Table 1.

*Reviewer’s Comments and Author’s Revisions in “Leveraging PhD Students to Support EdD Dissertation Writing” Manuscript*

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| **Comment #** | **Reviewer Comment** | **Author’s Response, Revision, or Action** |
| A1, A4-5, A10, A20, A33, A36 A39 | APA headings have 1st level heading centered. | I centered all first-level headings. |
| A2 | Spell out acronym first time used per APA guidelines. | I spelled out LLCs: “…and online limited liability companies (LLCs)…” |
| A3 | This is not written as a research study so why use this heading. | I revised this heading to read: “A Pathway to Dissertation Consulting” to indicate that this section explains how I came to dissertation editing. |
| A6 | Can you describe briefly what full time means? How many courses per semester did the students enroll in? | I added a follow up sentence: “In the CPED model, the students took two, three credit courses each summer, fall, and spring term.” |
| A7 | With increased enrollment did the SOE hire new faculty to manage the increased workload? If not that is borderline unethical and also influences the level of support students available can receive from their committees. I think at least raising this concern is warranted. | Author’s response to the comment: No, the SOE did not hire new faculty to manage the increase in enrollment at the time I was consulting.  I added a follow up sentence to address this concern: “When I was consulting, the SOE had not hired new EdD faculty to manage the increased enrollment (a significant ethical concern), which contributed to the existing need for dissertation writing support.” |
| A8 | Which result in increased enrollment. | I revised the sentence to read: “…this anecdote illustrates that the need for dissertation writing support, particularly for EdD students, can significantly change with the implementation of institutional and departmental reforms, especially those that result in increased enrollment.” |
| A9 | I would like a short section on how you analyzed your experiences to reach these conclusions. This would help the reader understand how you arrived at the conclusions below. | I added the following at the end of the “A Pathway to Dissertation Consulting**”** section: “Early on in my consulting work, I realized that this experience was unique, and I noticed—and was told by faculty members—that I and other editors in the SOE were having positive effects on EdD dissertators. Therefore, I developed plans to write about this work with the hope that other doctoral program administrators would consider developing and supporting dissertation consultants in their SOEs. From 2015-2018, I kept detailed notes of my approach, process, salient anecdotes, City University’s context, and student outcomes. I wrote analytic memos that reflected my current thinking, questions, challenges, triumphs, and ways my varied background contributed to my success. I draw on these sources to analyze my experience and make claims in the following sections.” |
| A11 | So PhD students are permitted to teach in the EdD program? This is nor permissible by many accreditation agencies. Suggest you edit or revised this and describe in more depth how you “taught” in the program. This wasn’t evident before this paragraph.  See you explain this below. I made edits for consistency. | I accepted the reviewer’s track changes to clarify this point. |
| A12 | Such as? Be explicit. | I revised this sentence to include examples of the differences in dissertation consulting and teaching freshman writing: “Because dissertation consulting required additional genre and content-specific knowledge that I did not have from teaching freshman composition (e.g. writing a literature review or reporting qualitative data analysis procedures) it was critical for me to continue developing my knowledge of the dissertation genre and educational research through my own coursework and research.” |
| A13a | You move between using the terms education research and practitioner inquiry. I would suggest be consistent through the manuscript and discussing what types of methods you were most comfortable with. | I’m using these terms differently so that I can signify when I’m talking specifically about the CPED approach in the new EdD program and when I’m talking generally about educational research.  To clarify this distinction, I replaced “practitioner inquiry” with “inquiry as practice” following CPED’s framework and included a citation each time I used it to signify that I was referring to CPED’s definition of this term. I left “practitioner inquiry” in one instance, because that was the general title of the course I co-taught.  Everywhere else, I use “educational research” to refer to research specific to education. |
| A13b | Did the program require a certain type of methodology in their EdD dissertations? If so I would mention that to help clarify. | Yes, the new CPED program focused on practitioner inquiry as the signature approach, but students could use quantitative, qualitative, or mixed methods methodology. The prior EdD program did not have a specific approach, and the students could use quantitative, qualitative, or mixed methods methodology. I detailed this in line 127-128. |
| A14  A31 | This could be problematic for working with EdD students.  Again as a faculty member who ahs worked with doctoral students for almost two decades this is problematic from my view point. Research expertise is critical when coaching/mentoring/consulting with doctoral students at the dissertation phase. | The reviewer is absolutely right; it was problematic. I indicate in a few places that, when I did not have much background in educational research, my comments were mostly focused on writing concerns, in which I did have expertise. As I took methods courses and engaged in my own and faculty’s research, I was able to offer more substantive methodological comments. In the “Grounding in Educational Research and the CPED Framework” section, I talk about this connection between my learning/growth as a researcher and my growth as a dissertation consultant.  I deleted this sentence and clarified in a few places that the consultant should not make methodological recommendations if they do not have research expertise, that the consultant should defer to the chair, and that the consulting role should not replace methodological and content advising from the chair. Ex: “PhD students with backgrounds in composition but not educational research could still assist in the writing of the dissertation but should resist offering methodological commentary.” |
| A15 | I suggest providing an example of how you coached them on methodological decisions here.  This is critical when helping students develop their research design. | I added examples of this in the “Grounding in Educational Research and the CPED Framework” section. |
