned EdD program. The first of the three sections of this article provides an overview of the context of the ethics course in the program in question. This context is important because the course is context-specific, and the pedagogical approach that was adopted emerged from the program context. The second section of this article provides an overview of the course itself. This overview highlights the key components of the course. Each component will be described briefly, followed by a short explanation of the rationale for adopting that component. The third and final

section of this paper provides insights into the effectiveness of the design from its early implementation stage.

Section 1: Course Context

The ethics course that is the focus of this article was tailored for integration into a CPED-aligned EdD in the Educational Leadership Department at Virginia Commonwealth University (VCU). As mentioned above, under the CPED initiative, the EdD is envisaged as focused on those who wish to become scholarly practitioners in PK–20 environments. However, a conscious decision was made early in the discussions about establishing the VCU EdD program to broaden its scope. Consequently, the VCU EdD program was specifically designed to address educational leadership writ large. A corollary of that decision was that the EdD would not be designed in keeping with the stipulations of any endorsement requirements at the PK–12 level.

Given that this was a terminal degree program in leadership that was not oriented to endorsement, it was made clear to all potential participants that they were expected to provide evidence of the effectiveness of their current educational leadership at the time they applied by means of a portfolio of leadership artifacts. As a result, a wide diversity of educational leaders were accepted into the EdD program, including sports leadership educators, mid-level college administrators (for example, in admissions and student affairs), community college faculty, and educators working in both commercial and not-for-profit leadership positions—in addition to PK–12 school leaders. Further, it was made clear that the EdD was focused on the refinement of the existing leadership skills of participants whose intentions were to remain as practitioners, and that VCU also offered a PhD strand in Educational Leadership for those whose career plans involved teaching at the college level. The presence of a wide diversity of leadership perspectives enriches the discussions as participants contribute from their distinctly different experiential bases. The presence of such a rich experiential base necessitates that, in designing courses, one has to be vigilant not to revert to a PK–12 mindset, and to avoid overreliance on well-trodden but specifically PK–12 paths—especially as this program is housed in an Educational Leadership Department.

The title of the ethics course that fits this context is *Frameworks for Decision-making: Ethical Perspectives.* For convenience, I will refer to it in the following as *Ethical Perspectives*. As its full title indicates, in the context of this course, ethical perspectives are regarded as an essential element of a well-considered decision-making process. The companion course to *Ethical Perspectives* that participants take in the same semester of the EdD program is entitled *Frameworks for Decision-making: Legal Perspectives.* Hence, ethical and legal perspectives are presented as integral to leaders' decision-making processes. The EdD program commences

in the summer, and the two Frameworks courses are taken in the spring semester of the first year of the three-year, cohort-based program.

EdD Program Signature Pedagogies

Active learning, field-based learning, and reflection are prominent among the range of pedagogies that we employ in the EdD. In the CPED terminology, these are among the VCU EdD program's signature pedagogies (Shulman, 2005). According to Shulman (2005), signature pedagogies are "pervasive, routine, and habitual" (p. 22) ways of teaching. Shulman went on to assert that signature pedagogies are important because doing complex things like teaching "habitually in routine ways liberates the mind to concentrate on other things" (p. 22). For example, grand rounds is a signature pedagogy in the education of future medical doctors. Once the processes associated with grand rounds become routine, the mental resources of the participants can concentrate on what is to be learned in that context. Further, signature pedagogies, Shulman declared, heighten student engagement, raise student motivation to exhibit high-quality engagement, and endure because they succeed in all of the above, although "nearly all signature pedagogies need repair" (p. 22). Repair is needed, Shulman suggested, because signature pedagogies tend to be effective in instilling either habits of mind, habits of hand, or habits of heart, but not all three. Effective practitioners, Shulman proposed, exhibit all three habits. In the VCU EdD program, the repairs are carried out by regular co-teaching and collaborative review that encompasses consideration of alternative and complementary pedagogical approaches.

Alignment with CPED Focus on Equity, Ethics, and Social Justice

The final contextual consideration in this section concerns the role of *Ethical Perspectives* in terms of CPED Principle 1 which focuses on the preparation of leaders who propose solutions to complex problems of practice from the perspective of equity, ethics, and social justice (CPED, 2009; Perry, 2012). This program is offered at a university that is situated in an urban environment in a city in which the need to embrace all three CPED Principle 1 perspectives in addressing problems of practice is evident. From the earlier discussion of the value ascribed to ethical and legal frameworks for decision-making, and the sociopolitical history of the urban environment, the VCU EdD program goals include:

Goal 3. To explore the ramifications for leaders of legal and ethical frameworks for decision-making.

Goal 4. To enhance participants' leadership communication skills, particularly in the contexts of advocacy for social justice and equity.

Goal 5. To initiate participants into the university's research community and scaffold their growing expertise as researchers who can relate their findings to problems of practice.

Goals 3, 4, and 5 highlight the alignment of the EdD program with the first CPED principle. Goals 3 and 4 are particularly relevant to the study of ethics, and Goal 5 implicates the focus on decision-making to address problems of practice—which are the situations that inevitably arise to challenge the smooth implementation of the policies or the intentions of leaders.

The opening statement of the VCU EdD Program Handbook expands on the program goals, and is included in the Appendix for reference. Also included in the Appendix is an excerpt that outlines the Capstone Process (see Section 2). These excerpts are not contiguous in the Handbook, but are combined in the Appendix for convenience.

Section 2: Key Course Components

The key components of *Ethical Perspectives* include (a) grounding the instructional environment in a robust conceptual framework, (b) utilizing the Spangler Ethical Reasoning Assessment (SERA) to explore the range of preferences for ethical reasoning present among the participants and enhance the salience of ethics, (c) employing Socratic circles in the analysis of ethical dilemmas and cases, (d) referencing current examples to enlighten the discussion of abstract ethical concepts, (e) arranging home-based discussions of ethical issues prompted by movies, (f) private journaling focused on individual ethical conundrums, and (g) a performance arts-based culminating project.

Robust Conceptual Framework

The importance of developing a teaching and learning environment around a robust conceptual framework is not unique to the teaching of ethics. However, it is particularly relevant to teaching ethics because in the absence of such a framework ethics may be reduced to a sharing of opinions along the lines of what is plausible or acceptable (Bass, 1990).

The Multiple Ethical Paradigms proposed by Shapiro and colleagues (Shapiro & Gross, 2008; Shapiro & Stefkovich, 2011) was adopted as the framework for *Ethical Perspectives*. Shapiro and colleagues built on the three ethics of justice, critique, and care proposed by Starratt (1994), adding a fourth element: the ethic of the profession. Shapiro and colleagues envisaged these four ethics as distinct but related perspectives that prompt reflection upon the ethical dilemmas of leadership. Each of the four ethics engenders a set of complementary questions around a specific instance or problem of practice. For example, "is there a policy that is appropriate in this instance?" (ethic of justice), "who devised that policy?" (ethic of critique), "who will benefit from any decision I make?" (ethic of

care), and "how should a competent professional act in this instance" (ethic of the profession). The Multiple Ethical Paradigms are depicted as four overlapping ellipses, as shown in Figure 1.

Figure 1. Four distinct but overlapping ethics constitute the Multiple Ethical Paradigms framework (Shapiro & Gross, 2008, p. 7).

The four ethics frame a systematic approach to the reflection upon and discussion of complex ethical issues, while in no way confining the discussion. In fact, the nature of the questions that arise from each of the ethics suggests the exploration of broader perspectives. For example, asking who devised a particular policy suggests consideration of the perspectives of critical race theory or feminism, and asking who will benefit from the particular policy may fuel a discussion of the intended and unintended consequences of policies and the social justice implications of policies. Another advantage of the four ethics is that they are highly accessible. Participants have an inherent sense of the key terms ("care," "critique," "justice," and 'profession") that precedes the enriched understandings that emerge from reflection in the context of the *Ethical Perspectives* course.

Rationale for Adopting. Writing in the context of educational administration, Foster (1986) wrote that "each administrative decision carries with it a restructuring of human life: that is why administration at its heart is the resolution of moral dilemmas" (p. 33). Shapiro and Gross (2008) quote Foster's sobering assertion in making a compelling case for their utilization of the four ethics to analyze moral dilemmas in the safe environment of the classroom. Shapiro and Gross's intention, and the intention of Ethical Perspectives, is to build leaders' reasoning competence prior to their encountering complex ethical issues—to facilitate the emergence of a personal "filtering process (that) provides the basis for profes-

sional judgments and professional decision making" (p. 33). The four ethics frame was embraced as the ethical framework for Ethical Perspectives in the belief that this framework provides a structure that facilitates participants' reflective developing or refining of their ethical filtering processes.

