

NOMINATION COVER SHEET

2019 Virginia Outstanding Faculty Awards

1. NAME Full (Legal): Agida Gabil Manizade Preferred First Name: Agida	
2. INSTITUTIONAL INFORMATION Institution: Radford University Rank/Position Title: Professor Year Rank/Title Attained: 2018 Years at Institution: 9 Campus Email Address: amanizade@radford.edu Campus Phone: (540) 831-5133 Campus Mailing Address: PO Box 6942 Radford, VA 24142 Campus Communications Contact: Name: Chad Osborne E-mail: caosborne@radford.edu	3. PROFESSIONAL INFORMATION Academic Discipline: Mathematics Specialization/Field: Mathematics Ed. Type of Terminal Degree: Ph. D. Year Awarded: 2006 Awarding Institution: University of Virginia
	4. PERSONAL INFORMATION

Please check only one box:

- RESEARCH/DOCTORAL INSTITUTION NOMINEE:
- MASTERS/COMPREHENSIVE INSTITUTION NOMINEE:
- BACCALAUREATE INSTITUTION NOMINEE:
- TWO-YEAR INSTITUTION NOMINEE:
- RISING STAR NOMINEE:

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Signature (President or ~~Chief Academic Officer~~)

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RADFORD UNIVERSITY MISSION STATEMENT

As a mid-sized, comprehensive public institution dedicated to the creation and dissemination of knowledge, Radford University empowers students from diverse backgrounds by providing transformative educational experiences, from the baccalaureate to the doctoral level, within and beyond the classroom. As an inclusive university community, we specialize in cultivating relationships among students, faculty, staff, alumni and other partners, and in providing a culture of service, support, and engagement. We embrace innovation and tradition and instill students with purpose and the ability to think creatively and critically. We provide an educational environment and the tools to address the social, economic and environmental issues confronting our region, nation, and the world.

SUMMARY OF ACCOMPLISHMENTS

Dr. Agida Manizade is in her tenth year of service as a Professor in the Department of Mathematics and Statistics at Radford University (RU). She teaches both graduate and undergraduate students. At the graduate level, Dr. Manizade serves as the Coordinator of the Graduate Certificate Program in Mathematics at the Artis College of Science and Technology (ACST). This is the leading program in the Commonwealth of Virginia that offers an opportunity for in-service mathematics teachers to earn a graduate certificate online. At the undergraduate level, she teaches mathematics to pre-service teachers at elementary, middle, and high school levels, as well as college Geometry for all mathematics majors. Consistent with the national trend and according to the most recent report by the Virginia Department of Education (VDOE), K-12 mathematics teachers are in the top five critical shortage areas. In her work, Dr. Manizade **prepares and inspires professionals** in this field where we experience **a significant shortage of qualified workforce nationwide**.

The criteria for the Virginia Outstanding Faculty Award state, "A nominee must possess a record of superior accomplishment that reflects strongly the mission of his/her institution." According to Dean Rogers (ACST, RU), "Dr. Manizade's accomplishments exceed the stated criteria for this award." In the past five years, Dr. Manizade received three distinctive honors as a faculty member at RU. These honors are the Artis Outstanding Faculty Award for Scholarship and Service in 2013, the RU One Million Dollar Circle Award in 2014, and the Distinguished Creative Scholar Award in 2017, which recognizes noteworthy original contributions to the body of knowledge in academe and rewards contributions that have a significant impact on effective classroom teaching. In recognition of her success, Dr. Manizade was named a Finalist for the Outstanding Faculty Award by the State Council of Higher Education for Virginia in 2017 and 2018. Most recently, as Editor-in-Chief of the *Virginia Mathematics Teacher* (VMT) journal, Dr. Manizade received the 2018 Publication Award for Outstanding Journal by the National Council of Teachers of Mathematics (NCTM). Dr. Rogers wrote, "Dr. Manizade's superior accomplishments exemplify the four areas of scholarly endeavor described in Ernest Boyer's *Scholarship Reconsidered*, which are teaching, discovery, knowledge integration, and service."

TEACHING

RU's Mission Statement conveys, "[RU] empowers students from diverse backgrounds by providing transformative educational experiences...". Dr. Manizade successfully mentors students to develop their creative and critical thinking skills while teaching them to be *successful problem solvers* who are able to analyze problems and implement solutions. RU is a student-centered institution that promotes a sense of caring and meaningful interaction among all members of the community. "We embrace innovation and tradition and instill students with purpose and the ability to think creatively and critically." Dr. Manizade exemplifies the mission of RU through her professional success in teaching and mentoring future and current teachers of mathematics in the Commonwealth by melding her research to her teaching and thereby, enriching her students with unique and powerful experiences. Dr. Manizade is an accomplished scholar whose research directly enhances the efforts of mathematics teachers to challenge and support their own students to achieve success.

Instruction: Whether Dr. Manizade delivers online graduate classes or in-person undergraduate classes, she enthusiastically engages students and helps them to comprehend

mathematics and mathematics pedagogy through hands-on activities, visual examples, use of technology, and students' immersion in original research. Dr. Manizade's teaching philosophy is based on the notion that in order to generate objective and new knowledge, learners have to participate in mathematizing, engage with the concepts, and have the opportunity to interact with the instructor and peers through a critical examination process, which results in developing new objective knowledge from subjective knowledge. Based on her teaching philosophy, students are encouraged to make sense of mathematics and learn mathematical truths by justifying the claims with empirical evidence, showing that the results work in practice, providing inductive reasoning that is resistant to falsification, and engaging in formal proofs. Dr. Manizade creates environments, whether online or in-person, in which students emerge in the exploration and discovery of mathematical truths.

In the online course environment, Dr. Manizade uses cutting-edge technological tools, such as GeoGebra, Cinderella, and 3D printers (which allow visualization of Euclidean and Non-Euclidean spaces with which students have limited to no prior experiences). Another example of Dr. Manizade's approach is that she mails each online student a set of manipulatives, such as Lenart Spheres and Magformers, prior to the start of the semester. This allows students to physically conduct constructions, use tools, and utilize problem-solving techniques in order to visualize geometric shapes, concepts, and connections during the investigations conducted synchronously online. She uses her knowledge of effective teaching techniques to develop environments that are interactive and engaging even when teaching abstract concepts in graduate-level mathematics. One example of the creative approach Dr. Manizade takes in making abstract concepts accessible to all students is presented here <https://www.youtube.com/watch?v=FNR57MgpADw>. A former student, Abby Smith, shared the following about Dr. Manizade's teaching:

My outlook on math education was altered after taking Dr. Manizade's junior-level course for secondary math education students. Up to this point..., I had been an interested observer of mathematics where success was dependent upon the belief of validity of the information provided by the professor and text was critical. At the onset of the semester, my classmates and I... were incredibly frustrated when she challenged our thinking beyond knowing how a mathematical concept can be applied, but why the concept is true and how to engage students in methods of discovery of the concept. Her method of discovery-based lessons required us to actively communicate with one another and pushed our preconceived notion of how a secondary math classroom could function. **If I had to accredit my teaching philosophy to one class during my undergraduate coursework, it would be Math 325 with Dr. Manizade.** As a graduate student, I had Dr. Manizade for online courses. Her method of discovery-based learning continued while we grappled with geometric principals in Non-Euclidean spaces. Despite the challenges the online classroom presents, her classroom was full of student conversation, investigation, and realizations.

