



CONVENING NORMS OF ENGAGEMENT

CPED aims to promote a critical examination and re-design of the doctorate in education (EdD) through dialogue, experimentation, critical feedback, and evaluation among institutional members. Given this important goal, the growing Consortium recognizes the need for *Norms of Engagement* that will set shared expectations when members interact at convenings and beyond.

The following *Norms of Engagement* were created from a member exercise that took place at the June 2017 convening. These Norms outline expected dispositions and ways of interacting that respect the diversity of our membership, facilitate innovation and creativity, and support the values that CPED holds. To that end, CPED encourages members to embrace the following *Norms of Engagement* for CPED-organized meetings and activities:

- 1) CPED members engage with each other to make decisions about the EdD.** CPED members work together critically to examine the professional preparation needs for the EdD and, through experimentation and implementation, make decisions about best practices. All decisions are made reflectively, thoughtfully, and creatively. By actively sharing their EdD program decisions and experiences, members are co-creators of the CPED framework and co-laborers in program preparation activities organized within CPED.
- 2) CPED members are active, respectful, and courteous listeners.** In conversations, they listen to learn from and with each other. Space is made for the ideas and questions of everyone (including those who are marginalized and/or under-represented). Preconceived notions and self-promotions are put aside. CPED members are attendant to sharing and receiving background information to provide insight and understanding where there may be differences among individuals, programs, and contexts.
- 3) To ensure the highest quality education doctorate programs, CPED members serve each other as critical friends.** From an inquiry standpoint, they strive to offer authentic, productive feedback in a manner that encourages and supports continuous improvement. When conflicts arise, CPED members disagree without being disagreeable, critique ideas rather than of individuals, and offer suggestions based on institutional knowledge, research, and best

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practices. Members never shame or blame. Program and other information are not shared beyond critical friends without explicit approval.

4) CPED members respect and value the time they have together and apart. Time is valuable and important to CPED members whether they are working as a Consortium, in smaller groups, or one-on-one. When CPED members meet in outside groups they are respectful of each other's time. Respect is shown by being prepared for meetings, giving full attention to speakers and colleagues, following instructions, and participating actively with an open mind.

5) CPED members share ideas and resources. CPED members are committed to using CPED's Framework to design their professional doctorate programs. They support each other by sharing their ideas and resources openly and honestly. Credit is given to the originators of materials and other creative work, and permission is asked to share materials.

6) When information is shared or data are gathered within an institution, or across the consortium, it is credited and kept confidential. Where appropriate, knowledge and materials produced CPED community members is made available as open access (OA) and open educational resources (OER) documents. Members recognize that information that is highly confidential may not be appropriate to share at CPED activities.

7) CPED members collaborate with various organizations. CPED members connect with various organizations to promote their work and the work of others. Members actively seek formal and informal opportunities to connect, share, and exchange information and resources within and beyond the CPED organization.

8) CPED members promote CPED. CPED members incorporate CPED's Framework into all aspects of their programs, display the CPED logo on materials, and promote the CPED vision and mission in presentations, publications, and program materials. In their practice, CPED members are advocates and ambassadors of the organization.

9) CPED members strive for excellence through high impact practices and continuous improvement. CPED members are innovators with high standards and integrity. Members aim to create and disseminate presentations and publications that are high impact and that serve their stakeholders. Members actively evaluate their perspectives and practices using trustworthy evidence for continuous improvement.

10) CPED members promote accessibility and inclusion. CPED members embrace and celebrate difference, and strive to ensure activities are accessible to individuals with disabilities, and to those who are marginalized, disadvantaged, and underserved. Wherever possible and appropriate, members ensure that discussion and materials are designed to promote inclusion

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and barrier-free access.

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