



## Enhancing the Relevance of a Professional Doctorate: The Case of the Doctor of Education Degree at the University of New England

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Received 04 August, 2004; accepted 01 November, 2004

Recently there has been considerable criticism of Professional Doctorates in an Australian government report (Neumann, 2003). Specifically this report claimed that many Professional Doctorates were almost indistinguishable from the conventional PhD model. The Doctor of Education (EdD) degree at University of New England predates the Neumann report and was conceptualized, not only to set it apart from an education PhD, but also to link it much more closely to the profession - specifically as an instrument of change. A key feature of the UNE EdD is the emphasis placed on the educational context and the learning that occurs in the professional's workplace. It now has much more in common with the so-called co-operative education triangle of student, employer and educational institution than many other EdDs that we know about. A recent evaluation of the UNE EdD has been very favorable with students claiming to have gained significant professional benefits from studying the EdD (*Asia-Pacific Journal of Cooperative Education, 2004, 5(1), 60 - 69*).

*Keywords:* Australia; professional doctorate; evaluation

The cooperative education triangle of student, employer and educational institution has been much studied and many authors have written about the benefits to come from tripartite model for education (see, e.g., Braunstein & Loken, 2004; Dressler & Keeling, 2004; Weisz & Chapman, 2004). The bulk of the literature on co-op programs has examined learning at the tertiary undergraduate or community college level (Groenewald, 2004). In contrast, despite a number of purported advantages, co-operative education at the post-graduate level is much under-researched. Rowe and Ricks (2004) point out that growth in graduate co-operative programs has been patchy at best. However, one exception to this has been growth in Professional Doctorates that have the potential for a tripartite relationship between the profession, academia and the student to be used as an education model to enhance professional development by means of practitioner work-based research culminating in a doctoral degree. While this is by no means true of all Professional Doctorates, a review of 72 Professional Doctorates in Australia and New Zealand by Maxwell and Shanahan (2001) indicated a significant proportion (around 25%) were working within a conceptualization that indicated a fully tripartite collaboration.

The Professional Doctorate is defined by the Australian

Council of Deans and Directors of Graduate Studies (CADDGS) as:

A program of research and advanced study, which enables the candidate to make a significant contribution to knowledge and practice in their professional context [and in which]...the candidate may also contribute more generally to scholarship within a discipline or field of study (CADDGS, 1998, p. 1).

The last decade has seen the rapid uptake of Professional Doctorates in universities across the developed world and they are now also available across a range of different disciplines (Maxwell & Shanahan 2001; Bourner, Bowden & Laing 2001). This article focuses on the Professional Doctorate in education that is probably the most common disciplinary form of this degree. Specifically this article focuses on the EdD within the context of Australia.

The Doctor of Education (EdD) is a relatively recent award in Australia, with the first such doctorate being established in 1991. However, since its introduction, this award has burgeoned to the point where it is now offered by almost all Australian universities. The emergence of Professional Doctorates seems to have paralleled the emergence of the "entrepreneurial public university" a shift

which began in Australia in the late 1980s when the goals and functions of Australian universities were reworked in ways that aligned them more clearly with national economic ends (Gallagher, 2000). At this time there was pressure on universities to meet the needs of industry and the economy with the 1988 White Paper, *Higher Education: A Policy Statement* (Dawkins, 1988) inviting university managers to consider how they might broaden the student base and provide more specific links to industry and the professions through programs of postgraduate research and training. This call was reiterated a year later in the report, *Higher Education Courses and Graduate Studies* (National Board of Employment, Education & Training [NBEET], 1989) that recommended that postgraduate programs accommodate the changing needs of students, industry, employers and professional bodies and that universities consider introducing doctoral programs more suited to professional settings. However, Maxwell and Shanahan (2001) have identified some stresses on Professional Doctoral programs that have become evident as market forces have taken shape.