Since joining the Department of Mathematics and Statistics in August of 2009, Dr. Manizade has demonstrated a record of superior accomplishment in the **scholarship of teaching**. She has contributed content and pedagogical knowledge to the RU curriculum by developing five new courses: MATH 635 Euclidean and Non-Euclidean Geometry, MATH 650 Master's Research Project, MATH 630 Algebra and Functions, EDET 620 Technology in

Mathematics Education, and MATH 335 Fundamentals of Geometry. She has also enhanced the success of the Mathematics and Statistics Department by her vital contributions to the Traditional Mathematics concentration.

Student Development and Learning: Dr. Manizade mentors students to actively participate in scholarship and pedagogical inquiry as they develop critical thinking skills and take responsibility for their own learning. Every year RU students successfully present their work with Dr. Manizade at professional conferences. In the last three years, eighteen undergraduate and graduate students have presented their collaborative work at state and regional conferences in VA. In addition, five graduate students published their collaborative papers in peer-reviewed journals. Former students, Matthew Akers, and Jamey Lovin reflected on the opportunities to learn and grow that they received under Dr. Manizade's guidance:

She opened an opportunity to present at the Virginia Council of Teachers of Mathematics Conference. She helped me to organize and plan the presentation. She took the time to critique the presentation product, teach me how to present at a professional conference, and how to prepare for the session. She went the extra mile to ensure I was ready to present, and even aided in the presentation by Skype to help with any questions... This is a step that many professors may not make, but Dr. Manizade's **passion and interest in my learning and professional career** go beyond that of many. – Matthew Akers

I have come to know Dr. Manizade in the past ten years while preparing for the occupation of Math Specialist. Not only was she an endless source of content and pedagogical knowledge, but she also played the role of a **motivator, cheerleader, and mentor**. I can say without hesitation that she is one of the first people **who encouraged me and supported my efforts to take an active role in local, regional, and state organizations**. I became the President of the Virginia Council of Teachers of Mathematics (VCTM), President of Tidewater Council of Teachers of Mathematics (TCTM), and serve as a Board member and webmaster for the Virginia Council of Mathematics Specialists (VACMS). – Jamey Lovin

Student evaluations of Dr. Manizade's **instruction** from the five undergraduate and four graduate courses that she teaches in the Mathematics and Statistics Department reveal that she motivates students to challenge themselves, to engage in the critical analysis required to comprehend mathematics, and to develop quantitative reasoning as mathematicians and researchers. Dr. Manizade creatively focuses on **student development and learning** through a highly interactive classroom environment with hands-on exercises in a synchronous online course delivery format. Former students, Jillian Marballie, Dale Parris and Jamey Lovin commented:

My outlook on Geometry is different. I'm **pushing my colleagues to see how important the visualization is and am wondering how I taught it without** the initial focus on that aspect. ...My colleagues all need to take Dr. Manizade's class! - Jillian Marballie

My first interaction with Dr. Manizade was as a student in the MS program...I was able to appreciate not only her command for the subject matter but her teaching style and

interaction with my fellow students. Dr. Manizade was **truly interested in the whole student and helping each of us not only learn the concepts she was presenting but learn how we could each be better educators ourselves.** ... the only thing more important than teaching students is teaching other teachers how to be better at what they do. Her impact as a professional not only affected each of us in her classroom but continues to impact students in the classrooms of each of the teachers she influenced. - Dale Parris

Dr. Manizade helps her students prepare and present their research at state and regional conferences to experience scholarship and networking with mathematics education professionals. She challenges students to integrate learning across the disciplinary boundaries.

DISCOVERY

Dr. Manizade has demonstrated an extraordinary record of accomplishment in the scholarship of discovery through her current research in mathematics and mathematics education. Her level of research activity is an unexpected achievement given the teaching load that is assigned to faculty members at RU. Dr. Manizade's current research has direct implications in the graduate and undergraduate classes she teaches.

Scholarly Works: Since her appointment as an Assistant Professor at RU in 2009, Dr. Manizade has published 27 articles, including 21 peer-reviewed articles published in professional journals, such as *Educational Studies in Mathematics*, *ZDM*, *Education Sciences*, and *Mathematics Teacher*. Last academic year, she published six articles in refereed outlets. Dr. Manizade also published two Springer book chapters (see attached CV).

Dr. Manizade's research and discoveries are recognized nationally and internationally as she works collaboratively with her undergraduate/graduate students, and colleagues both in the US and internationally. Dr. Manizade's academic record includes **72 conference presentations**, in which 32 were at the refereed national and international conferences, nine were invited presentations, 21 were regional and state presentations, and 10 were workshops. Since she joined RU, Dr. Manizade has delivered **46 presentations**. During 2017-2018, Dr. Manizade worked with **graduate students who presented at five** state and regional conferences, as well as **undergraduate students who presented at three** state-level conferences. These included the VCTM Annual Conference, Southwest Virginia Council of Teachers of Mathematics, and VCMS. Last academic year, Dr. Manizade worked with **11 students on their undergraduate research projects**, which were **presented at the state** (VCTM) and **regional** (Connecting Mathematics Practices) level.

Scholarly Activities: Dr. Manizade has the impressive achievement of being awarded **\$2,260,900** in seven external grants since 2010. The total amount of external funding received by Dr. Manizade since 2006 is **\$2,630,642**. Dr. Manizade's major scholarly interests include pedagogical applications of geometry, measures of mathematics teachers' knowledge and use of technology as a partner in the classroom. Her research directly enhances the efforts of mathematics teachers to challenge and support their own students to achieve success.

KNOWLEDGE INTEGRATION

Curriculum Development: Dr. Manizade has amassed a record of superior accomplishment in the scholarship of knowledge integration by her efforts to motivate and

inspire students with four new online courses for the M.S. in Education with a concentration in Mathematics Education and Graduate Certificate in Mathematics programs, as well as by developing a new course for undergraduate mathematics majors. The graduate degree programs have enabled current and prospective public school mathematics teachers to earn a Master's degree or Graduate Certificate and enhance their content knowledge of mathematics and statistics as well as to develop their understanding of current research in the pedagogy of mathematics education.

Additionally, for the past five years, Dr. Manizade has collaborated with NASA scientists and other colleagues to co-develop a two-week summer institute for the mathematics teachers with hands-on experiences in simulation-based aerospace engineering. Participants of these RU NASA institutes receive training to effectively facilitate their students as well as their colleagues' knowledge in STEM with focus on real-world applications of simulation-based mathematics. This institute is offered on-site at NASA Langley Research Center in Hampton VA to about 20 secondary mathematics teachers annually. This is an example of Dr. Manizade placing her **discipline in a larger interdisciplinary and cross-disciplinary context**.