The Spangler Ethical Reasoning Assessment

The Spangler Ethical Reasoning Assessment (SERA) is a newly developed, self-administered preference survey that distinguishes among respondents' preferences for six distinct ethical reasoning approaches. The six approaches are conceptually situated at the extremes of three continua according to the preferred orientation of each respondent's ethical reasoning: (a) rules orientation: applier vs. situationalist; (b) individual/group orientation: individualist vs. communitarian; and (c) calculations/relationships orientation: calculator vs. relationalist (H. Spangler, personal communication, February 2, 2013). The six preferences correspond to established approaches to ethical reasoning. For example, the applier vs. situationalist continuum references univeralist/rule-based ethical approaches such as deontology and consequentialism.

> The individual respondent to SERA benefits from reflecting on the strengths and challenges typically associated with his/her preferred ethical reasoning approach. For example, for a respondent who is a strong applier, the strengths are proposed as including consistency, advocating for similar responses to similar situations, and the ability to anticipate (and hence alleviate) issues that may arise from inconsistencies. Challenges for a strong applier may include being inflexible, being removed from the concerns of individuals in a particular situation, and being overly concerned with hypothetical situations. (H. Spangler, personal communication, Febuary 2, 2013)

Rationale for adopting. Spangler has found that, of the 1500 respondents to the SERA so far, "most show a preference for employing one or two of the six types of ethical reasoning," and an aversion to some of the others (H. Spangler, personal communication, February 2, 2013). Spangler's expectation is that "employing all six methods produces more carefully reasoned decisions and resolutions to dilemmas (e.g., the individual is less prone to pitfalls, such as confirmation bias)" (H. Spangler, personal communication, February 2, 2013).

The SERA is well aligned with the Multiple Ethical Paradigms approach (Shapiro & Gross, 2008) that constitutes the conceptual framework for this course. For example, the ethic of justice relates closely to the rules orientation continuum of the SERA. Participants' knowledge of how their individual ethical reasoning preferences potentially incline their issue-based responses is invaluable in their diverse leadership contexts as well as in the context of the team-based EdD capstone project.

Furthermore, the insight into personal ethical decision-making preferences complements the empirical knowledge of self that is developed in other courses in the program by the Myers-Briggs Typology Indicator and the Learning Connections Inventory.

Socratic Circles

The discussion of cases and ethical dilemmas brings to light the ethical issues that confront and sometimes confound practice (Shapiro & Stefkovich, 2011). One fruitful way of structuring the discussion of cases is the Socratic circle (Copeland, 2005).

The Socratic circle also supports the Multiple Ethical Paradigms approach (Shapiro & Gross, 2008), and is an easily implemented protocol that encourages extended reflection among a group of participants who come to the Socratic circle having already read and formed opinions on a particular case. In brief, participants are assigned to one of two groups that then form two inward-facing concentric circles. The members of the inner circle proceed to discuss the case, following rules that the instructor stipulates. For example, inner circle participants could be requested to utilize one of the Multiple Ethical Paradigms in their discussions. Procedural rules could include an expectation that after one of the inner circle participants has spoken, he/she should wait until two other inner circle participants have spoken before speaking again.

Once there is agreement among the group members regarding the ground rules, the participants in the inner circle proceed to discuss the case while the outer circle participants listen and closely observe the discussions without interrupting. After the inner circle discussions have gone on for a designated time (15 minutes goes very swiftly in this format), the participants in the outer circle discuss (for a comparable time) what they heard and observed, while the participants in the inner circle listen and observe without interrupting. Participants may then change places (so that the original inner circle members are in the outer circle) to discuss the same or a related issue that may have emerged in the initial discussion. Debriefing includes inviting the participants to reflect on their learning in the Socratic circle—both in terms of learning about the case or dilemma and about their own interaction in this environment.

Rationale for adopting. Copeland (2005) provided a list of academic and social skills the development of which he attributed to the implementation of Socratic circles in a high school environment. Among the academic skills were critical thinking, creativity, critical reading, speaking, listening, writing, and critical reflection. The social skills that Copeland listed included team-building skills, conflict resolution skills, and community-building skills. All of these skills are highly valued in the context of a doctoral program—especially one that culminates in a team-based capstone project.

Current Examples

Sandel (2009) highlights the value of hypothetical cases and moral dilemmas in that they "remove the uncertainty that hangs over the choices we confront in real life" (p. 24). This simplification is helpful in bringing to light the underlying fundamentals of the case or dilemma. Shapiro and colleagues (Shapiro & Gross, 2008; Shapiro & Stefkovich 2011) discussed the advantages of engaging program participants in the writing of their own scenarios to illustrate particular ethical principles. In writing their own scenarios, participants are requested to de-identify the participants and change appropriate circumstances to preserve anonymity.

Removing some of the uncertainty of real life assists participants in coming to grips with the ethical principles involved; however, it makes hypothetical cases "imperfect guides to action" (Sandel, 2009, p. 24) in the turmoil of the real world. One of the more wrenching contemporary moral dilemmas that Sandel invites his readers (and the students in his class) to consider is Lutrell's (2007) first-hand account of an ethical dilemma that he faced in Afghanistan as the leader of SEAL Team 10. Lutrell's decision to lead his team to a compassionate decision with respect to two Afghan farmers (and a fourteen year-old boy who was with them) led to the death of his three comrades and the sixteen potential rescuers who were killed when their helicopter was shot down. The poignancy and currency of this example commands attention as effectively as it defies easy concurrence. Lutrell's own verdict on his action: "It was the stupidest, most southern-fried, lamebrained decision I ever made in my life" (p. 206).

Less dramatic but no less harrowing in their consequences are the unfortunately abundant instances of contemporary leaders who wrestled with dilemmas with varying degrees of success. Perplexing examples of prominent philanthropists who appear to have been unethical in some areas of their lives, even while apparently doing much good work, would seem to be fanciful if they were not real (for example, in the field of education, Greg Mortenson). Real world examples are particularly informative, since they defy simplistic analysis and are prone to be complex and even improbable. As Shakespeare wrote, "There are more things in heaven and earth, Horatio, Than are dreamt of in your philosophy" (Hamlet Act 1, Scene 5, 166–167).

Rationale for inclusion. There is clearly a place for hypothetical discussions and engaging with conventional materials (for example, Kohlberg's [1973] venerable examples), but failing to move beyond "Heinz's dilemma" to address the complex ethical challenges that face individuals in the contemporary world relegates ethics to the museum. The contemporary environment is replete with ethical challenges, and it is these contemporary challenges which graduates from the EdD program either have or will face. Current instances demand attention, and emerge from a wide range of occupations that parallel the occupational diversity among the participants.

Movie-based Discussions

Johnson (2012) proposed utilizing feature films to encourage course participants "to (a) identify the important ethical principles portrayed in the film, (b) analyze and evaluate how the characters respond to moral dilemmas, and (c) draw ethical implications and applications from the movie" (p. xii). Both because the regular class meeting location was not a good venue for movie viewing, and because scarce class meeting time precluded the viewing of a movie, participants were encouraged to organize themselves into groups and settle on a convenient time to gather at one of the group member's house and view and discuss a movie with strong ethical implication. The suggested movie was *Doubt* (Costas, Roybal, Rudin, & Shanley, 2008), and this discussion will focus just on it. Although *Doubt* is entirely fictional, the situation it depicts comes uncomfortably close to the reality experienced by parishioners of a number of churches both in the U.S. and elsewhere.

Doubt is particularly well suited to analysis from the perspectives of the ethic care and of the profession, as both the protagonists are church ministers who interact in an educational setting. *Doubt* lives up to its name by refraining from making it clear to the viewer whether the male church minister deserves the suspicion and animosity of the female principal of the adjacent church-affiliated school. The principal is determined to get the minister transferred because of her suspicion of his unethical conduct, and to act unethically to do so, if that is what it takes. Ethical behavior and truth are both casualties as the two protagonists vie for power. *Doubt* ends with a pyrrhic victory for the female principal who is left to ponder if her profession has lost its relevance. Strong acting performances highlight the stark ethical dilemmas confronting all the main characters, and typically elicit strong reactions among the viewers.

Rationale for inclusion. *Ethical Perspectives* encourages participants to take a rational approach to making ethical decisions, but resentment, prejudices, personal dislikes, and a range of human emotions have a way of distorting reality. It is important that participants consider the impact of emotions on their ethical reasoning processes. *Doubt* is a movie that defies viewers to remain objective. It raises issues of gender roles in established religion, as well as exploring the conspiracy of silence that facilitated the perpetration of much evil by those who were entrusted with the care of children. From their childhood, movie-viewers have learned to suspend disbelief and become immersed in the events that are played out on screen. Effective movies invite viewers to identify with some characters and/or be repelled by others. In the context of *Ethical Perspectives,* experiencing vicariously the characters' ethical dilemmas brings home the personal turmoil that accompanies uncertainty in a context where the personal stakes are high. Participants are invited to host a small group of colleagues for the movie night. The expectation is that a small, personalized social setting will

enrich the discussion of the issues that follows the viewing of the movie. Experience has shown that this is most emphatically the case.