| A16 | Again – examples are needed from these various stages to back this claim up. | I added examples of this in the “Grounding in Educational Research and the CPED Framework” section. |
| A17 | Overall this section is well written but needs much more depth including examples of how you coached them using different methods. | I added examples of this in the three sub-sections of the “Supporting EdD Dissertators” section. |
| A18 | Can you share an example of how this played out from your work? | I added the example of Lev in the “Acknowledging and Supporting Socio-emotional Needs” section. |
| A19a | Area in need of more resources and support. | I the example of Lev in the “Acknowledging and Supporting Socio-emotional Needs” section. |
| A19b  A21  A38 | Ideally you discuss how SOE can implement and fund these models in your discussion section below.  Need to discuss funding including support for graduate assistantships.  Needs stronger implications…for SOEs –resources and funding streams needed to support this innovation. | I added in a discussion of this in the Discussion and Implications section. |
| A22 | True but not all are prepared to assist with academic writing. How will these mentors be trained in consulting about writing? | I included some ideas about preparing/training dissertation consultants in the “Developing and Supporting Dissertation Consultants” section. |
| A23 | If they are matched with PhD students with expertise in the specific research methodology. I think this is the missing part of this manuscript. Not everyone can coach all methodologies. For instance, someone with quantitative research knowledge who has limited knowledge of qualitative methods may not have the knowledge or skills needed to assist students using qualitative research with their dissertations.  Pairing people together is critical. | I addressed this comment in the “Leveraging PhD Students” section and added the following footnote on pg. 23: “For example, I specialized in qualitative methodologies and consulted exclusively with students doing qualitative dissertations.” |
| A24 | I know a few in my 2p year career in academia– not many. | I deleted this sentence. |
| A25 | Flawed argument. Not all programs use a writing sample that is based on research or academic writing. | I deleted this sentence. |
| A26 | Not all PhD students are full time and would not be as embedded in the culture. How | I’m not sure what question the reviewer was going to ask here. I revised this sentence to say: “…advanced PhD students become engrained in the SOE culture…” to indicate that even part-time students, if they hang around long enough, can become engrained in the SOE culture. |
| A27 | True. | No action required. |
| A28 | This a broad assertion that is not always true. Needs to be revised. For example at my institution the Writing Center offers targeted assistance for doctoral students to include APA workshops, academic writing, and literature reviews in particular. | Thank you for pointing this out. I deleted this paragraph and added a few sentences throughout the manuscript to acknowledge that institutions do offer some organizational supports. Ex: In the “Leveraging PhD Students” section, I added: “While City University had a writing center, library workshops on dissertation writing, and some faculty who held advisee meetings and encouraged peer writing groups…” In the “Conclusion” section, I added: “Although various forms of dissertation writing support exist across doctoral programs (e.g. writing courses, writing groups, scholar networks, and writing centers)…” |
| A29 | Not all PhD students teaching research methods or writing coursework to graduate students. Another broad generalization n that is difficult to supprot based on this narrative. | I deleted this sentence. |
| A30 | Forcing is a strong statement. SOE have used avenues to support like developing writing support groups, scholar networks, mentoring relationships, and academic writing courses that other institutions | I cut this and added the following into the “Conclusions” section: “Although various forms of dissertation writing support exist across doctoral programs (e.g. writing courses, writing groups, scholar networks, and writing centers) they vary by institution and may not be sufficient for the academic and accessibility needs of EdD students.” |
| A32 | This is key and what made you successful. The question is how do we replicate this for doc students while also offering other systemic support options like coursework in academic writing. | Thank you for this comment. I addressed this in the “Leveraging PhD Students” and “Developing and Supporting Dissertation Consultants” sections.  I also added this piece in the “Conclusion” section: “By taking up this initiative in addition to other systemic support options like writing courses, SOE administrators would provide a much needed organizational support for EdD dissertators…” |
| A 34 | School university partnerships have specific meaning in the literature. I suggest references and using some of this literature to build your argument. | Due to the limited number of sources allowed in this manuscript, I was unable to reference a significant number of sources or go into a deep treatment of this issue here. However, I have cited two important sources and added clarifying language about school-university partnerships in the “Mutual Benefits” section. |
| A35 | Strong statement that needs to reworked. I would change inequitable which implies it is purpsoeful. | I cut this and just focused on providing funding for graduate assistantships in the “Developing and Supporting Dissertation Consultants” section. |
| A37 | I would delete this as scholars do not necessarily agree. | I revised the sentence to read: “Therefore, dissertation consulting as framed in this article follows a scholarly tradition that is utilized in the academic community” to indicate that it happens although scholars may not agree with the practice. |
| A38 | Needs stronger implications…for SOEs –resources and funding streams needed to support this innovation.  Also how to provide professional development to enhance PhD students knowledge and skills to provide dissertation consulting.  Research on the outcomes for EdD and PhD students is needed. | I revised the “Discussions and Implications” section following these suggestions. I addressed the funding streams in the “Developing and Supporting Dissertation Consultants” section.  I addressed this comment in the “Developing and Supporting Dissertation Consultants” section.  I included research on outcomes for EdD and PhD students in the “Mutual Benefits” section. Due to word and source limits, I wasn’t able to provide an exhaustive treatment of this, but I did focus on important outcomes: retention and graduation. |
| A40 | Missing page numbers [for a journal entry in the References page] | I added the page numbers into the journal entry. |