Meaningful Connections: As part of her efforts for knowledge integration, Dr. Manizade has served as a Founding director and co-director of the Secondary Mathematics Professional Development Center (SMPDC, <https://www.radford.edu/rumath-smpdc/>) that has been funded by multiple Math and Science Partnership grants through the VDOE since 2010. The main goal of the Center is to provide a professional development program to teachers interested in improving their knowledge and understanding of mathematics. Dr. Manizade's research has shown that teachers who participate in these programs have significantly improved their subject matter knowledge as well as their Pedagogical Content Knowledge (PCK) in algebra, statistics, probability, and geometry. The SMPDC has partnered with 30 public school systems across the Commonwealth, several institutes of higher education in VA, the Virginia Math and Science Coalition (VMSC), and NASA. Since its original funding in 2010, Dr. Manizade has taught 435 mathematics teachers. SMPDC has also provided over 700 contact hours of graduate-level professional development coursework to teachers tuition-free. Knowledge from mathematics, statistics, technology, and educational research was integrated to provide these graduate students and educational professionals an optimal experience and in turn transform the learning environments and opportunities of their own mathematics students. As a result of these projects, the participants created several hundred products available to teachers across VA, including lesson plans, unit plans, performance-based assessments, and classroom videos.

SERVICE

RU Mission Statement describes, "As an inclusive university community, we specialize in cultivating relationships among students, faculty, staff, alumni and other partners, and in providing a culture of service, support, and engagement." Dr. Manizade has demonstrated an extraordinary record of service statewide, in the local community, and at RU where her efforts have positively affected the lives of families and the professional development opportunities of faculty members and students.

Institution: Dr. Manizade provides critical contributions to the Mathematics and Statistics Department as Chair of the Departmental Graduate Program Curriculum Committee and Coordinator of the Certificate Program in Mathematics, among other roles (including several

dozens departmental/university committees, such as the last Presidential Search Committee). During 2017-2018, Dr. Manizade served as a Research and Grants Adviser (pilot initiative/half time) helping faculty across campus who aspired to enhance their research programs and assisted them with external grant proposal applications. Because of this work, the proposals' submission value significantly increased at RU (average from \$1,556,306 to \$2,626,738). Her department chair, Dr. Sigmon, stated, "Dr. Manizade's work has resulted in a dramatic increase in first-time investigators and a 154 % growth in grant funding" As the Founding Director of the SMPDC at RU, Dr. Manizade co-developed the graduate programs, taught classes, observed teachers in their classrooms, and provided feedback on their professional progress. In these and many other service activities, Dr. Manizade has demonstrated an extraordinary record of contributions in the **scholarship of service**.

Community/Society: Since 2012, Dr. Manizade has served the New River Valley **community and society** in her position as the founding and current president of Radford Child Development, Inc. (www.radfordchilddevelopment.com). Under the leadership of Dr. Manizade, through community collaboration, this organization achieved the goal of establishing a high-quality, educational child care center in Radford, that celebrated its grand opening in 2016. Internships are available at the new center to RU students in the Early Childhood/Early Childhood Special Education, Occupational Therapy, Music and Arts, and other programs. RU students now have a space in which to learn and engage in exemplary childcare practices.

Professional Service: Dr. Manizade serves as Editor-in-Chief of the *Virginia Mathematics Teacher* journal. This is a peer-reviewed journal published since 1974 by VCTM, Richmond, VA. According to VDOE and VCTM, the journal has improved dramatically since Dr. Manizade began service as a Chief Editor in 2015. The readership has more than doubled and includes mathematics teachers at all levels. Based on the quality of publication for two consecutive years, the VMT journal received the Outstanding Publication Award from the NCTM in 2018.

Dr. Manizade's national reputation in the development of instruments for measuring teachers' mathematical knowledge led to an invitation to consult with Educational Testing Services regarding changes to the Praxis II exam (licensure exam for math teachers). Dr. Manizade also serves as an adviser for the STEM Education Department funded by the Austrian Government at the Johannes Kepler University, Austria. Dr. Manizade served at VDOE as: 1) an invited committee member from higher education for the Algebra II EOC SOL setting committee; 2) a member of SOL External Review Committee; 3) an Institute of Higher Education (IHE) rep. at Virginia's College and Career Readiness Initiative; and 4) an IHE rep. at the Mathematics Capstone committee. She currently serves as: 1) a board member of the VMSC, organization that supports efforts by school systems, teachers, parents, students, the Commonwealth of Virginia, and businesses to achieve and sustain excellence in STEM education for Virginia's K-12 and higher education students; 2) a board director of the VCTM; and 3) a member of VCTM's Strategic Planning Committee.

Dr. Agida Manizade is personally and professionally committed to assisting students in accomplishing transformative success. She has directly impacted the lives of the hundreds of students who have participated in her courses and in her mathematics research. Dean Rogers stated, "In the ten years that she has been a faculty member at RU, Dr. Agida Manizade has achieved extraordinary success in teaching, research, and service, and she embodies the ideals of scholarly endeavors described in Boyer's *Scholarship Reconsidered*."

PERSONAL STATEMENT

Dr. Agida Manizade

A few weeks ago, a colleague and I took a group of mathematics teachers to NASA Langley Research Center in Hampton, Virginia for a summer institute that was a part of our on-going Mathematics and Science Partnership grant project sponsored by the Department of Education. Although I have been leading this project since 2010 and we have sent five groups of teachers to this institute, this was my second NASA institute. I was so happy and excited for weeks prior to it. What could be better than being in the most fascinating place in the country and spending time learning from the brightest scientific minds? Last year, I was able to join NASA's 100th year anniversary celebration, such an unforgettable event. No vacation could compete with the NASA institute, I thought. As I stood at Langley, addressing my students about the grant project, their opportunities, and their roles, I started thinking that this experience was a process, which took me 20 years to attain, with a lot of hard work intertwined.

I was born in a country that does not exist anymore, the USSR. As a daughter of a Soviet Colonel, my family members and I were not allowed to step outside of the country borders. The thought that I would ever be talking to my students at NASA was completely impossible at the time. I was 15 when the Soviet Union fell apart through bloodshed and the accompanying terrifying events (such as walking to my school through puddles of blood after the massacre on January 20th, 1990 in Baku city). Life was spinning out of control all around me, which prompted me to start actively taking charge and changing the course of my life. I remember the feeling of being completely overwhelmed and finally deciding that the only way to survive was to focus on **one problem at a time** and to **look for the most elegant solution** for each problem.

