Dissertation in Practice (DiP) Award Committee Report

CPED Fall Convening
Lynn University
October 8, 2015
The Dissertation in Practice Award Committee 2015

<table>
<thead>
<tr>
<th>Name</th>
<th>University</th>
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<tbody>
<tr>
<td>Val Storey</td>
<td>University of Central Florida</td>
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<tr>
<td>Micki M. Caskey</td>
<td>Portland State University</td>
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<td>Amy Wells Dolan</td>
<td>University of Mississippi</td>
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<td>Andrea Goldfien</td>
<td>San Francisco State</td>
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<td>Kristina Hesbol</td>
<td>University of Denver</td>
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<td>Cheri C. Magill</td>
<td>Virginia Commonwealth</td>
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<td>Bryan Maughan</td>
<td>University of Idaho</td>
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<td>Dianne Renn</td>
<td>Illinois State University</td>
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<td>Candyce Reynolds</td>
<td>Portland State University</td>
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<td>Kelly H. Summers</td>
<td>Northern Illinois University</td>
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The *Dissertation in Practice* (DiP) is a scholarly endeavor that impacts a complex problem of practice.

Shulman’s (2005) original notion of the capstone:

*As the culminating experience that demonstrates the scholarly practitioner’s ability to solve problems of practice, and exhibits the doctoral candidate’s ability “to think, to perform, and to act with integrity”.*
Application Requirements

1) Letter of nomination and support from DiP Chair
2) 15 double-spaced, de-identified page synopsis of the DiP
3) Synopsis references (APA6 format) submitted (in addition to the 15-page limit)

Source: http://www.cpedinitiative.org/dissertation-practice-year-award
Submission Overview

• CPED institutional membership

• DiP has been successfully defended prior to submission for award.

• The DiP aligns with CPED working principles
  • 87% Yes
  • 13% No

• Nominations submitted by 17/86 CPED member institutions
The DiP Award Committee Review Process

The DiP Award Committee (1) Evaluated the submitted DiP synopsis based upon criteria listed below; (2) Selected semi-finalists; and (3) Evaluated semi-finalist DiPs based upon criteria listed below:

- Identifies a researchable, complex problem of practice;
- Demonstrates use of rigorous & appropriate inquiry to address identified complex problem of practice;
- Demonstrates potential for positive impact on the identified complex problem of practice;
- Demonstrates the integration of theory and practice to advance professional knowledge & impact the field;
- Demonstrates the practitioner scholar’s ability to act ethically and with integrity;
- Demonstrates the practitioner scholar’s ability to communicate effectively to an appropriate audience to advance professional knowledge and impact the field.
DiP Award Committee Review Process (cont.)

- Blind, peer-review and scoring of redacted DiP synopsis by two reviewers
- 4 review cycles
- Data collection (Qualtrics)
- Analysis of DiP synopsis scores
- Narrowed pool of DiPs
- Blind peer-review and scoring of complete DiP by two reviewers
- Inter-rater agreement & consensus
- Data Collection (Qualtrics)
- Analysis of DiP scores and reviewers comments
- Selection of awardee
## Authorship

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<td>Demonstrates potential for positive impact on the identified complex problem of practice.</td>
<td>Demonstrates the integration of both theory and practice to advance professional knowledge and to impact the field</td>
<td>Demonstrates the scholarly practitioner’s ability to act ethically and with integrity</td>
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Observations

• Synopses explicitly aligned to CPED working principles
• Design concepts, Improvement Science methods used
• Some co-construction of complex problem of practice
• Candidates combine innovation and originality in practice to make an explicit contribution to knowledge by producing knowledge that is theoretically sound and original, and of relevance to their area of professional practice (Winter et al., 2000)
2015 DiP Award Submissions

• The Scholarship of Student Affairs Professionals: Effective Writing Strategies and Scholarly Identity Formation Explored through a Coaching Model
• Rethinking 21st Century Educational Leadership
• Legacy Leadership: Six Strategies for the 21st Century Superintendent
• Silencing the Critics: A Conceptual Framework in Teacher Preparation for Social Justice
• School and District Administrators Learning and Leading to Help Close the Graduation Gap
• An Examination of the Impact of Positive Normative Culture and Intentional Positive Peer Influence on Student Attitudes, Positive Behaviors, and Achievement in Reading and Math
• Boys, Writing, and the Literacy Gender Gap: What We Know, What We Think We Know
• A Phenomenological Study of Risk and Resilience: LGB Youths’ Perceptions of Homophobia and Their Resilience
• A Weighted Perspective: Fat Speaks Back Through Photo-voice
2015 DiP Award Submissions

• An Implementation Evaluation of an Advanced Learning System: Leadership Practices and Cultural Conditions That Support Implementation and Sustainability
• Organizational Change to Accommodate a Public Engagement Agenda: A Case Study
• Examining the Validity of a State Policy-Directed Framework for Evaluating Teacher Instructional Quality: Informing Policy, Impacting Practice
• Personal practices for emancipatory systems change
• Voices of Leadership: A Narrative Study of Four Vermont Superintendents and Their Experience With Policy Governance
• A Guide to Kentucky’s Next Generation Leadership Series for On-boarding New Superintendents
• Secondary to Postsecondary Nexus: An Exploration of the Impact of Secondary Education on Postsecondary Results Through Knowledge for College
• Teacher Alienation: Reconceptualizing the Educational Work Environment
• Co-Constructing College-Going Capital in a Rural High School English Class
2015 DiP Award Submissions

• E Ho‘oulu ‘Ia Nā Kumu Mauli Ola Hawai‘i: Preparing Hawaiian Cultural Identity Teachers
• Are You My Brother’s Keeper? Challenging the Systemic Racism that Fosters Low Expectations for Black Males in Public Schools
• Appreciative Inquiry: A Path to Change in Education
• Equity Analysis of Michelson School District
• Effective technology implementation in schools: Perceptions of teachers, administrators, and technology staff
• Scaling up Student Success Programs in Community Colleges: From “Islands of Innovation” to Institutionalized Practices
• Toward a Community-centric Approach to Address School Discipline Disparity
• Designing the Plane while Flying It: A Case Study on Nursing Faculty Development during Academic Electronic Health Records Integration in a Small Liberal Arts College