Most of the EdDs established within Australia have followed the coursework plus dissertation model whereby students undertake a number of taught courses which provide amongst other things some advanced training in educational research. They then embark on a dissertation in which the students generally conduct in depth research on an aspect of their professional context. The length of this dissertation varies according to the awarding institution, but is usually in the region of 60-75,000 words. In fact Maxwell and Shanahan (1997) demonstrated that Professional Doctorates in education within Australia had a very strong commonality of structure, with a coursework plus thesis model that appeared to be dominated by academe.

The domination of EdDs by a highly academic format raised concern about whether there was a distinction between an EdD and a PhD in education and was the focus of a recent report to DEST, entitled *The Doctoral Education Experience: Diversity and Complexity* (Neumann, 2003). Neumann argues that there is a lack of differentiation between many Professional Doctorates and the PhD:

Based on the interviews in this study, it could be argued that there is a need for greater differentiation between the Professional Doctorates and the PhD...the major distinction between the two types appears to be in terms of entry route, technicalities of thesis length and provision of coursework (p. 128).

In other words, Neumann reiterated Maxwell and Shanahan's concerns. Furthermore, the report went on to comment that interviewees with experience in both types of doctorates observed that the total workload requirements within a Professional Doctorate could be more onerous than those of a PhD.

In common with many other tertiary institutions, the University of New England (UNE) in New South Wales, Australia, developed an EdD during the period 1990-1993 with a very traditional format. Initially there were four compulsory units of coursework worth 25% followed by a single dissertation of 70,000 words (maximum) worth 75%.

However, around 1995 and well before the publication of the Neumann Report, concerns were developing at UNE that this format had little to distinguish it from the traditional, highly academic PhD other than the coursework component. For example, one EdD examiner commented:

This particular study has all the hallmarks of quality academic work (leading to) high standard scholarship. It would be most unfortunate if the Education Doctorate degree were not accorded the same standing as a traditional doctorate, and I must admit to not really being able to distinguish between them in this particular case (Maxwell, 2003 p. 287).

This raised the question: "If the UNE EdD is not distinctively professional, why have a different doctoral award from the PhD in education at UNE?" Consequently, in order to address this issue, the EdD at UNE underwent a considerable reconceptualization in the period 1999-2002 based upon a theoretical framework. One key consequence of this reconceptualization was that students were encouraged to complete a portfolio rather than a dissertation as their research component.

The need for collaboration between the university and the profession was made on pragmatic and theoretical grounds. First, Maxwell and Vine (1998) argued that the prerequisite of professional experience was undervalued in the original EdD. Second, Maxwell's experience in talking with potential candidates as EdD coordinator in the 1990s, and with senior practitioners in the field, had indicated to him that the PhD was seen to be not useful by many professionals. What was needed was research that would make a difference. Allied to this were the practical realities of the long dissertation militating against its usefulness, that is, a long drawn out process of production. Timely research results were needed. Further, most professionals in the field had a range of projects upon which they could devote their attention. Both these ideas imply a breadth of research rather than depth (the latter provided in the PhD). Third the theoretical work emanating from the United Kingdom and elsewhere on knowledge production outside universities provided added theoretical impetus. Professionals could be viewed as knowledge producers in their own right.

The sections that follow focuses upon the theoretical framework for the reconceptualized EdD at UNE and describes the changes the degree underwent in 2002.

### Theoretical Framework

There have recently been important theoretical developments relating to the conceptualization of Professional Doctorates and so the EdDs. Centrally, the work of Gibbons, Limoges, Nowotny, Schwartzman, Scott and Trow (1994) show the effects of the new "knowledge society" on universities and employers, and the displacement of knowledge production from the disciplinary university to the places where people work, that is, knowledge produced in the "context of application". To some extent higher education is under threat in this view since universities are no longer considered the privileged

sites of knowledge production. However universities would almost certainly retain their certification function and market. Scott (1995) acknowledges the importance of this marketplace for universities in the current economic rationalist environment and also builds upon Gibbons et al. (1994).