For the past 20 years, I have thought of myself as a **professional problem solver**, not because I teach mathematics but because I see life's challenges as a set of problems that have to be solved. In order to speak to my students at NASA Langley, I had to solve the following problems:

Step 1: Learn English. The opportunity to learn with other students at school was not given to me because as a dyslexic child I had a hard enough time learning to read in Russian, and was assigned to a "special class for slow learning students" (no accommodations for special education were made for any of the students in the USSR). Learning to read was one of the major accomplishments. I did learn English and after completing a college degree, I decided to come to the USA because this country embodied all of the ideals that were important to me. I studied hard, took the GREs, and received high enough scores to get full academic scholarships to the College of William and Mary for my Master's degree and to the University of Virginia for my Ph.D.

Step 2: Establish myself as a professional. After getting my academic positions at Clemson University and at Radford University (RU), I have brought in \$2,630,642 in external grant funding, \$2,620,900 of which I brought to RU since 2010. These are the same grants that funded the NASA institutes for our mathematics teachers. I have helped new RU faculty with their external grant applications. I have published 27 papers, made 72 presentations, including 32 presentations at the national and international conferences, nine invited presentations, 21

presentations at the state and local conferences, 10 workshops, and served as an editor of a professional peer-reviewed journal. All of this convinced the United States government that I was an exceptional professional and deserved to receive a US permanent residency.

Step 3: Become a good mom. I realized that being a professional woman and having two children meant that I had to find a way to provide quality childcare for my kids. While I enjoyed teaching and investing my energy helping undergraduate and graduate students building their future, I did not want to neglect my own children. I also realized that all professional women in Radford faced the same problem I did, as there were no full time, state-licensed childcare options available in our city. I found an elegant solution! I led an effort to form a non-profit corporation (Radford Child Development Inc.), developing partnerships with local employees and local foundations, and engaging developers. I developed a unique model that is now attracting attention of other universities across the United States. As a result, we (RCD Inc. board members, volunteers) built the highest quality childcare facility in Radford, Virginia for all professional families at RU and the entire Radford community, including mine. Further, Radford University students in the Early Childhood/Early Childhood Special Education, Occupational Therapy, Music and Arts and several other programs now have a space in which to learn and engage in exemplary childcare practices.

Step 4: Become an American. I applied for US citizenship and received it recently. I love this country and what the United States represents. Being an American means that I have a voice and I can do what I love. I also know that in this country, hard work and determination pay off. That is why I am proud to be an American and I think it is the best country in the world. I can successfully solve problems professionally in the classroom and in real life by making our community better and safer. I also have an opportunity to teach my students how to become effective problem solvers.

Finally, 20 years later, and after successfully completing steps one through four, I was also able to enter NASA Langley (non-citizens are not allowed entry) and address my students in person. This was truly an exciting, milestone event!

Since I work with in-service and pre-service teachers, my goal as an educator is to develop their mathematical knowledge, their pedagogical content knowledge, and their problem-solving skills. Being a problem solver means engaging in a process of finding ways to address difficult or complex issues and scenarios. It also means a willingness to be uncomfortable and to look foolish to others in order to learn new ideas and create new methods. It incorporates persistence and a special attitude, not blaming others, or chance, or God for misfortunes. The ability to ignore those who doubt your goals or your success is also included. It means the willingness to be open to hear new thoughts and ideas and to have the skills and knowledge to critically analyze them. Whether I teach my students, conduct research, or simply live a daily life, I see a set of problems that require elegant solutions. As a problem solver, what can be more exciting than seeing the world this way? It is truly a privilege to be able to live in the world where I can engage in problem solving. There is still so much to do, so many problems to solve, one challenge at a time.

Abbreviated Curriculum Vitae
Agida Manizade, Ph.D.

Professor, Department of Mathematics & Statistics, Radford University, Radford, VA

EDUCATION

B.S, M.S in Mathematics, Baku State University, Baku (1992-1997)

M.A in Mathematics Education, The College of William and Mary, Williamsburg (1999-2000)

Ph.D. in Mathematics Education, University of Virginia, Charlottesville (2001-2006)

TEACHING EXPERIENCE - Courses taught at Radford University

Math 635 Euclidian and Non-Euclidian Geometry	Math 681 Special Topics in Mathematics
Math 335 Foundations of Geometry	Math 121,122 Mathematics for Teaching I, II
Math 135 College Geometry	Math 325 Teaching Secondary Mathematics
Math 650 Master's Research Project	Edet 620 Education Technology in
Math 630 Algebra and Functions	Mathematics

SELECTED GRANTS

Total funded while at RU: **\$2,260,900.00**

Total funded projects (2006-present): \$2,630,642.00

Served as PI/Co-PI on the following funded grants:

2015-2018: *Mathematics & Science Partnership Grant: Secondary Mathematics Professional Development Center. \$914,000.00.* Funded through Virginia Department of Education.

2013-2015: *Mathematics & Science Partnership Grant: Secondary Mathematics Professional Development Center. \$580,000.00.* Funded through Virginia Department of Education.

2010-2013: *Mathematics & Science Partnership Grant: Secondary Mathematics Professional Development Center. \$629,195.00.* Funded through Virginia Department of Education.

SELECTED ACADEMIC HONORS AND AWARDS

Publication Award for Outstanding Journal (2018) for the Virginia Mathematics Teacher (VMT) journal, by the National Council of Teachers of Mathematics.

Finalist, Outstanding Faculty Award (2018, 2017). State Council of Higher Education for VA.

The Distinguished Creative Scholar Award (2017). Radford University Foundation. It recognizes significant original contributions to the body of knowledge in academe and rewards contributions that have a significant impact on effective classroom teaching.

Editor-In-Chief (2015). Virginia Mathematics Teacher Journal. This is a popular peer-reviewed journal founded in 1974; Virginia Council of Teachers of Mathematics, Richmond, VA.

Million Dollar Circle Award (2014). Award for securing external research grant projects' funding in the amount exceeding \$1,000,000.00; Radford University, Radford, VA.

The Artis Outstanding Faculty Award (2013). This award is for Scholarship & Service; Radford University, Radford, VA.

Radford University's Distinguished Woman (2013). Radford University, Radford, VA.

Internationalization of the Curriculum in Higher Education Award (2007). Clemson University, Clemson, SC

SELECTED REFEREED PUBLICATIONS: A partial list from more than 27 publications, including 21 refereed articles (peer-reviewed journals), and 3 book chapters.