Private Journaling

English and Gillen (2001) overviewed the previous eight chapters in an edition of *New Directions for Adult and Continuing Education* focused on "the challenges of implementing journal writing" (p. 87), and asserted that

> journal writing is an important part of the teaching and learning process; it is central to the reflective practice approach of adult education and a good way of keeping track of the development of ideas and of monitoring works in progress. (p. 89)

English (2001) drew attention to potential ethical issues related to the interface between personal and professional issues in journaling, and practical issues related to assessment. In terms of the former, particularly in a course on ethics, it was decided that the best way to avoid potentially inappropriate levels of self-disclosure (see Boud & Walker, 1998) was to make it clear that the journals themselves were not going to leave the control of the participants (literally or virtually—many of the participants preferred to establish digital journals), but would be reviewed in the context of a face-to-face discussion with the instructor. Participants were required to discuss the salient points of their journals directly from their hard-copy or digital format.

In terms of assessment, participants were told that commitment to the task (quantity) would be judged as the instructor visually scanned (without reading) the hard-copy or digital pages in the discussion context, and that quality would be assessed according to Hatton and Smith's (1995) framework. Hatton and Smith proposed four levels of reflective writing, paraphrased as:

Level 1: Writing is descriptive, not reflective. For example, of events that occurred without explanation.

Level 2: Writing describes events that took place and provides some explanation and considers alternative courses of action.

Level 3: Writing manifests dialogic reflection, including stepping-back from an event in order to think about various alternatives, possibilities, and courses of action.

Level 4: Writing exhibits critical reflection by showing an awareness that events are influenced by multiple historical antecedents that occurred in a particular socio-political context.

These provisions honored the strength of Brookfield's (1995) assertion that the material that participants write in journal entries defies assessment, and the approach of Dewett and Gruys (2007) who reviewed, but refrained from assessing, participants' journals in their MBA course

focused on creativity. In the VCU EdD case, it was felt that the process that was followed provided grounds for appropriately rewarding different levels of engagement with the journaling task, while demonstrably respecting the confidentiality of the material.

Rationale for inclusion. The School of Education in which the Educational Leadership Department and the EdD are housed prominently features the nurturing of reflective practitioners in its Mission Statement. Consequently, based on English and Gillen's (2001) assertion quoted at the start of this section, journal writing in the EdD program is clearly well aligned with the global aims of the School.

Hiemstra (2001) declared that "there is considerable evidence of the tremendous benefit possible through a journaling technique" (p. 25). Hiemstra cited Progoff and his colleagues' work that commenced in the mid-1960s, and the work of subsequent advocates as support for the use of a potentially beneficial tool that accords with the content and context of the course, and that, according to Hiemstra, "remains underused as a teaching and learning tool" (p. 19).

Performance Arts-based Culminating Project

Bagley (2009) explored the role of performance art in breaking away from the conventional "ways in which (qualitative and educational ethnographic) data can and should be generated, analysed (sic) and, in particular portrayed" (p. 283). Bagley cited the work of poets, dramatists, creative fiction writers, and dancers who incorporate arts-based approaches into the process of generating, collecting and analyzing data, not just in reporting the products of research. Bagley highlighted an extended quote from Law and Urry (as cited in Bagley, 2009):

> social science has yet to develop its own suite of methods for understanding—and helping to enact—twenty-first century realities…methods have difficulty dealing with the sensory—that which is subject to vision, sound, taste, smell; with the emotional—time-space compressed outbursts of anger, pain, rage, pleasure, desire, or the spiritual; and the kinaesthetic (sic)—the pleasures and pains which follow the movement and displacement of people, objects, information and ideas. (pp. 403–404)

Cahnmann-Taylor and Souto-Manning (2010) and Pettiford-Wates (2012) have utilized performance-arts approaches in higher education contexts that raise ethical issues. Cahnmann-Taylor and Souto-Manning (2010) coined the term "scholartistry" to describe their melding of critical pedagogy with the Theater of the Oppressed in empowering teachers to foster positive change in multicultural settings. Pettiford-Wates utilized performance arts to explore highly charged concepts like racism in the higher education setting.

Dupuy and Taft (1995) highlighted "the importance of theatre as an educational tool" (p. 39) in describing their approach to ethics in business education which used a highly edited version (30-minutes long) of Durrenmatt's (1956/2011) *The Visit.* Dupuy and Taft (1995) asserted that their program immersed "student actors and participants in the examination of ethical issues and their personal value systems" (p. 39). In the VCU context, teams of six EdD participants were set the task of agreeing on a concept, then writing, casting, directing, and performing their own 10- to 15-minute plays. The assessment rubric made it clear that theatrical refinement was not the aim, but rather the depiction of a field-based dilemma and the analysis of it in the context of an ethical reasoning approach. The degree of immersion with the participants' personal value systems was heightened as a consequence of the requirement that they collaboratively create their own plays.

Two aspects of Dupuy and Taft's (1995) approach resonate with the VCU EdD context. First, the participants' performance involve a cast of ten actors, and an audience of 20 to 25 participants who engage in extended discussion of the play's ethical issues with the actors at the end of the play. In most VCU EdD performances, the plays were performed by six actors, who explored the chosen dilemma and the relevance of their chosen ethical reasoning approach with their spectator colleagues at the end of the play.

Second, Dupuy and Taft's (1995) performance space consisted of "a large meeting room on campus…(without) access to lighting or sound equipment…(and) setup time reduced to minutes" (p. 39). The targeted performance space in the VCU situation was a tiered, internal amphitheater, open to the public, with no lighting or sound equipment. Downplaying the production aspects of the performance frees participants to focus on the substance of the dilemma they choose to perform.

Rationale for inclusion. To paraphrase Dupuy and Taft (1995), educators have asserted that the arts are relevant to education, but the arts are invited infrequently into doctoral programs in leadership. In a TED Talk that has been viewed over 13 million times, Robinson (2006) suggested that creativity is as important as literacy. Robinson went on to declare that formal education settings educate people out of their creative capacities by creating settings in which the making of mistakes is stigmatized.

The VCU EdD approach opted not to play it "safe." My colleagues and I accepted that we could be making a mistake by choosing an innovative culminating product for Ethical Perspectives. Nevertheless, we decided to challenge the participants to collaborate with their EdD participant colleagues to extend themselves and navigate the integration of ethics and performance art. We suggested that the readiness to approach challenges collaboratively and with an open mind was a valuable characteristic for a leader.

Section 3: Evidence of Effectiveness

Section 2 succinctly described each of the seven key elements of Ethical Perspectives, and provided a brief rationale for the inclusion of each element in the course. This section features short-term evidence of effectiveness from survey responses from a subset of participants two semesters after they completed Ethical Perspectives. All seventeen participants in two sections of the EdD program who participated in EDLP 705 in spring 2012 were invited to provide anonymous, open-ended feedback on six of the key elements of EDLP 705 (SERA was not used in spring, 2012). Sixteen responses were received.

Robust Conceptual Framework

Ten of the sixteen responses contained no comment on the conceptual framework. None of the six responses indicated that the respondent remembered the Multiple Ethical Paradigm concept. Although clearly unable to reference the framework, respondents were aware that a framework was used to "present the course in an orderly manner," and was "effective" in "allowing for ease of understanding and relating to real-life situations" (three separate responses). One respondent commented on how John Rawls' ethical approach was "a fit for me and my thinking." While Rawls' perspective was not implicated in the conceptual framework, the response showed that one of the theoretical approaches in the course had struck a chord.

Socratic Circles

One response contained no comment on the Socratic circle approach. The remaining fifteen responses were uniformly favorable, and showed that respondents clearly recalled the context of the discussions. Typical comments from three different respondents included that the Socratic circles were "great for revealing complexity of applying ethical principles to real-world situations," "enjoyable…enforced the art of deep listening," and "one of the highlights. I used this with my staff. It was as good for the outer circles as for the inner circles." One respondent commented about his/her initial skepticism giving way to enjoyment, and another about how it was difficult to just listen in the outer circle compared to the "pressure to speak" when in the inner circle.

Current Examples

Four responses contained no comment on the current examples element. Again, the twelve remaining responses were uniformly favorable. Distinct comments included "we differed greatly in our opinions, but it led

to good discourse," "great practice; put concepts into less abstract terms," and "referring to international scenarios of ethical dissonance was eye-opening." This last comment is of interest, as cognitive dissonance was a major topic discussed in the class meetings. The respondent has changed the context to ethical dissonance—a subtle change which arguably indicates some ongoing reflection on his/her part.

Movie Discussion

One response contained no comment on the movie discussion element. The fifteen remaining responses were uniformly favorable. Individuals described this element as "a great exercise…discussion afterwards was enlightening…six people watched the same movie but 'saw' six different movies," "meaningful because it opened up courageous conversations against a backdrop of thought-provoking incidents," and "great…it gave us an opportunity to work as a group and get to know each other." Of particular interest in this set of comments is the remark indicating that what six people "saw" in the movie was greatly impacted by their individual differences. This is particularly salient learning for a leader in an educational environment.