It is on the basis of these two works that Lee, Green and Brennan (2000) present their “hybrid curriculum” for the Professional Doctorate (Figure 1). This conceptualization was first presented at the 1998 Professional Doctorates conference on “Professional Doctorate: Innovations in Teaching and Research”. In this model the site for Professional Doctorate activity is the intersection of the profession, workplace and university spheres (the P/W/U site). At this site the key notion is the distinctions that can be made between mode 1 knowledge production (of the disciplinary university) and mode 2 (the challenging knowledge production of the “context of application”). At the P/W/U site mode 2 knowledge production has preeminence. Summarized, mode 2 knowledge is produced in (the) context of application; transdisciplinary; heterogeneous; heterarchical and transient; socially accountable and reflexive, including a wider and more temporary and heterogeneous set of practitioners, collaborating on problems defined in specific and localized context (Lee et al., 2000, p. 124).

They contrast such socially distributed sites with the more culturally concentrated, mode 1 knowledge in which problems (are) set and solved in context governed by academic interests of specific communities (characterized as) disciplinary; homogeneous; hierarchical and form preserving; accountable to discipline-based notions of methodologically ‘sound’ research practice (Lee et al., 2000, p. 124).

Maxwell and Shanahan (2001) argued that mode 1 knowledge is more consistent with traditional Professional Doctorates comprising a narrowly focused and highly academic dissertation. Lee et al.’s “hybrid curriculum” for the Professional Doctorate is “a three-way model, where the university, the candidate’s profession and the particular work-site of the research meet in specific and local ways, in the context of a specific organization” (Lee et al, 2000, p. 127). In the context of the data presented below, the localized and particular focus of the research indicates the

potential for impact that was an important objective of any new program. Continuing this theme of impact, the conceptualization also has great potential for program development and for the production of useful knowledge (Seddon, 1999) in which action is part of the research. We would also argue that the professional site/sphere includes the notions of improvement, collegiality and ethical behavior. More especially, the hybrid curriculum does not privilege academic over knowledge produced and held by the profession. The model is useful too in that it points to the centrality of the workplace, that is, the realities of the people and human relationships there, the time available, the actual funding and resource base. At the same time, the model retains the critical analytical purpose of higher degree work.

### Changes to the EdD at UNE

Consideration of the model by Lee et al. (2000) and different modes of knowledge production resulted in the view that any changes to the EdD at UNE should shift the focus of the products away from the academic genre and audience and place greater emphasis on the workplace and potential for the production of useful knowledge in that context. Conversely, greater emphasis upon process would include the context in which the study was undertaken. The expectation was that in reconceptualizing the degree, much greater emphasis would be placed on building upon the experience of the candidate to improve the work of the profession.

The initial pragmatic concerns were resolved around the theoretical insights outlined above. Work began formally in 2000 to revise the EdD at UNE and move it to a model distinctively different from the PhD. Prior to this there were a number of meetings in the late 1990s with employer groups as it was clearly paramount that any revision of the degree should take account of its relevance to the profession and the workplace.

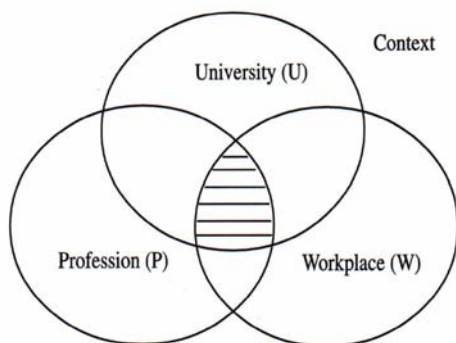
The intention was to modify the degree in such a way as to:

- Increase the level collaboration with industry,
- Enhance the utility of the research component of the degree, and
- Move away from heavily academic research towards research more for the professional context.

To this end, four new units were written for the coursework component of the EdD. They are intended to enhance professional knowledge and prepare students for the portfolio research component. The units, consistent with the Lee et al (2000) conceptualisation, comprise:

- Professional workplace culture and learning,
- Professional practice,
- Applied research in education, and
- Professional portfolio proposal.

The first two units are trans-disciplinary in contrast to the disciplinary units in the original EdD model. A brief



**Figure 1**  
The hybrid curriculum of the Professional Doctorate (after Lee et al. 2000, p. 127)

description of each of the four units follows in the usual sequence in which they are completed.