Manizade, A. G., & Martinovic, D. (2018). Creating profiles of geometry teachers' PCK. In Patricio Herbst, Ui Hock Cheah, Philippe Richard, and Keith Jones (eds.). *International Perspectives on the Teaching and Learning of Geometry in Secondary Schools*. Switzerland: Springer Publishers. DOI: [10.1007/978-3-319-77476-3](https://doi.org/10.1007/978-3-319-77476-3)

Martinovic, D., **Manizade, A. G.** (2018). The challenges in the assessment of knowledge for teaching geometry. *ZDM*, 50 (4), 613-629. DOI: <https://doi.org/10.1007/s11858-018-0934-4>

- Martinovic, D., **Manizade, A.G.** (2017). Using Grounded Theory to extend PCK framework at the secondary level. *Education Sciences, Special Issue: Critical Issues in Mathematics Education*. 7 (60), 1-17. DOI: 10.3390/educsci7020060
- ***Manizade, A. G.**, Jacobsen, L., Belcher, C., Thien, R., Lovin, J., Brady, S., Baker, D. (2016). Secondary Mathematics Professional Development Center. *Virginia Mathematics Teacher*, 43 (1), 20-25. (*This publication was done in collaboration with students.)
- Manizade, A.G.**, Martinovic, D. (2016). Developing an interactive instrument for measuring teachers' professionally situated knowledge in geometry and measurement. In P. Moyer-Packenham (eds.), *International Perspectives on Teaching and Learning Mathematics with Virtual Manipulatives* (pp.323-342). Switzerland: Springer Publishers. doi 10.1007/978-3-319-32718-1_14
- Manizade, A. G.**, Mason, M. (2015) Teaching dilemmas: getting it right with trapezoids, *Virginia Mathematics Teacher*, 42 (1), 29-32.
- Manizade, A.G.**, & Martinovic, D. (2014). Developing a Dynamic Instrument for Assessing Teachers' Professionally Situated Knowledge of Geometry. GeoGebra-NA 2014. November 21-22, 2014, Toronto, ON, 23-29.
- Martinovic, D., & **Manizade, A. G.** (2014). Technology as a partner in the geometry classrooms. *The Electronic Journal of Mathematics and Technology*, 8(2), 69-87. Retrieved from https://php.radford.edu/~ejmt/deliverAbstract.php?paperID=eJMT_v8n2a1. Reprinted in *The Research Journal of Mathematics and Technology*, 3 (1), ISSN 2163-0380.
- Manizade, A. G.**, Mason, M. (2014). Developing the area of a trapezoid. *Mathematics Teacher*, 107 (7), 509-514.
- Martinovic, D., **Manizade, A. G.** (2014). Technology as a partner in the geometry classroom. *The Electronic Journal of Mathematics and Technology*, 8 (2), 69-87.
- Martinovic, D.; **Manizade, A.G.** Teachers Evaluating Dissections as an Approach to Calculating Area of Trapezoid: Exploring the Role of Technology. In Proceedings of the 5th North American GeoGebra Conference: Explorative Learning with Technology; Toronto, ON, Canada, 21–22 November 2014; Martinovic, D., Karadag, K., McDougall, D., Eds.; University of Toronto: ON, Toronto, 2014; pp. 44–50.
- Manizade, A.G.**, Mason, M. (2011). Using Delphi methodology to design assessments of teachers' pedagogical content knowledge. *Educational Studies in Mathematics*, 76 (2), DOI: 10.1007/s10649-010-9276-z
- Yang, W., **Manizade, A. G.** (2010). Use of dynamic course core to develop teachers' subject matter knowledge of mathematics. *The Electronic Journal of Mathematics and Technology*, 4 (2) ISSN 1933-2823.

SELECTED PROFESSIONAL PRESENTATIONS:

Manizade, A. G., Kaarstein, H., Orrill, C., & Kan, G. (July 2018). *International perspectives: Measuring mathematics teachers' knowledge in the digital era*. Session presented at the 42nd International Group of the Psychology of Mathematics Education (PME). Umea, Sweden.

A complete list of **72 presentations**, including 32 refereed national/international conferences, 9 invited presentations, 21 regional/state presentations at <https://www.radford.edu/~amanizade/>.

SELECTED PUBLIC AND ACADEMIC SERVICE

Radford Child Development Inc., President (2012-Present)
Virginia Council of Teachers of Mathematics, Board Director (2015-Present)
Virginia Mathematics Teacher Journal, Chief Editor (2015-Present)

Secondary Mathematics Professional Development Center, Founding Director (2010-2013); Co-Director (2013-Present)
Virginia Math & Science Coalition, Board Director (2018-Present)

LETTERS OF SUPPORT (Excerpted)

"On behalf of the entire Radford University community of learners, I am honored to endorse Dr. Agida Manizade, Professor in the Department of Mathematics & Statistics, for the 2019 State Council of Higher Education Virginia Outstanding Faculty Award. Dr. Manizade is particularly well rounded, covering the territory of teaching, discovery, and service. Dr. Manizade has been recognized by her colleagues for her exceptional work and I trust that you will find that her accomplishments are as exceptional as they do... Since joining Radford University in 2009, Dr. Manizade has exemplified the University's mission of being dedicated to the creation and dissemination of knowledge that empowers students from diverse backgrounds and cultivates relationships between students and faculty, while embracing innovation and tradition.... I make this recommendation of Dr. Manizade to you with a high degree of pride in and confidence of her work." ***Dr. Brian Hemphill, President, Radford University.***

"Dr. Manizade has established a wide sphere of academic and professional influence as a member of the Radford University academic community. First and foremost, Dr. Manizade is an exceptional teacher who is well-known for her care of students while maintaining a rigor from which students excel and thrive, often well beyond their own expectations. I am proud to make that statement particularly in an academic area such as mathematics. In addition to excellence in teaching, Dr. Manizade extends her research activities to include students, many of whom have presented at state and regional conferences, certainly among the most valued accomplishments an undergraduate student can achieve. She strives to utilize highly creative and varied approaches to presenting information in order to stimulate and inspire student understanding. Dr. Manizade's formidable teaching abilities are clearly enhanced by a prolific record of research, writing, and professional presentations with scores of publications, proceedings, presentations and workshops in her relatively short career at Radford. As impressive is her success as an active grant writer who, since her arrival to Radford in 2009, has amassed almost \$2.5 million, much of which is directed at improving math education at the secondary level through the training of highly prepared public school math teachers. ... Most notably is her extraordinary leadership in having a state-of-the-art childcare facility built to serve the campus and community. This was a truly significant effort and achievement requiring an extraordinary amount of time, networking with local and state politicians, business persons, university officials, and childcare experts. The four-year effort resulted in the 2016 opening of an extraordinary facility that our community will treasure for many generations of children to come.... Dr. Manizade is a model of professionalism, scholarship, leadership, and (most important) effective and inspirational teaching. Through her efforts, countless students and teachers leave her tutelage with a greater understanding of the discipline of mathematics. As we all know, that is no small feat. In addition, her scholarship and that of her students further illuminates her value as an academic. Finally, her service within the university and the community at large has established her as a cherished contributor who devotes great time and energy to the benefit of her students, her peers, and her neighbors in this region." ***Dr. Joseph Scartelli, Provost Emeritus, Radford University.***