Private Journaling

All participants responded to this element. Two responses were lukewarm: "not really a fan of journals," and "good in theory…our conversations led to more in-depth reflection." The remaining fourteen ranged from six positive responses (e.g., "a surprisingly enjoyable practice") to eight more enthusiastic responses (e.g., "very beneficial," "great way to ensure self-reflection and discuss insights confidentially," and "one-to-one discussion was also a highlight…really helped shape my thinking").

Performance Arts-based Culminating Project

All participants responded to this element, and all participants in these two course sections had participated in the performance arts assessment. Four responses were enigmatic (e.g., "need to focus on content instead of theater," and "content vs. costumes"), and the remaining twelve were enthusiastic (e.g., "great interactive idea," "I learned a lot…it made the ethics concepts come alive," "stressful, but absolutely fun and entertaining. I have incorporated this technique into my own teaching"). In addition to those already mentioned, three responses specifically appreciated the "creative approach to learning about ethical dilemmas."

Conclusion

This article opened by referencing Bass's (1990) concept of mythologies and the potentially reality-distorting role they play in leadership—particularly in situations permeated by imbalance of power and socioeconomic inequality. Two examples at the national level were considered. Havel was a humble leader whose view of reality appears to have been minimally impacted by his own mythology. The same could not be said for Kim Jong Il. At the more local level, instances of leaders in broadly defined educational contexts whose distorted views of reality resulted in the perpetration of much evil and subsequent national condemnation were considered. These instances prefaced a consideration of the salience of ethical education for those who graduate from a leadership program that aspires to be a cutting-edge instance of research practitioner leadership education.

At its heart, best practice in ethics education seeks to engage the habits of mind, heart, and hand. The approach delineated here seeks to specifically engage all three habits by taking a multifaceted approach to both teaching and assessment in the setting of a terminal degree program for established leaders who are highly motivated to refine their practice. By privileging active learning, field-based learning, and reflection, grounded in pedagogical approaches validated in the literature, this approach moves towards best-practice in ethics education in a CPED-inspired EdD program.

The short-term evidence of effectiveness reported in this article indicates that the components of the course appear to have validated the various rationales that warranted their introduction. In accord with contemporary approaches to refining pedagogical practices, it is hoped that by systematically laying out the practice of one CPED-aligned program, this article may spark conversations and collaborations that will repair current practice in that program and potentially move both that program and others like it further towards best practice in ethics education.

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Appendix

EdD in Leadership: Handbook Excerpts

The Education Doctorate (EdD) is a three-year, cohort-based program that admits participants who are leaders currently filling educational roles in organizations. As befits a terminal degree program, participants are engaged with authentic learning experiences and a rigorous academic program designed to facilitate the acquisition of appropriate knowledge and skills pertaining to the effective leadership of organizations with educational components. EdD participants align and refine their leadership in accord with the democratic imperative for ethical leaders who value equity and hold themselves accountable.

Program Goals

1. To foster the emergence of a learning community among the cohort participants founded on team work, and knowledge of and respect for the diversity of life and leadership experiences, talents, and perspectives that each participant brings to the program.
2. To critique foundational leadership theory and acquire research literacy.
3. To explore the ramifications for leaders of legal and ethical frameworks for decision-making.
4. To enhance participants' leadership communication skills, particularly in the contexts of advocacy for social justice and equity.
5. To initiate participants into the research community and scaffold their growing expertise as researchers who can relate their findings to problems of practice.
6. To support teams of practitioners as they refine their competence as leaders in the conduct of program evaluations for organizational clients.
7. To graduate scholar practitioners who will positively impact their leadership environments.

The program is built upon the assertion that a leader's work is contextual. To lead well, the leader must be able to make decisions based upon available information of many types, sometimes with limited time for reflection. Consequently, leaders need to be able to bring a number of analytic frames to the decision-making context—frames that support economic, legal, political, human relations, emotional, ethical, learning, and systems-thinking perspectives. At the core of the conceptual framework of this program is the conviction that leaders need to be able to access and

analyze a variety of data to inform both policy and practice–all within fragmented and contested spaces and contexts.

Organizations are rich in data. However, stand-alone data are of limited use. Data that become useful are inter-related and processed into information, which is then used to address problems of practice and promote change. The complex organizations of today constantly face adaptive challenges, and require leaders who are committed to moving from single loop to double loop thinking, and from quick fix, isolated approaches to reflective, systematic understanding. Effective leadership in current contexts is characterized by a commitment to change and a high degree of tolerance for disequilibrium.

The EdD aims to foster the emergence of scholar practitioners who manifest the leadership skills that sustain learning organizations—organizations that continually reflect and develop. Participants in the EdD are encouraged to approach problems of practice as opportunities to utilize multiple perspectives, thereby inclining the learning organizations in which they lead towards change and the facilitation of ethical, equitable, and accountable outcomes.

Historically, administrator and leadership preparation programs have focused on the transmission of content. This EdD in Leadership begins where existing programs end, with an emphasis on the leadership process involved in the acquisition of knowledge, understanding, and wisdom.

EdD in Leadership: Capstone Process

The EdD program culminates in a capstone project which engages teams of participants (3-4 participants per team) who collaborate to conduct program evaluations for organizations that have an educational component. In general, organizations develop programs to address problems of practice in their fields. Except in the case of funded programs, the evaluation aspect, while acknowledged by program administrators as crucial in providing evidence of effectiveness and facilitating the refinement of the program, tends to be overlooked in the daily focus on the myriad of details involved in making the program work.

As discussed in detail below, organizations that have an educational component are invited to submit a request for assistance (RFA) for program evaluation. Each organization's RFA designates a program administrator who will be the client for the program if the RFA attracts sufficient EdD participant interest.

At this stage, participants respond to the RFA, negotiate the scope of work with the prospective client, and conduct the program evaluation

over the fall and spring semesters. Participants work in teams on these program evaluations in a collaborative endeavor that requires them to understand the problem of practice that gave rise to the program, propose an evaluation model that best relates to the context of the program, collect and analyze data. Participants discuss an interim report with their clients at the half-way point, make revisions as necessary, and then finalize their report, formally presenting both an executive summary and a full report of their findings.

The capstone project is modeled on a typical consultancy project where:

1. Clients prepare and present a request for assistance (RFA) for program evaluation. This RFA includes:
   - The context of the organization,
   - The problem of practice which the program was designed to address,
   - The name of the client, and a brief history of the program,
   - The data that are already collected that will be made available, and the client's suggestion for further data collection,
   - The client's expectations for deliverables (beyond an executive summary and a full report).

2. EdD program capstone participants indicate the RFA on which they would prefer to work to EdD faculty. These preferences are arranged into teams (3 or 4 participants per team), and a member of the EdD faculty member is designated to Chair each team. Each team presents a scope of work memo to the client, and negotiates agreement on any issues that emerge in conjunction with the team Chair. The scope of work memo
   - Defines the scope of the program evaluation,
   - Suggests tentative key questions,
   - Suggests the program evaluation model and data collection strategies,
   - Proposes a timeline and task completion schedule, and
   - Responds to any client expectations for deliverables.

   Negotiations will be conducted between the capstone team and the client—in conjunction with the team Chair—to clarify any issues that emerge regarding the scope of work memo.

3. The EdD program capstone participants will discuss their interim findings with the client at the half-way point of the program evaluation, but will liaise regularly with their client throughout the program evaluation. Unless further deliverables are decided at the outset, each team will formally present both an executive summary and a full report at the end of the program evaluation. Each will include, at vary-

ing levels of specificity, the background to the program evaluation (focused on the relationship between the problem of practice and the program), a review of literature relating to the problem of practice, a description of the program evaluation that was conducted (including the methods used to gather data), the data analysis, the conclusions reached and subsequent recommendations.

4. The team Chair will attend the discussion of the interim findings and the final presentation to the client, with a view to evaluating the performance of the team and gathering client feedback.

Each team Chair will be assisted by two Committee members. Team participants will work with their Chair to identify two suitable Committee members. The Committee will review the team's work at the interim report stage, and periodically throughout the capstone year. At the end of the capstone, the Committee will meet formally after the formal presentation to the client to evaluate the team's performance and make recommendations regarding graduation for each of the team members.

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CPED: RESHAPING PERCEPTIONS OF THE SCHOLARLY PRACTITIONER

In this article a former Educational Doctorate (EdD) student recounts how participation in the Carnegie Project on the Educational Doctorate (CPED) acted as a catalyst for change in her perspective regarding the EdD in general and her role as a scholarly practitioner. Changes in perception influenced by CPED were aligned with the Conceptual Change Theory Protocol (CCTP), which has been proven effective in reshaping perceptions in educational settings (Gill, Ashton, & Algina, 2004; Hovannesian, 2013; MacBeth, 2000; Phillips, 1991; Ruhf, 2003). This article aligns the student's EdD and CPED experience to the CCTP protocol through four steps: (1) Revealing current conceptions;(2) Discussion and evaluation of current conceptions; (3) Creation of conceptual conflict with those current conceptions; and (4) Encouragement and guidance of conceptual restructuring to therefore build new conceptions (Posner, Strike, Hewson, & Gertzog's, 1982). Student change in perceptions of the EdD resulted in a better understanding of the purpose of the EdD, CPED principles, and role of the scholarly practitioner.