#### *Professional Workplace Culture and Learning*

In this unit students explore the nature of their contemporary workplaces with a focus on revealing the culture-climate of these professional settings. There is scope for students to undertake their investigations and resulting assessment documents in workplaces other than where they are employed; several students have done this. Issues that are addressed include: the culture-climate of the workplace; the organizational influences of settings on people; the dynamic role of meaningful communication; and, on-going learning as a key workplace goal. There is a particular focus on the contributions professionals can make to the culture-climate and effectiveness of workplaces. Furthermore, the unit was designed to challenge students' reflective and critical analysis skills as each person conceptualizes a professional workplace, the culture and dynamics within the work environment, their own workplace contribution and the extent to which collaborative processes might improve their workplace.

#### *Professional Practice*

Here students analyze a significant issue in professional practice that has the potential to impact on their role as a professional. This is intended to allow students, amongst other things, to conceptualize the nature of professional knowledge, analyze professional practice and reflect on their own practice within the workplace. Overall the unit is designed to give students a greater understanding of the nature of profession and its interaction with their workplace role.

#### *Professional Portfolio Proposal*

This unit aims to further help students conceptualize the professional workplace as a site for research and as such builds on the two previous units. Student address the positioning of self in the research process and product based upon the idea that the experience of the researcher is a relevant characteristic of the researcher/author. However the main focus of the unit is to provide students with a good understanding of research paradigms and what constitutes research for a portfolio or for a dissertation (since this alternative might suit some students). They are required to develop and articulate a research design for a particular research study or series of studies that are to be undertaken in their professional workplace and will be likely to impact upon that workplace.

#### *Applied Research Methods*

This unit introduces students to a range of education research methodologies and associated procedures for analysis of quantitative and qualitative data. Students are also made aware of the limitations implicit in any empirical inquiry with a view to matching research objectives to

appropriate methodological approaches. The rationale for the unit is that most Professional Doctorate students will be working within a framework of action research and that they need to develop competence in the application of data collection and analysis associated with this methodology. As such the unit comprises a core module on action research and four electives chosen from: ethnography; interview; survey; critical discourse analysis; *nvivo* and multivariate analysis.

The unit is intended to provide students with the ability to justify the adoption of a particular methodology in the context of a set of specific research questions. They should also be able to use at least two data collection strategies with confidence and apply a range of appropriate data analysis techniques to a variety of data types.

The focus on action research is in keeping with the theoretical framework that informs the EdD and encourages the research for change in the workplace.

#### *The Research Component*

One of the most significant changes that the EdD has undergone has been the introduction of the portfolio model of research presentation as alternative to the more traditional dissertation. Thus rather than researching one narrow field in great depth, students are free to conduct a range of studies and present a broader picture than would be possible previously. As implied above, part of the rationale behind the portfolio is that busy senior professionals, who make up the majority of the enrolment, are involved in a wide range of projects as part of their professional work. The new EdD can complement that range of work projects via the research projects included in the portfolio. We have mentioned that it is our experience that many professionals do not want to be tied down to the single piece of sustained research to be written up in the academic genre over a number of years. Furthermore, the portfolio accommodates professional workers who in the present environment often change workplace and when they do there is less disruption to the portfolio researchers as compared to those on the dissertation. However, for a doctoral level degree it is clearly important to maintain academic rigor and if students undertake a broad research project made up of a number of studies there is a danger of loss of rigor. The requirement that the portfolio includes a linking paper is intended to provide rigor as it ensures that students provide a theoretical framework and strong contextualization for their research.

A move to a portfolio model of research also involves assumptions about the audience for that research. Traditionally the assumed audience for a dissertation is the academic community, however, a broader audience is anticipated for research presented as a portfolio encompassing academics, workplace colleagues and the wider professional community (see Maxwell & Kupczyk-Romanczuk, 2004 for an extended discussion of the portfolio in the Professional Doctorate).