"Dr. Manizade is truly a superb teacher. Student comments have always been extremely positive, not because she is easy, but instead but due to the high expectations she has and the learning environment in her classes. What is particularly impressive is how the material Dr. Manizade covers in her classes is used by Virginia teachers in their own classes. ... Providing practical ideas for students to integrate into their own work can be rare in higher education, but is an area where Dr. Manizade excels. **Dr. Manizade has long been one of the best teachers in our department and we are extremely fortunate to have her as a role model of what excellent teaching entails....**Dr. Manizade's research accomplishments at Radford University have been impeccable. ... In addition to her own grant work, Dr. Manizade has provided assistance to Radford University faculty in all disciplines in writing grants to fund their own research. This work has resulted in a **dramatic increase in first-time investigators** and a

154% growth in grant funding ... One special example of Dr. Manizade's work involved providing assistance for a colleague's successful application for funding an art show performance in Ecuador. This researcher stated that she "could not have done this project without Dr. Manizade's support." What is particularly amazing about her accomplishments is that RU ... has a significant teaching load. Dr. Manizade serves as a true role model for being a productive researcher at our university....In my opinion, one of Dr. Manizade's greatest strengths is **her ability to integrate her research knowledge to better serve her students and colleagues**. Recently, I had the pleasure to see work performed by a joint grant project conducted by Dr. Manizade and the NASA Langley Research Center. This project provided an opportunity for teachers across the state of Virginia to collect data and to simulate model solutions to practical problems that dealt with future Mars' missions. This work provided practical NASA examples for teachers to take back to their schools and integrate in their classrooms. A second example of Dr. Manizade's ability to integrate knowledge is her complete transformation, as chief editor, of the journal *Virginia Mathematics Teacher* ... This journal has greatly increased opportunities for colleagues ... to disseminate innovative ideas in teaching and professional work. Finally, Dr. Manizade's work with the Radford's masters' degree program in mathematics education cannot be understated. Through the grant funding she has procured, teachers in Virginia have received **free tuition** to take courses Through Dr. Manizade's assistance, the program has transformed from a small distance education program serving four school districts in its inception, to an online program that now serves the entire Virginia....Dr. Manizade's service to our department and university has been truly outstanding, and her accomplishments too numerous to list. However, one service contribution to the university and community that I must mention is her tireless work (often against great odds), is to get the faculty, the RU administration, local businesses, and our local health care system to work together to construct a new state-of-the-art early childcare center in the city of Radford. Dr. Manizade currently serves as president of the board for this non-profit corporation. Its establishment has provided much needed and long overdue child care options for employees at Radford University and area residents. ... Without Dr. Manizade's total commitment and coordination, this project would never have happened. ...In conclusion, Dr. Agida Manizade's dedication to improve the welfare of her university, her students, teachers, her profession, the Commonwealth of Virginia, and our country is truly outstanding and admirable. Although I am sure you will have many other excellent candidates for the Outstanding Faculty Award, I cannot imagine anyone who would be a more deserving recipient of this award. I enthusiastically recommend Dr. Manizade for this award without any reservations. I hope that you will recognize her tremendous dedication and countless contributions to the growth of mathematics education." **Dr. Neil P. Sigmon, Professor and Chair, Department of Mathematics and Statistics, Radford University.**

"I am a former student of Dr. Manizade... As a practicing math teacher just starting graduate school, I had no idea what a formative impact her class would have on my educational and professional development. Her lectures and instructional style are still vivid and clear in my head. The growth of geometric understanding I gained as her student has permanently informed my teaching of geometry to my own students. Furthermore, the skillful way in which she teaches makes even the hardest concepts come into view easily... She is truly and undoubtedly a talented and rare educator....Should a professor who possesses the deepest level of conceptual understanding about her field be considered "outstanding faculty?" If yes, then Dr. Manizade should win your award. Should a professor who is driven by the equitable learning outcomes of all her students, regardless of how detailed or time-consuming the minutia needed to develop a student's understanding, be considered "outstanding faculty?" If yes, then Dr. Manizade should win your award. Should a professor who sees the authentic needs of the community and people around her—and acts to put feet on the ground and make real changes happen to develop solutions to those needs—be considered "outstanding faculty?" If yes, then

Dr. Manizade should win your award.... Dr. Manizade is a world-class researcher who is focusing on unique and original solutions to questions in mathematics education. Her work is helping to make real, tangible changes to the way secondary math teachers practice their craft in the classroom, which in turn improves the educational outcomes of K-12 mathematics students. The value of such work is one of the purest expressions of academic pursuit, which is why it is such a privilege to have learned from ...Dr. Manizade. Over my academic and professional career, I have been in many classes with many professors, and worked with many different types of educators. Not all are created equal, and the ones who are truly exemplary should be recognized and honored for their excellence in pedagogy, research, and service. Dr. Manizade is one of those educators. Radford University, the Commonwealth of Virginia, and the broader education community are all better off because of her presence and work..." **Alexander Moore, Mathematics Teacher, Roanoke, VA.**

"...NASA and Radford have delivered the NASA and Radford University's Simulation-based Mathematics Teacher Professional Development Program (MODSIM), bringing teachers from across the state to NASA Langley... for two weeks during the summer to experience real-world applications of modeling and simulation and create lesson plans to implement in the classroom. Through this initiative, math teachers have experienced problem solving and modeling through a NASA context, drawing connections between math, science, communication, and history as they identify mathematical applications across the curriculum... MODSIM would not exist without the commitment and efforts of Dr. Agida Manizade and her colleagues. As feedback from participants, past and current, continues to flow, we are reminded of the significant impact this program is having on teachers across the state. It is a privilege to work together with Dr. Manizade and Radford University on this effort and to impact the education of students across the state." **Janet Sellars, Director of Education, NASA Langley Research Center.**

"Dr. Agida Manizade and I have collaborated... most recently, on an NSF grant proposal, titled: Preparing Teachers for A Changing World... She is involved in cutting edge research in mathematics teachers' knowledge, developing online measures of teachers' knowledge, and incorporating virtual manipulatives in teaching secondary mathematics. Her research is creative, original, and has practical implications in the field... She has an outstanding reputation with respect to research in designing measures of mathematics teachers' knowledge. ...She is a highly energetic and productive researcher with the focus of her research being improving the quality of mathematics teachers.... In July of 2017, she presented two new research papers at the GeoGebra Global Gathering in Austria, and she published six peer-reviewed articles just in this academic year.... Because of her reputation, I have recruited Dr. Manizade to serve as an adviser for our STEM education center funded by the Upper Austrian Government at the Johannes Kepler University (JKU) Linz, Austria..." **Dr. Markus Hohenwarter, Department Chair, JKU Linz, Austria.**

"In 2012 Dr. Manizade agreed to lead a new effort to create a NAEYC accredited childcare center to serve RU faculty, staff, students, and the Radford community as a whole. This was a formidable challenge as commercial childcare providers had no interest in entering the market, based on the community's apparent demographics. In order to achieve her goal, Dr. Manizade convened a consortium of community stakeholders, bringing together different interests and abilities to create the solution. Through years of creative negotiations, she developed the financing, construction and administration/management of the childcare center, leveraging the strengths of the university, the community and commercial partners. There were huge obstacles and tremendous setbacks but Dr. Manizade kept solving problems and finding creative solutions. The Radford Early Learning Center opened to tremendous acclaim in 2016 and was full within 90 days. ... Dr. Manizade then created a successful and ongoing scholarship program to support economically disadvantaged children..." **Bethany Mott, Executive Director of the Alliance for Better Childcare Strategies.**

Additional Documentation

Here are **additional quotes from the letters**. The **evaluation data** is included.

