

Suggestions to Prospective Ed.D. Students From SDSU Ed.D. Graduates

- 1) Prospective candidates should carefully contemplate their career trajectory before considering the SDSU Ed.D. Program. They might conduct some "informational interviews" with persons in positions that they aspire to see if the Ed.D. is the right path.
 - 2) Candidates should have a good understanding of the "dissertation" portion of the program as it drives a huge commitment and workload. It may help to speak with a program alum re: workload to have a "reality check" ahead of time (especially for those with little prior research experience).
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1. You can do it. It is manageable with your schedule and your responsibilities. Do not let fear of not being able to do the work keep you from applying. Your work is your education; your education is your work. The program is so tailored to community college leaders that everything you do on a daily basis is/could be part of your research. Learn what we do better. Learn your job at a greater depth and with greater clarity.

2. Be ready to think about your job in a whole new way. With knowledge comes responsibility and you will become a different leader. See the big picture and learn your part in it. Find new ways to do old things. Be ready to be awakened!

3. Think about what you want to get out of the program and what you can offer it. The program is driven by practical application of the information and you should think about your academic curiosities before you come so you can quickly find ways to apply your interests to your program and classes.

4. Be open-minded. Just because we have done something a certain way for decades does not mean it is the best way to do it. Be willing to listen to those who have positions that differ from your own. Leave your assumptions at the door. If you are open-minded about what other people do, you will bring more to your own positions. Many people in our cohort left with a greater appreciation and understanding of other positions, which has made them better leaders because they no longer fall victim to popular, often false, rhetoric about other groups. Learn that we are all in this together and our greatest ability to make systemic change is with each other.

1) Be as up-to-date as you can be with regard to everything that is happening across the state. The barrage can create a "resiloing" effect, even though much of the new rules are attempts to desilo.

2) Along the same lines, be open and intuitive to the folks in the cohort who occupy different roles on their respective campuses. We have a LOT to learn from each other.

3) Read Edmund Gleazer's *The Community College: Values, Vision, and Vitality!*

1. Have a topic identified for your dissertation study BEFORE you start. It may change, but you need to be focused into an area from the start of the program.
2. Think of the issues that you are having at work where you want a better answer or direction...that may be the topic to pick.
3. Make this your priority...it is intense, but it has a beginning and an end. If you can't make it your priority, realize that it will take longer to complete!
4. Use the cohort...look around the group and find the workers that you will want to connect with for many years. That is the resource that this program develops...your newest network!

I would advise them to put their all into it. Get to know some classmates and become support for each other because no one else will understand your life and all the work you are doing.

The Ed.D program taught us a lot about community college issues, policies, history, governance, etc... But the real reason for an administrator or a faculty member to join this program is to develop a specialty within our fields that we are passionate about. It is that combination of expertise and passion that really motivate us to makes changes and improvements at our institutions. That is what the program did for me and I am confident that others in my cohort would agree.