

Departmental update by Kate Rousmaniere, EDL chair

1.	Curriculum and Teacher Leadership students:	84
	School Leadership	94
	Doctoral	75 active

16 full time doctoral students supported by Teaching Associateships: teaching one of the two undergraduate courses offered by the Department, helping in research and organization of one of the Department and Divisions' many projects, including the development of a Digital Learning Lounge, a grant project on English as a Second Language, the planning of the annual Graduate Students conference on leadership, culture, and schooling

2. A number of on-going initiatives:
 - a. Beginning in January, courses to be offered at the new Miami University site at the Voice of American Park in West Chester
 - b. I am just back from China—plan for the visit of 25 Chinese principals to our Department and local schools in Fall, 2008
3. Terrific students—about a dozen of our doctoral students and recent graduates here: educators from all corners of the field of education with research interests in such topics as leadership in math and science education, women in educational leadership, the role of the African American church in education, and the preparation of educational administrators. Research methods range from historical to statistical to ethnographic. Professional goals range from building and district administration to higher education to district leadership to leadership in curricular development and school reform.
4. Faculty continue to grow, research, teach, and engage, maintaining our high national recognition as a department of great intellectual strength, creativity, and—above all—committed support of our students.

And the best example of this culture of commitment in EDL is in the new Fellows Program, and I want to introduce my friend and colleague Jim Burcheytt to speak more about that.

Dr. Rousmaniere then introduced Lillian Hawkins, the recipient of an EDL Fellows Program scholarship:

Lillian Hawkins—

After over 20 years in Cincinnati area schools as a teacher, assistant principal, and principal, Lillian began her Ph.D. as a full time student in Summer 2005.

Like many of our students, Lillian had finished a major life career, and was ready to move on to another—as a professor or as a superintendent.

And like many of our student, Lillian had many concerns— primarily about money and her own capabilities. Could she afford to live on such a tiny stipend? Could she do the work? We assured her that she was, and we awarded her the first Al Kettlewell Scholarship— Al's gift is designated for students with administrative experience and aspirations.

Lillian had all of these – indeed, in her first year as a full time doctoral student, she won a seat on the Princeton City School Board.

This experience has inspired her dissertation topic on African American women School Board members.