“Dr. Manizade is an exceptional advocate and resource for faculty due to being a passionate supporter of faculty efforts as well as an exemplary role model herself in the scholarship of discovery. Dr. Manizade has also started an effort to support students who are not prepared for college mathematics, and she is again taking a leadership role in analyzing the challenges, determining what resources are available as well as needed and creating action plans to implement solutions... Dr. Manizade exemplifies faculty commitment to excellence in teaching, discovery, knowledge integration and service, as well as the mission of Radford University ...

Dr. Agida Manizade is an extraordinarily successful and productive faculty member in the Artis College of Science and Technology at Radford University, and her contributions extend well beyond Radford University and the Commonwealth of Virginia. She is an inspirational instructor, a prolific scholar, a dedicated servant leader and an exemplary role model for her students and faculty peers. She has earned my highest recommendation for this prestigious honor.” **Dr. J. Orion Rogers, Dean, Artis College of Science and Technology, Radford University.**

“I have had the pleasure of working with Dr. Agida Manizade...through various initiatives and projects at the Virginia Department of Education (VDOE)...Dr. Manizade possesses a level of enthusiasm about mathematics that excites others and inspires higher expectations for mathematics education. Her commitment to improve K-12 mathematics was evident when serving as a VDOE of Education external reviewer of the proposed draft of the 2016 Virginia Mathematics Standards of Learning. Her deep knowledge of mathematics along with her vast experience in developing teacher education programs contributed to a more in-depth and comprehensive set of K-12 standards.

Through securing Mathematics and Science Partnership (MSP) grant funds, Dr. Manizade has worked to provide professional development for K-12 mathematics educators. Serving since 2010 as either Principal Investigator or Co-PI for the MSP grant for the Virginia Secondary Mathematics Professional Development Center, Dr. Manizade’s work has helped to enhance the mathematical content knowledge and pedagogical skills of numerous teachers.

I have worked with Dr. Manizade in her role as a board member of the Virginia Council of Teachers of Mathematics (VCTM). Since 2015, she has served as editor-in-chief of VCTM’s publication the Virginia Mathematics Teacher Journal. Her efforts to secure submissions for the publication paired with her desire to improve the quality and extent of the peer-reviewed journal has resulted in readership doubling over the past two years... Dr. Manizade also serves on the VCTM Strategic Planning Committee... She brings to the organization a depth of knowledge and insight about mathematics teacher education that has benefitted teachers across the Commonwealth. Dr. Manizade exemplifies the role of a dedicated mathematics educator...”

Tina Mazzacane, Coordinator of Office of Science, Technology, Engineering, and Mathematics, Virginia Department of Education.

“The grant funding for the Secondary Mathematics Professional Development Center... not only honors the achievements but also impacts the discipline [mathematics education] and brings prestige to Radford University. **Dr. Kenna M. Colley, Interim Provost and Vice President for Academic Affairs**

“I know Dr. Manizade is a teacher and researcher of exceptional standard, widely regarded across the GeoGebra global community for her research and commitment to professional and community service... Dr. Manizade’s work is interdisciplinary and provides connections between research on mathematics and mathematics teacher education, as well as best practices in Technology Education. I’ve had the pleasure of collaborating with Dr. Manizade on two different grant proposals and have first-hand experience with the depths of her knowledge of the STEM education field. Dr. Manizade has an outstanding reputation as a researcher in her field of study on the international arena. As the COO of a large international educational technology company serving millions of educators and students through our mathematics software and cloud

services, I value the work that Dr. Manizade is doing in improving mathematics teacher education through technology and pedagogical innovations. The impact of Dr Manizade's work was evident during the GeoGebra Global Gathering, an international conference held in Austria – receiving praise and support from renowned researchers in Educational Technology and STEM education fields.” **Dr. Stephen Jull, COO/CFO GeoGebra, Austria.**

“Dr. Manizade’s scholarly work challenges the status quo in mathematics education, and suggests creation of rigorous and sustained professional development opportunities for teachers. Her own teaching of professional graduate courses suggests that this can be done efficiently online, and that teachers’ knowledge for teaching mathematics can be assessed in a much simpler effective way than it is presently being done (if at all).” **Dr. Dragana Martinovic, Full Professor, University of Windsor, Canada; Director, Human Development Technologies Research Lab; Editor-in-Chief, The Fields Mathematics Education Journal (FMEJ); Director, The Fields Centre for Mathematics Education**

“I have had the pleasure of working with Agida for the past two years on an international collaborative book project. The book was titled: International Perspectives on Teaching and Learning Mathematics with Virtual Manipulatives and published by Springer... The book features ... chapters by researchers from Australia, Belgium, Brazil, Canada, Germany, Sweden, Taiwan, Turkey, and the United States... It is a joy to work with collaborators like Agida on research and publication projects. She is highly productive and produces work of exceptional quality. She is aware of the important and significant changes in the field and stays on the cutting edge to provide excellent teaching and research for her students and colleagues. Her expertise in technology shows in all of her work, especially in her development and delivery of online courses for students.” **Dr. Patricia Moyer-Packenham, Professor, Director of Mathematics Education and Leadership Programs, Utah State University.**

“Dr. Manizade’s contributions to the math education field include much more than shedding light on interactive teaching methods. ... Dr. Manizade encourages her students to join her and helps them create their own presentations. It was due to Dr. Manizade’s support that I confidently presented at my first conference... Dr. Manizade shows great care for the development of her students. I can recall many one on one conversations while in her course as an undergraduate, graduate student, and alumni. At the end of every conversation with Dr. Manziade, she offered advice for future plans, encouragement for my current position, and helpful criticism to inspire growth as a student or professional. As a part of Dr. Manizade’s work to help further her field, she conducted field research on current teaching methods in secondary math classrooms which included my classroom. I greatly value the feedback that Dr. Manizade provided upon observing my teaching and let the constructive criticism shape my lessons in the future... Throughout my experience as a student and teacher, I have not encountered a professor who is more deserving of this honor. Dr. Manizade’s teaching fosters meaningful conversations and revelations. She is generous in sharing her knowledge in the field in formal means through published works and presenting at conferences as well as sharing her firsthand experience and interest with students. Through her continued research, Dr. Manizade pushes the field of secondary math education, shedding light on best practices in the classroom.” **Abby Smith, Mathematics Teacher, Former Student.**

“As a fellow mathematics educator, I can attest that Dr. Manizade is a recognized leader in mathematics education, with excellent credentials and connections both nationally and internationally. She is most deserving of this esteemed honor for her outstanding scholarly contributions.