Finally, professional work has become more intense and diversified in this increasingly economically rationalist world. There is a sense of immediacy and a need for solutions to researchable problems in the short to medium

term. The portfolio concept should be more appropriate for this professional context than the traditional dissertation because a range of shorter but quality studies can be completed. Furthermore, the linking paper should allow connections to be made with knowledge production of various kinds in the professional workplace.

### **Feedback on the new model of EdD**

At the time of writing the EdD degree is being reviewed as part of the University of New England's quality assurance regime. A significant component of this process involves canvassing feedback from staff and students involved in the degree. To this end a questionnaire (Appendix A) was sent out to all continuing students to allow for comment on their experiences on the EdD. A total of 36 students were surveyed with a response rate of 55.5%. Of the 20 respondents, 11 had enrolled under the original EdD, and 9 under the new model.

Most of those surveyed said that they had decided to do an EdD to enhance their professional expertise or that they wanted to complete a doctoral level qualification with practical applications to their work situation and felt a PhD was not appropriate for this.

Views on the coursework component of the EdD appear to have changed somewhat with the introduction of the new EdD. Those who undertook the units prior to 2001 (under the old model) were generally satisfied with what was on offer although there was criticism of the heavy bias towards quantitative methodology in the research methods unit. However, the participants who had enrolled after 2001 (under the new model) appeared to be much more enthusiastic in their responses to how the coursework units had enhanced their professional development and their ability to conduct research. The following comments are typical and reflect positively on the hybrid model used to conceptualize the program.

The coursework I have completed thus far [workplace issues/workplace culture] has been very good – particularly as I have been able to 'tailor' the assignments to issues that are relevant to my own professional situation.

Improved skills in writing and research have been important. I am more confident about undertaking the research and writing it up having undertaken the first couple of units of coursework.

Furthermore, most of the respondents both pre and post 2001 felt that they had benefited professionally from the EdD particularly in terms of their ability to think critically and reflect more effectively on situations. Some felt it had given them a heightened awareness of professional issues while others mentioned enhanced status, credibility and confidence in their workplace. Those undertaking the new EdD, felt that the coursework units were very effective in linking theory to practice and particularly the university experience to the workplace.

Some students who had enrolled in 2001 or after

claimed that they had been attracted by the "new" EdD format and the idea of completing a portfolio. One other respondent was pleased to find that doctoral research could be practical as well as theoretical.

One student was particularly enthusiastic about the portfolio approach:

I think it is the perfect option for the practicing professional, and is far more appropriate than the thesis (dissertation) for the majority of us who are not on campus. Personally I have always been a bit of a 'Jack of all trades', and this fits into my desire to research a number of areas rather just one in sometimes excruciating detail, especially if the detail is not practical. I think some people have different ideas of what a portfolio means, but essentially it is a pretty basic concept...

Staff involved in the delivery of the EdD were also supportive of the new model. One lecturer wrote:

I want to offer support for the Lee, Green and Brennan (2000) framework of: university, workplace (for investigation and research) and profession (including professional self and professional practice) or a similar approach as this clearly helps shape our EdD as a Professional Doctorate. Most postgraduates are expected to undertake coursework investigations and their major research (portfolio or thesis) within in their workplace; however, the course is flexible enough to meet the needs of individual postgraduates who wish to explore alternate workplaces, particularly for career changes. My support includes both the coursework arrangement and content that reflects this framework, as well as the incorporation of a portfolio research approach equal to 75% of the course.

These surveys were by no means exhaustive but did provide some evidence to support the new approach. There is also ongoing quality assurance of the new EdD as an Advisory Committee has recently been established to provide input into any future changes. This committee has a number of professions represented and should help ensure that the degree remains relevant in the workplace (The Terms of Reference of this committee are attached as Appendix B). Furthermore, the degree now undergoes external review every 5 years. The make up of the review committee is mandated by the university and must include representation from employers groups. As such this process also assists in ensuring the rigour and relevance of the degree.