Efforts to enhance preparation of leaders in K–20 education and distinguishing the EdD as the preferred terminal degree for educational practitioners has involved many efforts influenced by CPED, the Carnegie Project on the Educational Doctorate. Influences have included better defining the attributes of a scholarly practitioner, the redesign of EdD programs, reshaping of perceptions regarding the EdD in general, research to identify change among CPED institutions, and creating a network to sustain and continue the EdD movement.

This article attempts to demonstrate CPED's influence on reshaping an individual's understanding of the scholarly practitioner by compartmentalizing the efforts of CPED into a theoretical change theory; the Conceptual Change Theory Protocol.

Conceptual Change Theory Protocol

The Conceptual Change Theory Protocol is applicable to CPED efforts based on demonstrated effectiveness in efforts to measure perceptual change in education (Gill, Ashton, & Algina, 2004; Hovannesian, 2013; MacBeth, 2000; Phillips, 1991; Ruhf, 2003). The four steps of the Conceptual Change Theory Protocol include: (1) Revealing current conceptions; (2) Discussion and evaluation of current conceptions; (3) Creation of conceptual conflict with those current conceptions; and (4) En-

couragement and guidance of conceptual restructuring to therefore build new conceptions (Posner, Strike, Hewson, & Gertzog's, 1982).

CPED efforts, institutional examples, and a student perspective will be utilized throughout the four steps to demonstrate how CPED's role has assisted in reshaping perceptions of the scholarly practitioner.

Step 1: Reveal current conceptions

Posner et al.'s (1982) protocol of conceptual change begins when change efforts create four psychological conditions, wherein an individual experiences dissatisfaction with current conceptions (referred to as perceptions in this article) and finds the new conception intelligible, plausible, and fruitful. Nussbaum and Novick (1982) rephrased this protocol to include the following four steps:

1) Reveal current conceptions
2) Discuss and evaluate current conceptions
3) Create conceptual conflict with those current conceptions
4) Encourage and guide conceptual restructuring to therefore build new conceptions

CPED revealed current perceptions of the EdD with the support of the Carnegie Foundation for the Advancement of Teaching under the leadership of then President Dr. Lee Shulman, and the backing of the Council for Academic Deans of Research Education Institutions (CADREI). Initially perceived as a PhD-lite, Shulman, Golde, Conklin-Bueschel, and Garabedian (2006) discussed this perception as presenting a public relations problem and a potential risk to schools of education "becoming impotent in carrying out their primary missions to prepare leading practitioners as well as leading scholars" (p. 26).

To demonstrate the perception of the scholarly practitioner during CPED's early period, I offer my own institution, California State University San Bernardino (CSUSB), as an example. Initially created in 2006, the EdD program followed a traditional PhD program model with slight modification. In three years, students were expected to achieve traditional milestones such as completing foundational, theoretical and methodological courses in a determined sequence. During the second year, students were expected to form committees, select their research topics, pass qualifying exams, and successfully acquiring Internal Review Board (IRB) approval for their studies. Generally, students accepted to the program were (and currently are) practicing administrators, district personnel, and K–12 or higher education teachers. An informal review of dissertations completed prior to CSUSB's CPED membership demonstrated research formats more aligned with non-practitioner, traditional based approaches.

As a CSUSB EdD student, my perception of a scholarly practitioner was unclear. Beginning the program, I was similar to other individuals who pursued a PhD or EdD for reasons of personal growth, greater employment opportunities, greater career advancement, financial reward, sense of accomplishment, and greater recognition and credibility (Martin, 2012). My goal of attaining a doctorate did not include which specific degree, PhD or EdD, I should pursue. Unable to recall the exact letters behind the names of superintendents or other practitioners I knew who held a doctorate, I initially turned to California State University at San Bernardino (CSUSB), the university I had called home for over a decade as an undergraduate, credential, and graduate student. I also contacted various other local universities to retrieve information on their educational doctorate, PhD or EdD, and found my best option to be a location close to home.

As a full-time practitioner, a junior high school English and History teacher, a commute longer than one hour would have had a great impact on my ability to prepare my lessons, grade assignments, and be involved in extracurricular activities. The impact and sacrifice on my husband and three children was also of great concern to me. Success rates amongst women with children in doctoral programs have been reported as low as 11 percent (Mason, 2012) and I longed not to fall within that statistic. Though online programs were available, I knew my need for human interaction made an onsite program necessary.

Step 2: Discuss and evaluate current conceptions

CPED's efforts to define the characteristics of a scholarly practitioner manifested during the development of a set of working principles and through discussion at bi-annual convenings and online collaborations. In addition to these developments and discussions, the receipt of a U.S. Department of Education Fund for the Improvement of Postsecondary Education (FIPSE) grant offered an opportunity to study CPED's effect on EdD programs at the 21 original (Phase I) member institutions. The FIPSE funded study included research teams visiting and conducting research throughout the country to identify the operationalization of CPED principles. This study initiated further discussion and evaluation of my perceptions of the scholarly practitioner.

At the time the FIPSE grant was received, CSUSB was a new member of the CPED consortium. The CSUSB director and faculty were receiving information regarding the CPED principles and starting to partake in CPED discussions. On campus, CPED principles were addressed at the faculty level through informational emails and brief discussion topics at meetings. At the student level, the director forwarded a program-wide email from CPED requesting applications for CPED Research Fellows to participate in the FIPSE study.

As an emerging scholarly practitioner with limited understanding of the world of academia, I recalled the word fellowship printed on business cards of medical doctors, but did not completely understand what the title entailed. Reviewing the process of applying for the Research Fellowship was a bit foreign to me and required that I stretch my self-perceived limited research experience to meet the admission requirements. As a K–12 practitioner, I had only completed small research studies in my personal classrooms and a pilot study during my EdD coursework. I did not yet align these efforts and analyzing standardized tests, interpreting student needs, and creating standard-based lessons with qualitative or quantitative research methods. To better acquaint myself with CPED and the FIPSE study, I conducted a precursory search for information online and was instantly enlightened. The CPED principles clearly defined the skills, focus, and experience an EdD program should provide a developing scholarly practitioner. To my delight, a few months after the application submission, I received notification I was accepted as a Research Fellow. Months of preparation followed that included reading, dialogue with other researchers, an overall immersion into change models and CPED's vision for the EdD, and a noticeable change in my perception of the scholarly practitioner. I soon began to better conceptualize the attributes of a scholarly practitioner, effective EdD program, and the emerging collective vision of the EdD design and emphasis introduced by CPED through the supportive consortium of universities.

Step 3: Create conceptual conflict with those current conceptions

During Step 3 in the Conceptual Change Theory Protocol, a catalyst for change or a critical situation is introduced to move an individual or organization into a status of reframing their perceptions. This article proposes the FIPSE site visits conducted by research teams were a critical situation in the process of reshaping my perceptions of a scholarly practitioner. At the conclusion of the FIPSE Grant Research Orientation, research teams consisting of a Research Fellow and a professor of member CPED institutions were formed. Each research team visited a CPED Phase I university to conduct three days of onsite interviews with individuals connected to the EdD program including dean, faculty, and students. Although critical situations may depict a painful process as individuals grapple with changing perceptions, the critical situation created by the FIPSE research team visits was both eye opening and informative to me.

Though 56 institutions were part of the consortium at the time of the visits, various degrees of understanding still existed about CPED and its goals. During my site visit, the researcher-led interviews and discussions with the dean, faculty, staff, and students assisted me in better understanding CPED principles, stimulated my understanding of program redesign, and created a greater network for discussions. As a researcher, I was

indirectly and directly made aware of the perception of the EdD degree, the understanding of a scholarly practitioner, and how EdD programs may have evolved due to CPED participation.

As a student and FIPSE Research Fellow, the site visits played a profound role in changing my perception of the scholarly practitioner. Assigned to Washington State University, Pullman (WSU), with my research partner Dr. Ron Zambo from Arizona State University, my critical situation began after meeting Dr. Zambo at the airport and sharing our backgrounds and thoughts on the study as the rolling Palouse (grassy wheat and lentil fields) of Pullman came into view through the small plane window. Old and new red brick buildings complemented the rolling landscape. The small surrounding town exuded pride for the beloved WSU Cougars.