I chaired the hiring committee when Dr. Manizade joined the Radford University faculty in 2009. From our first interaction during the interview process, it was immediately clear that we had before us a colleague and scholar who would excel at anything she decided to pursue. We knew we had to jump on this opportunity. We did, and we hired a star. As an example, before she even arrived at Radford University, Dr. Manizade and I began collaborating on a grant

proposal through the Virginia Department of Education's Mathematics and Science Partnership program. Dr. Manizade served as the Principal Investigator for the project, which was funded shortly after her arrival on campus. To say the least, she got off to a running start here at Radford University.

Since then, Dr. Manizade has only accelerated the pace of her accomplishments and involvement in the scholarly mathematics education community... I have worked hand-in-hand with Dr. Manizade, witnessing personally her creative grant writing energies, excellent leadership skills on complex projects including over 50 partnering school divisions or universities, strong project management skills, and overall can-do, problem-solving attitude. She builds lasting relationships through each of her projects by working closely with partners and ensuring that their needs are met. From my vantage point, everyone she works with appears to think the world of her. She approaches her work as a passion, and her emphasis is consistently on serving teachers and our education community. She is always generous in the credit she offers others and she operates without ego. Dr. Manizade consistently serves team above self, and her reputation has swelled not only because of the merits of the projects she pursues but of the ways she carries herself as a professional and an individual.

Dr. Manizade's superior success in all areas of Boyer's criteria led in 2017 to her selection as Radford University's Research and Grants Advisor, a new professional service role designed to provide faculty colleagues from across campus with mentorship and support for research program and grant proposal development. ... One of her STEM colleagues suggested, "Submitting an NSF-IGE proposal ... would not be remotely feasible without Agida's help."

... Truly, it is hard to imagine how she accomplishes as much as she does. She has boundless energy that could easily be divided into several successful faculty careers." ***Dr. Laura Jacobsen, Interim Dean, College of Graduate Studies and Research, Radford University.***

"She has been a remarkable teacher, researcher, and colleague... The remarks of one graduate student sum up Dr. Manizade's approach and how majority of students feel about it:

Dr. Manizade is a very tough professor. She challenges students to think deeper about the course material. She also pressures students to complete their best work, by providing constructive criticism. I loved the class.

"A very tough professor" and "I loved the class" is not a conjunction that occurs often in student comments. Somehow, **Dr. Manizade is able to bear down on students and have them love her for it.** It is an unusual talent, and it makes her an excellent teacher." ***Dr. Stephen Corwin, Former Department Chair, Department of Mathematics and Statistics, Radford University.***

"Dr. Manizade's knowledge of mathematics and how children learn mathematics is evident in all of her classes. **She believes all students, even her adult learners, can learn mathematics with deep understanding.** Her extensive knowledge of learning trajectories allows her to adjust instruction and formatively assess her students... She is **deeply committed to making "learning with understanding" a priority, not only in her classroom but also in the classrooms of other teachers she supports...** She is an active volunteer in professional organizations and has presented at both the national, state, and regional levels concerning mathematics and teacher education. Her dedication to the fields of education and mathematics is boundlessly exemplified, for example, in her extra-curricular position as chief editor of the VCTM journal, The Virginia Mathematics Teacher. Under her leadership, the journal has transformed into an awe-inspiring publication that everyone wants to "borrow" and never return. She is ... highly regarded by her students and peers." ***Jamey Lovin, Former VCTM President*** "She has been innovative, working tirelessly to drastically change our journal [VMT]. ... she was recognized by the National Council of Teachers of Mathematics as the editor of our journal, receiving the Publication Award for Outstanding Journal for the Virginia Mathematics Teacher Journal.... Dr. Manizade also supported the team that was responsible for the Virginia Council of Teachers of Mathematics Annual Conference [2018] which was held at Radford University...."

Dr. Pam Bailey, President of the VCTM

“Dr. Manizade understands and appreciates the value of early learning and dedicated several years of her life to doing everything that she could possibly do to make the Radford Child Development Center a reality. This center is now a reality, fully enrolled, and will benefit children and parents for many years to come. Dr. Manizade was also dedicated to be certain that the Radford Child Development Center was available to all children, regardless of family income or disabilities. This could not have happened without her selfless tenacity and determination. The RCD facility will also be an economic driver for the Radford community and will provide an excellent recruiting tool for Radford University faculty and staff. Dr. Agida Manizade is a shining example of what a professional educator should be. She has a command of any subject she is teaching and she also demonstrates how educators can have a lasting impact on students and the community. A short letter of recommendation cannot begin to do justice to this wonderful woman. She truly deserves to be honored as an outstanding educator by the state of Virginia.”

Dale Parris, Director of Strategic Initiatives, Radford University

“I initially became acquainted with Dr. Manizade while serving in the position of Rector for Radford University. Dr. Manizade was always actively engaged in discussions affecting Radford University. Also she served on the selection committee for a new President of Radford University. I served as Chairman of this committee and I looked to Dr. Manizade for her valuable input during this process... I find Dr. Manizade to be an incredible asset, not only to the world of academia and the field of Mathematics, but to the Radford University community at large.”

Michael Wray, Former RU Rector, Roanoke County School Board Member.

“ Dr. Manizade combines a drive to serve others with an indefatigable work ethic and brilliant problem solving strategies. Her outstanding talents and perseverance have resulted in her remarkable positive impact on both Radford University and the entire Radford/Southwest Virginia community. Dr. Manizade always puts the goals first and it shows, as she consistently achieves her goals – despite often-formidable obstacles.

My in-depth and long-term experience working with Dr. Manizade is in a service capacity with her ongoing leadership of Radford Child Development Inc. Radford University and the entire community of Radford was in desperate need of a quality childcare option for parents. The lack of quality childcare within 15 miles of the university was creating tremendous productivity, morale, and recruitment and retention issues for both faculty and administration... It is no exaggeration to say that without her leadership, the opening of this facility would never have come to fruition.” **Bethany Mott, Executive Director of the Alliance for Better Childcare Strategies.**

Chair Evaluations for Dr. Manizade 2012-2018

(Maximum score 5.0)					
(Teaching Weights, based on student evaluations, range from 40-55% of total score)					
*Reassigned time, Faculty Adviser for Grants and Research (to develop and implement professional development for faculty)					
(Research account for 40% of total score)					
(University Service range from 5-20% of total score)					
<u>Year</u>	<u>Teaching</u>	<u>Research</u>	<u>Service</u>	<u>Total</u>	<u>Rating</u>
2013-2014	5	5	5	5	Outstanding
2014-2015	5	5	5	5	Outstanding
2015-2016	5	5	5	5	Outstanding
2016-2017	5	5	5	5	Outstanding
2017-2018	*n/a (reassigned)	5	5	5	Outstanding