### **Conclusions**

This reconceptualization of the EdD at UNE was intended to strengthen the link between the university and the profession to embody some of the characteristics of an EdD espoused by Baumgart and Linfoot (1998), who argued that an EdD should be based on a partnership between the university and the educational employers to provide candidates with an integrated set of experiences enabling them to demonstrate,

through research scholarship, a set of outcomes reflecting the qualities prized in modern professional educators.

Thus the EdD has been reconceptualized in ways that grounds it more effectively in the professional arena. In fact it has become a member of a small group of Australian EdD degrees that Seddon (1999) refers to as the ‘second generation EdDs’. Certainly the changes made to the degree ensure clear differentiation from the PhD in education at UNE.

It is still rather early to draw any strong conclusions about its success, however the signs are promising. Feedback from staff and students, albeit a small sample, has been promising and a recent meeting of the EdD Advisory Committee at which representatives of employers groups were present was very positive about the conceptualization of the ‘new’ degree. In particular they felt that it had a sound theoretical underpinning and they viewed the portfolio approach to research reporting as more relevant to professional needs than the traditional dissertation.

The theoretical framework for the degree would imply that formal examination of a research portfolio should be undertaken by members from academia and the profession. This is the policy at UNE (Maxwell, 2003) but in practice there is still a bias towards academics, as the examining team usually comprises two academics and one representative from the profession. This may reflect the difficulty in finding members of the profession holding doctorates. As a policy this may have to be reviewed, as it is questionable whether members of the profession should be required to hold a doctorate as a prerequisite for portfolio examination.

Despite the efforts to ensure the rigor of degree, the EdD as a form of Professional Doctorate still faces a credibility problem according to Neumann (2003 p. 129): “There was generally a view that Professional Doctorate ‘is a second rate doctorate’ and that ‘it has not got the standing of a PhD’”. This situation is not helped within UNE itself when candidates who have failed to meet the requirements for entry into a PhD have their applications passed by administrators to the EdD coordinator for consideration. Clearly there is an implicit message about quality here. This is despite the fact that the entry requirements are qualitatively the same and quantitatively different in that the EdD requires the at least four years professional experience whereas the PhD does not. Furthermore, there appears to be considerable variation in the amount of work required by different institutions to complete an EdD. One of Australia’s “sandstone” universities has recently begun offering an EdD requiring the completion of two units of coursework and a 35-40,000 word dissertation with a minimum enrolment period of 1.5 years full-time. This, on paper at least, appears to be half of the commitment required to obtain an EdD from, say, UNE and a large number of other institutions, that is, roughly equivalent to many masters or honors programs. Evans (2001) refers to this as “credential creep”. There is clearly a need for stronger quality assurance of this degree type across universities as there is a risk that in the push to attract students as a direct consequence of moving universities into a market economy the award generically will suffer from a serious deterioration

in quality. Soundly conceptualized, requiring a prior masters-level research (or equivalent), four specially prepared doctoral-level units of course work, the new EdD at UNE is not one of those awards against which this claim can be made.

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## **APPENDIX A**

Because we are attempting to cover a range of students past and present, not all questions will apply to everyone, so please answer those questions that are appropriate to your situation but feel free to expand on the answers as much as possible.

1. When did you start your coursework: pre 2001 or 2001 and after (circle one)?
2. When do you hope to complete your EdD?
3. Why did you decide to do an EdD?
4. What made you choose the EdD at UNE?
5. How effectively did the coursework enhance your professional development?
6. How effectively did the coursework prepare you to conduct the research component of the EdD?
7. How effectively will the research enhance your professional development?
8. Has the EdD overall been of professional benefit to you?
9. What has changed for you as a result of undertaking the EdD?
10. How did you find the supervision of your dissertation/portfolio?
11. What do you feel are the particular strengths of the “new EdD at UNE”?
12. Please pinpoint any particular weaknesses with the “new EdD at UNE”?
13. Any other comments?