Over the next three days, my research partner and I uncovered the elements of the WSU's statewide doctoral program that spans four campuses. During the visit, the similar and dissimilar elements of the WSU EdD program and CSUSB EdD program assisted in my own understanding of the different program structure approaches available to EdD students. In addition to the statewide logistical structure, the WSU EdD program is designed to offer students two emphases, Educational Leadership for aspiring administrators and Teacher Leadership designed to prepare K–16 teacher leaders for leadership in classrooms, schools, districts, and the larger educational policy arena. The WSU program design was one of the first items to trigger the reshaping of my own perception of the scholarly practitioner. It made sense to offer different specialties in a practitioner doctoral program just as medical programs offer specialties to medical practitioners. This realization brought a cohort member to mind. She often shared her frustration as she was forced to continuously learn about K–12 leadership when she taught in a community college. I thought of how her frustration might be eased by classes focused in higher education in addition to the foundational courses all EdD students were required to take.

In addition to a specialization focus, WSU's program celebrates the practitioner's subjective role in research through a focus on action research. I later learned, through CPED convenings and online discussions, that this focus was shared by other CPED institutions who prepared action researchers by embedding fieldwork into their courses. Such fieldwork provides experiences in solving problems of practice in and out of practical settings. As I learned more about the action research model, I aligned its components to my own pilot and dissertation studies.

As our onsite interviews came to an end, my research partner and I could not help noticing a common pattern emerging from the interviews. Though each interviewee had different, but similar, interpretations regarding the implementation of CPED principles in the WSU program and the restructuring of their program in general, there was a consensus that the most influential part of the program was an element identified as the Summer Institute. The Summer Institute consisted of an intensive on-campus

two week summer session featuring courses, studying, writing, and advising. All interviewed WSU EdD students were extremely positive and thankful for the opportunity to "get-away" from jobs, family, and outside responsibility in order to focus 100% on their research while being supported and forming relationships with faculty and fellow students. The Summer Institute's period of camaraderie and rigor was viewed by many as especially important since connectedness and focused time is often lacking an EdD program due to job and personal obligations. As practitioners, EdD students often lack the ability to "be" in the moment focused on one task such as their research studies, rather than multi-tasking day in and day out as they do professionally every day. As a result, practitioners have decreased opportunities to formulate scholarly relationships or develop an understanding of where their places are in the research process.

As my data gathering time came to an end at WSU, I longed to experience the Summer Institute and reflected on ways to include a summer institute format into my program. CSUSB is a state school with a large College of Education that encompasses a climate of commuting students with busy schedules of work and family obligations. This reality, often limits students' exposure to faculty and other cohort members outside of the classroom. During an interview with the Assistant Dean and other change agents at WSU, I proposed the idea of allowing outside students or observers to attend the Summer Institute. WSU administrators were amenable to my attending and after a few discussions related to logistics and credit, I was invited to attend the WSU Summer Institute three months after my data gathering visit.

I spent the next three months completing my CPED Research Fellow tasks and applying my new interest in action research and the CPED principles to my own program and dissertation. CSUSB faculty were very supportive and embraced opportunities for me to share CPED and WSU details with faculty and students. CSUSB also graciously supported my trip to the WSU Summer Institute in hopes of learning more about an alternative EdD format. CSUSB has since explored implementing a similar institute format due to my CPED experiences and those participating faculty.

Step 4: Encourage and guide conceptual restructuring to build new conceptions

The final step in reshaping my perception of the scholarly practitioner occurred while being immersed in the WSU Summer Institute. Arriving back at WSU for the Summer Institute, I chose to stay in the dorms to live the Summer Institute as it was intended. After a mile walk to the dorm and up three flights of stairs, I was elated to meet my roommates and floormates, all who were bright, welcoming, amazing and aspiring scholarly practitioners, like myself. I found that the WSU EdD Educational Leadership students were practicing administrators as equally passionate

about their work and their research as I was. They were excited to hear about the impact the WSU program had on me as a scholarly practitioner (and hopefully my institution) and immediately welcomed me into their inner circles. One key result of this stay was the friends-in-research community that we developed through our time together.

Our tight community spent the next two weeks battling the extreme humidity and heat by attending class, reading on the front lawn of the dorms, engaging in academic discussions late into the night, and sharing stories, ideas and books. To unwind we went to dinner, the campus gym, and even bowling, all while staying in the "zone" of completing a dissertation. No matter the subject or environment, being surrounded by likeminded people kept everyone on course and stimulated to work. During the fourteen-day institute, students met milestones appropriate for where they were in their program: forming committees, defending proposals, and writing a dissertation chapter. The pace at which we were able to complete these tasks was in stark contrast to the months of trying to catch an hour here or an hour there out of our busy schedules to work on the dissertation in practice. In addition to the student camaraderie, that spanned across specialties and cohorts, the WSU faculty were extremely accessible, meeting with students daily, attending dinners with students, or hosting meals in their own homes. Many faculty members also traveled from throughout Washington State to the Pullman campus solely to focus on the Summer Institute. Having these faculty members readily available to provide theoretical reasoning and analytical advice was vital to the steady progress and abundance of work completed during this time.

By the end of the Summer Institute, I better understood my position as a scholarly practitioner and benefited by the intensive formation of emotional, educational, and professional relationships. Having never been a "full-time" student living and experiencing life on a college campus, this experience provided me the direction I sought in understanding who I was as a researcher, what it meant to be a scholarly practitioner, and what I wanted from my EdD program.

Impact of Reshaped Perceptions of the Scholarly Practitioner

Upon arriving home with a new perspective of the scholarly practitioner intact, I longed for the relationships I had established during the Summer Institute while focusing on my dissertation research and easing back into the busy practitioner home-life, school-life, and work-life. I also went about sharing my WSU Summer Institute experiences with CSUSB faculty and students in hopes of assisting my program's own reshaping of perspectives regarding the role of the scholarly practitioner.

Institutionally CSUSB faculty and students have attended CPED convenings, supplied CPED with program information and demographics, began to implement CPED principles into courses, and engaged in commu-

nity events to discuss problems of practice. At a recent community engagement event, the President of the University, Dean of Education, faculty, students, and community members immersed themselves in discussions related to issues of social justice and educational leadership to better frame how CSUSB's application of CPED principles will take place. With the assistance and network of CPED institutions, new ideas are constantly discussed and evaluated. CPED principles have become a beginning point of dialogue for many conversations taking place in the CSUSB College of Education.

The consortium of CPED institutions nurtures new perspectives of the scholarly practitioner via an open network of individuals focused on identifying programmatic needs, skills, and research practices. Through critical discourse undertaken in various formats and bi-annual CPED convenings, a strong voice has emerged regarding the preparation of the scholarly practitioner seeking an EdD. CPED is the place where faculty and practitioner students explore new insights and ways of thinking about the doctoral preparation across educational specialties and regions.

As an individual, utilization of the Conceptual Change Theory Protocol to frame CPED efforts has helped reshape my perception of a scholarly practitioner and the EdD as the preferred practitioner doctorate. Through my CPED experience—both in my program and at the WSU Summer Institute—I now describe myself as a scholarly practitioner focused on Action Research who offers a subjective view of how to solve problems of practice. As a scholarly practitioner, my research may not always be generalizable to the entire school-aged population, but this is not a problem. Scholarly practitioners measure success in local terms through inquiry of students, classrooms, schools, and districts that are made up of diverse constructs. We engage research as a means to solve the pressing and looming problems we face each day, to create a better environment for our students to achieve their own educational journeys.

I now feel comfortable picking up the phone or sending an email to anyone in CPED knowing our common goal and language has created a bond. This bond includes individuals committed to the goal of educational reform, revitalization, and sustainability. This bond has also helped to focus my effort and support in defining the characteristics of the scholarly practitioner and provides principles for a comprehensive and rigorous terminal degree.

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THE DISSERTATION IN PRACTICE: A STUDENT'S PERSPECTIVE

This article describes the impact that coursework related to Virginia Commonwealth University's inaugural EdD program had on a public school administrator; particularly how the Carnegie Project for the Educational Doctorate's (CPED) working principles continue to play a role in solving "Problems of Practice" in an at-risk school long after degrees have been awarded. Specific examples of K–12 issues are given, along with thoughts on how the interventions put in place were influenced by the coursework, fieldwork and ultimately, the dissertation of practice which resulted from participation in Virginia Commonwealth University's inaugural CPED influenced EdD program.

Pursuing an advanced degree is not an endeavor to be entered into without considering the consequences of the actions leading up to graduation day. For the practitioner considering this opportunity, obtaining a doctorate of any sort will often take place several years into a chosen career path. Sacrifices of a personal, professional, and financial nature will have to be made, and the outcome may not be the desired one. One needs to pursue a program of this magnitude for the right reasons. Fortune and stature are not appropriate reasons.

I always knew that I wanted to pursue a doctoral degree, but had originally thought it would happen when I was closer to retirement age, and for the purpose of working as an adjunct faculty member at an institution of higher education upon retirement. However, this thought process changed once I began working as an assistant principal in a middle school environment. At the time, the role of a school administrator was making the necessary shift from building manager to instructional leader, and while my master's work prepared me somewhat for this change, I began to notice a growing need to increase my skillset. While my strengths as a practitioner included the ability to think outside the box to solve problems, my methodologies weren't always theoretically grounded. If they were, it was only because I was utilizing techniques learned from the last conference I attended. As a result, the programs I worked so hard to implement did not have a firm foundation, and would ultimately fall apart or turn out to be less than I intended them to be. While I was working harder, I was not working smarter, and those students and teachers I served were beginning to suffer for it.

When the opportunity to apply for the inaugural EdD program at Virginia Commonwealth University (VCU) was advertised, I had already made the decision to pursue an EdD over a traditional PhD. I wanted to participate in a program that would meld theory with practice through a vari-

ety of classroom projects and field experiences. The choice to attend VCU was pragmatic. It won out in the end because the chance was too good to pass up. Practitioners don't always have the luxury of putting their career or family on hold to pursue an advanced degree program. As a former graduate of VCU, I was well aware of its reputation, and the university itself is close in proximity to home and work. In addition, this cohort was established in partnership with the school system through which I was employed and was made up entirely of instructional leaders from that system.

The CPED-Influenced EdD at Virginia Commonwealth University

Faculty members within the school of education at Virginia Commonwealth University developed the curriculum for their inaugural EdD in Leadership with the potential challenges and opportunities faced by this century's educational leaders in mind. Curriculum and coursework were designed with a strong influence from the principles developed by the Carnegie Project on the Education Doctorate (CPED). Members of CPED organically created the set of "Working Principles" that would provide a strong frame for institutions to develop a CPED influenced EdD that would be the "degree of choice for the next generation of school and college leaders" (Perry & Imig, 2008). Each of VCU's EdD courses revisited components of CPED's principles that helped to guide the development of the doctoral program. Each course consisted of theoretical and practical components, often leading to fieldwork experiences or prepared presentations directly related to solving problems within the field of educational leadership. Examples of these components include:

- Participating in personality and learning style assessments including the Myers Briggs, Learning Connections Inventory, and other online modules (Initial project teams were actually assigned according to the learning styles of the cohort members);
- Reviewing and discussing a variety of case studies pertaining to current issues in the field of educational leadership;
- Conducting an analysis of the feasibility of popular mobile electronic devices for public school use;
- Providing assistance in the conducting of focus groups and interviews for the purpose of helping to determine the leadership needs of a neighboring school system; and
- Performing small-scale program evaluations in preparation for the development and implementation of the final capstone project.

Because we were from the same school system, we were given projects directly related to issues within our own divisions. For example, much of the first semester's classwork was centered on participating in a review of the system wide curriculum audit performed by representatives

of Phi Delta Kappa. Later on, the small scale evaluations mentioned in the previous bulleted section involved programs or initiatives within that same school division.

Being part of the cohort to go through Virginia Commonwealth University's first EdD program meant that we were to expect bumps along the way. "We are flying this plane while building it" was a favorite catch phrase among the faculty, and later the students. For example, when we were first accepted to the program as students, our congratulatory letter welcomed us to the PhD program, and our transcripts reflected as much. The initial proposal for VCU's EdD program released on March 4, 2008, that PhD course numbers may need to be used while courses are "submitted to the Graduate Council for approval" (Taskforce on the Ed.D. in Leadership, 2008) following that initial year. Since the class titles and numbers were not necessarily matched up properly, we as students were often unsure about what was going to be taught. Syllabi, however, were constructed to accurately reflect the intended program goals.

A Snapshot of the Coursework

Because the majority of coursework would ultimately take place in teams, first semester activities allowed cohort members to get to know one another while exploring their own strengths and weaknesses. Patrick Lencioni's (2002) *The Five Dysfunctions of a Team* was required reading and the model to address these dysfunctions was often referred to throughout the entire degree program.

In addition to the team-building activities, the concept of exploring issues through lenses of equity, ethics and social justice was introduced early, keeping CPED's "Working Principles" at the forefront. These principles would frequently resurface throughout the program, sometimes through a real-world scenario. For example, a school system in the western part of the state had gotten into trouble regarding improper standardized testing procedures for students in need of special education services. Cohort members were asked to divide into teams and analyze the situation through one of these lenses. During our second semester, the bulk of the coursework focused on addressing the issue of ethics, specifically in the realm of school administration. Principles of professional and global ethics were explored, and students were asked to develop a personal statement which embodies a code of ethics for educational leaders. In addition, the ethical lenses of justice, critique, and care were explored, and cases were analyzed and argued utilizing these lenses.

By the end of the first year, it became apparent that a program evaluation was going to be the design for the dissertation in practice and coursework began to shift to reflect this design. A great deal of time was spent working on activities which required us to gather, analyze, and interpret qualitative and quantitative data in preparation for the dissertation process.

For example, in one course cohort members had the opportunity to work in teams to provide support for a focus group study on leadership taking place in a neighboring school system. Through this experience, students learned how to prepare focus group questions, how to conduct a focus group, and how to organize data. Later in the semester, student teams had to frame a problem into a researchable question that required the gathering of a variety of data such as survey responses, focus group responses, and findings from scholarly articles. The final product of this course project included an executive summary that included a statement of the problem needing to be solved, key questions to be answered, and a summary describing the data used to answer the questions. The document concluded with a written summary of common themes, all findings and recommendations. Teams had to accompany their written document with a presentation of their findings to their cohort colleagues.

The development of team presentations was another large component of coursework present throughout the EdD program. To ensure we had the opportunity to work with several different personalities, faculty members assigned teams for projects using the Myers Briggs (1998) and Learning Connections (2013) inventories students took during the first semester. By the end of the first year, however, we were allowed to choose our own teammates for larger projects, but we were constantly reminded to choose teammates who complemented our own personality styles. Through these team presentations, I had learned that my strengths lie in the gathering, analysis, and interpretation of data, as well as oral/visual presentation skills. One of my fellow cohort members had weaker presentation skills, but had a very eloquent writing style that complemented my more technical style of writing. Because of our strengths and weaknesses, we decided to work together on a project which would ultimately precede the final dissertation in practice.

This antecedent to the dissertation in practice involved my teammate and I in soliciting a small-scale program to evaluate. As we both had an interest in the concept of succession planning, I approached the office of professional development within our school system. The department director then asked if we would be interested in evaluating the perceived effectiveness among division-level participants regarding one of the leadership development programs utilized by the school system. This program, known as Statewide Communities of Practice for Excellence (SCOPE), was originally developed by the University of Virginia (Iverson, 2005), along with several other school systems, to provide professional development opportunities for principals and assistant principals (Chalkley, Lyles, & Stacy, 2011). This small-scale program evaluation afforded us the opportunity to practice the skills we had learned in our courses—interviews, focus groups, surveys, and a well-crafted literature review. The final product was presented to both the client and our cohort colleagues.

As my teammate and I began our research for this project, we also researched other projects that were similar to the one we were beginning. Given the fact this program evaluation relied heavily on a literature review, my teammate and I felt that the final product should have these components:

- A formal literature review highlighting best practices in succession planning;
- An analysis of results gathered from interviews, focus groups, and surveys;
- A flyer for the clients that provides summary of our findings and recommendations; and
- A formal presentation for the client and our class.

While my teammate and I worked on this project, we also noticed that our advisor was not giving us much feedback as we worked through this project. As we thought back to the day the project was assigned, we realized that students were not given a lot of guidance on how these program evaluations or "mini capstones" should be structured. Other than the feedback we received while working on the various components, actual guidance on this particular project was minimal. I suspected faculty members wanted to see what we, as students, believed a project of this magnitude should look like. As a result, my team determined the only way our client's questions could be properly answered would be to construct a document that included the components described above.

While research for this particular project was taking place, my teammate and I had the opportunity to interview Dr. Nancy Iverson, one of the founders of the SCOPE program (personal communications, September 27, 2009). Dr. Iverson was pleased with the research we had performed so far, and asked if there were a possibility that we could evaluate SCOPE for the University of Virginia and have it count as a dissertation in practice. We conferred with our advisor, and he agreed that an evaluation of the SCOPE program would make an appropriate dissertation in practice. However, we had to ensure that it would be based on new research and new data. To our benefit, Dr. Iverson had a different reason for evaluating the SCOPE program. Instead of evaluating the role the SCOPE program played within the succession planning process of a single school system, Dr. Iverson wanted to make sure the program had sustainability. She wanted to make sure the workshop themes, locations, and networking opportunities continue to benefit program participants. To address the issue of sustainability, our research included exploring the characteristics of Generation X and Generation Y in the workforce, and we based some of our recommendations upon the work environment needs of these generations. In addition, much insight was gathered from the interviews, focus groups, and surveys of past SCOPE program participants.