## **APPENDIX B**

### **The Terms of Reference for the EdD Advisory Committee The University of New England Doctor of Education Advisory Committee Terms of Reference**

**Faculty of Education, Health and Professional Studies  
April 2004**

#### **Purpose**

The Course Advisory Committee will provide advice and information on relevant professional and educational trends and requirements to the University of New England (UNE). Such advice will strengthen the EdD award being offered through the University and help ensure that the course is meeting the needs of the profession and employing bodies. Additionally, the Committee will have a role in advising on research needs for the profession, with particular reference to rural and remote educational issues. The involvement of the Committee with members of the Faculty of Education, Health and Professional Studies is deemed to be beneficial to the ongoing development, implementation and monitoring of the UNE EdD award. In return, active involvement ought to benefit the participating individual representatives and their organisations.

#### **Functions**

The Course Advisory Committee will provide direct advice to the Faculty's EdD course coordinator in the following ways:

1. To represent the interests of the major shareholders affiliated with the teaching profession and administrative bodies,
2. To ensure the relevance of the EdD award to various employing bodies and organizations and the teaching profession,
3. To advise on the ongoing professional development needs of members of the profession, with particular reference to the North and Northwest of NSW,
4. To advise on the research needs of the field and profession, particularly in relation to the North and Northwest of NSW, and
5. To advise on potential strategies for promoting and marketing the degree.

#### **Areas of Responsibility**

The Course Advisory Committee may be invited to advise in the following areas:

- Current events in the field of education, including: informing and advocating for issues that relate to the UNE award now and into the future,
- Award design, including: contributing to course sequence, and unit of study content,
- Professional development options, including: identifying general and more specific life-long learning needs of professionals and proposing approaches to professional development, and
- Academic support, including: advocating for and making representation in support of the EdD award.

#### **Membership Composition**

The Course Advisory Committee will encompass members who best represent education and the teaching profession in New England Region NSW. Committee members will include one representative from the following categories:

- UNE Category:
  - A representative of the School of Education,
  - A representative of the School of Health, and
  - A representative of the School of Professional Development and Leadership
- Department of Education and Training Category:
  - A representative from the DET New England Region
- Teaching Profession Category:
  - A representative from the teaching profession

- Tertiary Education Category:  
A representative from another tertiary institution directly involved in an EdD award
- Technical and Vocational Education Category:  
A representative from TAFE
- Student Category:  
Two representatives who are former students

### **Changes to Committee Membership**

The committee membership may be expanded by joint agreement of the University and the current committee membership; expansion may be by membership category or a specific service/organization /department within a membership category.

### **Membership Process and Appointment**

The following process will inform the initial and occasional filling of membership categories for the committee:

- Invitations for representative membership on the Committee will originate from the University (Dean of Faculty FEHPS on advice from the course coordinator),
- Services, organisations and departments may be requested to nominate a representative, and
- Committee members ought to have demonstrated experience and/or expertise in education. Each member is expected to willingly and actively contribute to the broad purpose of the committee.

### **Tenure of Membership**

The following guidelines apply to tenure on the Committee:

- Tenure is set at two years,
- Tenure may be extended on the approval of the University (Dean of FEHPS) and the representative's service, organisation or department,
- Casual vacancies in various membership categories will be filled as they occur and at the discretion of the University (Dean of Faculty EHPS on advice from the course coordinator), and
- The membership within the Committee may be cancelled at the discretion of the University (Dean of Faculty on advice from the course coordinator); such cancellation may be for: a particular representative (a person); a specific service/organisation/department; or, a current category of membership.

### **Election of Chairperson**

The Chairperson of the Committee will be elected for one year by the member representatives. The Chairperson may be re-elected for a second year. The course coordinator will be the initial chair.

### **Operation of the Committee**

The Course Advisory Committee will meet once each semester, with dates determined by the membership. The committee membership may meet more frequently on a "needs basis" as relevant matters arise. The University will be responsible for preparing and providing documents for committee members, such as an agenda, associated readings, relevant minutes. Documents will be sent two weeks prior to a meeting by the course coordinator.

### **Reporting by the Committee**

Discussions and actions of the committee will be recorded as minutes, which will be made available to all committee members, the dean and other interested University staff.