Challenges Faced in the Process

Summer 2010 had arrived, and the first VCU EdD cohort was less than a year away from graduation. My teammate and I had secured the evaluation of the SCOPE program in the spring, other groups were still working to secure topics for their dissertation in practice projects. VCU faculty had assisted them by soliciting organizations with programs that needed evaluating. During this time, it appeared that project teams would remain as they were from the preceding program evaluation exercise and my teammate and I were already approved on our project. This assumption, however, would prove to be false. One team from the spring presentations did not remain together, and each member of that group was divided among the four remaining capstone teams. As a result, our team of two turned into a team of three. My original teammate and I had felt some animosity towards having a third person join us. We had already gathered some background information while working on our original project and we were already in the process of gathering resources for our literature review. Bringing this third member up to speed on our research was going to take time that we didn't feel like we had. However, because we had no choice, we proceeded on with our project. As a result of our difficulties, the faculty members paid more attention to team dynamics in the cohort that followed ours and this issue did not arise with the 2014 EdD cohort.

An additional challenge came in the form of the Internal Review Board (IRB) process. Historically, questions formulated for doctoral research projects are presented to IRB for evaluation. Since our program evaluation was not being developed for the purpose of publication, and the research did not involve interviewing for sensitive information, our capstone team wasn't exactly sure if we needed to apply to IRB. VCU faculty debated this matter and decided that all capstone teams should submit their materials to IRB so that we would be able to publish or share our work if the opportunity presented itself. Upon submission, the IRB committee notified us that our work would be exempt from further review. It should be noted, however, that VCU has updated this process, and future cohorts in the capstone development phase need to go before a capstone review committee before commencing their research. I have learned working as adjunct faculty that some capstone directors have asked their teams to go through both the capstone review committee and IRB processes.

Early in the process, my original teammate and I decided that our dissertation in practice would share a structure similar to that of our small-scale program evaluation that we performed in the spring, and our new teammate consented. Our advisor and client agreed that the final product, that was to include an academic dissertation plus some form of executive summary, would be appropriate for the type of project that we were doing, especially since our client represented an institution of higher education and was expecting a report in the form of a formal dissertation. Our

client, however, also reported to an executive board made up of superintendents from surrounding school divisions. It was decided that our team would produce a multi-page executive summary that summarized the findings and recommendations, and a formal presentation that we could deliver during a meeting of this executive board. Later, we could modify our presentation to meet the needs of the academic dissertation in practice committee at VCU. While the executive board knew the background of the SCOPE program, we thought, as a team, that we needed to elaborate on this during our defense presentation. Upon deciding the format of the program evaluation, our advisor and team had to negotiate with Dr. Iverson what guiding questions would be feasible, yet valuable for the client and her program. The final format for the dissertation in practice was to include the following components:

- A formal literature review highlighting the determination of needs for leadership within school systems, the effects of Generation X and Generation Y on the labor pool, and a section discussing succession planning and succession management;
- An analysis of results gathered from interviews, focus groups, and surveys;
- A multi-page executive summary that provides a synopsis of our findings and recommendations; and
- A formal presentation for our Client's executive board.

Each component of the program evaluation also satisfied the needs of our capstone director. Slight adjustments were made in the formal presentation, as our team felt it necessary to provide our capstone committee with a greater background and history of the SCOPE program itself, as they would not necessarily be familiar with it. Once the structure of the capstone was determined, it was time for our team to begin data collection and draft our literature review, analysis, findings, and recommendations.

When working on a solo project, I am able to schedule time on my own to conduct research. Most of my writing is done in the evening before I go to bed. When working as a team to complete the dissertation in practice, however, we had to coordinate the work and family schedules of three very busy practitioners to complete our data gathering within a seven month timeframe. Time was provided during scheduled classes to work as a team; however, we found it was not enough. We had to coordinate time during and after work hours to conduct focus groups and interviews. Weekends and school breaks were saved for group writing. We used technology whenever possible to make our work easier. Skype was utilized when a team member was unable to attend a focus group, a Google site was set up to store and access research data, and the dissertation was stored on Google docs so that our team could access it from anywhere. As we got closer to our final presentation date, meeting face to face became more and more important. Many

afternoons and weekends were spent in a classroom with the project on a screen while we put our combined writings into one voice, developed the executive summary and prepared our final presentation.

The Outcome

Each dissertation in practice produced by the teams that comprised the inaugural EdD cohort at Virginia Commonwealth University was unique. Some looked more like traditional dissertations, while others did not. The dissertation in practice produced by my team included components that allowed us to present our findings to a wide variety of audiences. While both our advising professor and client required a final product that looked like a typical five chapter dissertation (literature review, methodologies, findings, recommendations, and conclusion), Dr. Iverson's executive board benefitted from the formal presentation paired with an executive summary. This summary was a full-color print document that included an outline of our research, findings, recommendations, and charts utilized to illustrate our findings. PowerPoint presentations were developed to appeal to two different types of audiences. The first presentation supported the more formal dissertation defense and was also appropriate for the report to the client. The second presentation was a little less formal. It focused mainly on the findings and recommendations of our program evaluation.

Looking Forward

Virginia Commonwealth University is getting ready to graduate its second cohort of students in the spring of 2014. Visible changes have been made in this program, and I have been fortunate to experience these changes as I have had the opportunity to work with this current cohort as an adjunct faculty member. The two most noticeable changes involve the student body and the course structure. The 2011 cohort was comprised of students who work in one school system. The 2014 cohort is larger and more diverse. Forty students from a variety of school systems and higher education institutions across central Virginia meet as three separate groups on campus, off campus, and online. Students I have talked to indicate they have enjoyed this format because they have had the opportunity to network and learn from people in other school divisions. Coursework is also laid out differently. While the leadership inventories and teambuilding activities of the first semester changed relatively little, students in the 2014 cohort also received specialized instruction on the professional writing process, research literacy and data analysis. The larger scale case study analyses were shifted to year two. It is my opinion that the shift in this structure will facilitate the production of a stronger final product for the client and capstone committee.

Conclusion

Not every team in VCU's first EdD cohort had to produce the variety of documents and presentations to meet the needs of both their client and dissertation in practice director like my team did. Though developing four different versions of our finished product (dissertation, executive summary, and two different visual presentations) was time consuming, the exercise itself was indicative of projects we would have to produce as educational leaders. I believe the development of the final products prepared me for the role I serve as a scholarly-practitioner. For example, producing a plan that outlines the steps school personnel are going to take to help students achieve academic success is an annual process for instructional leaders and the teachers with whom they work. The development, implementation, and presentation of a systematic plan for school improvement requires many of the same components of the multi-faceted dissertation in practice produced by our team. Student assessment data needs to be gathered, analyzed, and interpreted for a variety of audiences that include school division leaders, teachers, parents, and community members. Goals and strategies need to be driven by this data and grounded in instructional methodologies backed by research. A systemic plan then needs to be written and an executive summary for parents and community members needs to accompany it.

As I mentioned above, "We are flying this plane while building it" is a phrase I heard in several different variations while working on my EdD in Leadership at Virginia Commonwealth University. I didn't realize just how much of a prototype this "plane" was until I recently pulled my transcripts to renew my educator's license this past year and was reminded that the university considered me to be enrolled in a PhD program rather than the EdD program I had signed up for until the fall of my final year as a student when the program received full approval. As stated before, fortune and stature are not appropriate reasons to pursue a doctoral degree. Though my position within the public school sector has not changed, I now serve as an assistant principal in another building within the same school system. The community I now serve, however, a much more affluent demographic, that has its own set of challenges: large achievement gaps among students with disabilities, higher demand for more rigorous classwork, and providing teachers with the tools and training needed to support the growing "at-risk" population due to the continued economic downturn. In addition, I have had the opportunity to serve on division-level committees tasked with implementing programs and initiatives that support student achievement and have also helped to develop programs that support teacher professional growth. I also have the honor of serving as adjunct faculty for the next class of EdD students getting ready to graduate from Virginia Commonwealth University. I'm not sure I would have been successful serving in these different roles had I not had the opportunity to learn how to build upon my strengths and weaknesses as a leader. In addi-

tion, being able to frame my current experiences through different lenses, especially through those of equity and social justice, is helping me to address the achievement gap issue in my full time position. My participation in VCU's CPED influenced EdD program has reframed my thought process as a scholarly-practitioner in the field of educational leadership and provided much needed depth and direction to the programs and initiatives I help to implement on a daily basis.

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Planning and Changing

An Educational Leadership and Policy Journal

Mission Statement

Planning and Changing provides a forum for the presentation of issues and studies that inform current educational policy and practice. As such, the journal serves as a critical intellectual resource for educational leaders, practitioners, and policymakers. Peer-reviewed articles include formal research studies using quantitative and/or qualitative methodologies, as well as reflective, theoretical pieces focused on significant aspects of education and schooling relevant to the administrator, community, or the larger public good.

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1. Manuscripts are judged by their contribution to the understanding of educational leadership and policy issues.

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3. Manuscripts should be approximately 3000-5000 words (plus abstract). A paper copy of the manuscript in **triplicate is preferred**. Otherwise, manuscripts may be sumitted electronically to the Managing Editor - *ajredig@ilstu.edu*

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