

2015-2016**Report to the Chancellor**

NC State's College of Education (CED) offers students exceptional opportunities to learn by doing, supported by the focus of a small college and the resources of a massive research university. The college provides the best training for teachers and leaders in North Carolina, and goes above and beyond in leading innovative research on policy and practice. Our faculty, students and thousands of alumni are addressing and solving today's most pressing educational challenges. Our vision is clear and unwavering: to increase student success and close achievement gaps. We're leaving our mark on the state's economic development and changing lives every day.

The college is at the intersection of great challenges and opportunities. Too many students in North Carolina lack access to high-quality education and come from traditionally underserved families. It is becoming increasingly difficult for middle-income families to financially support their children's postsecondary education. At the same time, we in CED are developing new knowledge and learning technologies that can improve teaching, learning and leadership. We are eager to create new collaborations and strengthen existing ones, including working with community college colleagues, to give students greater educational access.

In order to increase our impact, we have increased our strategic planning. We seek to build on our successes in research, teaching and engagement to implement our mission and moral imperative to impact positively the lives of students who need us the most. We will do this by: leveraging digital education; promoting science, technology, engineering and mathematics (STEM) and literacy education; forging strong, interdepartmental collaborations and cohesion; building vibrant, supportive external partnerships; and focusing on the development of educational leaders.

According to *U.S. News & World Report*, the CED is currently ranked No. 51 college of its kind in the nation. Additionally, our higher education administration program is ranked No. 14. This is the college's first top twenty ranking for a program and we anticipate more national rankings in the future.

Enhance the success of our students through educational innovation.

The CED offers a graduate student experience focusing on an experiential education environment that transforms our students from apprentices to scholars. Like last year, many of our doctoral students presented research papers and participated in panel discussions at national and international professional meetings.

The CED's Office of Graduate Student Support Services serves as an advocate for graduate students while also strategically aligning them with support networks. The goal is to empower students to progress toward degree completion in a

timely manner. Through recruitment events and off-campus visits, a total of 249 student contacts were made for potential graduate applicants.

Undergraduate recruitment remains a high priority for the college. Once again, the college hosted Pack for the Night, an overnight experience for prospective undergraduate students. For the first time, the college hosted BUILD (Brothers United in Leadership Development), which brought more than 100 male high school students of color to campus. We are continuing to develop alternative pathways for admissions through the community college system.

To ensure the success of current undergraduates, the CED hired a dedicated director of advising this fall, whose main focus is providing developmental and comprehensive leadership for optimal advising. In addition, the Teacher Education and Learning Sciences Department partnered five freshman research fellows with faculty to support the engagement of students early on in their program. This program will continue next year with five new research fellows. This is a four-year commitment contingent upon students remaining in good standing.

To provide more professional development opportunities for undergraduate teacher education students, STEM Education Department faculty partnered with the North Carolina Council of Teachers of Mathematics (NCCTM) and the Student Chapter of the National Science Teachers Association (NSTA) to offer ten professional development sessions for students, which impacted between 150-360 students. Additionally, Students Advocating for Youth (SAY) members were selected to participate in a poster session competition at a National At Risk Conference in Savannah, Georgia.

National Honor for NC State Science Education Doctoral Student

Megan Ennes, doctoral student in science education, started her career in marine biology. She has spent the last decade as a marine science educator in aquariums. It was there she discovered her interest in researching informal science educators, and that path led her to NC State. Ennes recently received an invitation to the prestigious National Science Foundation Graduate Research Fellowships Program (NSF GRFP). Fellows benefit from a three-year annual stipend of \$34,000, along with a \$12,000 cost of education allowance for tuition and fees, opportunities for international research and professional development, and the freedom to conduct research at any accredited U.S. graduate institution. NSF GRFP awards are rarely made to students in educational fields, which adds more prestige to Megan's award..

This year Ennes piloted a national survey of educators in science museums.. "Being a member of this team and being included from the very beginning has been wonderful. Our department strives to be inclusive; everyone goes out of their way to offer wonderful opportunities to be involved in the work the faculty members are doing," said Ennes.

Enhance scholarship and research by investing in faculty and infrastructure

The college hired six new tenured/tenure-track faculty this year, and began four additional searches for next year, including a Chancellor's Faculty Excellence Program cluster hire for Informal Science Education and Technology, Design and Engineering Education.

The CED is third in grant dollars awarded per faculty member at NC State (FY2015), and 77 percent of our tenure-track faculty are grant active. Faculty have maintained a high level of funding success, especially over the last three years. This year, granting agencies awarded \$12.7 million in research funding with \$9 million still pending, as compared to \$11.04 million in FY2015 and \$10.6 million in FY2014. Our faculty are highly engaged in grantsmanship, submitting a record number of proposals, 122, this year. This follows two years of record-setting proposal submissions – 102 in FY2015 and 84 in FY2014. The quality of the written proposals is demonstrated by a funding success rate of 49 percent (FY2015). The average rate of proposals funded for the college over the last five years is 42 percent.

National honors for faculty in 2015-2016:

- Aaron Clark, Award of Distinction for Excellence in Teaching, Research, and Scholarship from the International Technology Engineering Education Association (ITEEA)
- Anna Jacob Egalite, Research Affiliate for the Program on Education Policy and Governance at Harvard University; The Michael Pressley Award for a Promising Scholar in the Education Field from the University of Notre Dame
- Deniz Eseryel, Outstanding International Research Collaboration Award from the American Educational Research Association (AERA) Technology Instruction Cognition & Learning (TICL) SIG
- Michael Evans, Best Educational App 2015 from Balefire Labs
- Chad Hoggan, President's Appreciation Award from the American Association for Adult & Continuing Education (AAACE)
- Karen Hollebrands, Outstanding Reviewer from the Journal of Mathematical Behavior
- Audrey Jaeger, Grand Gold Winner (highest honor) from the National Association for Student Personnel Administrators; Council of Southern Graduate Schools Outstanding Mentor Award from the National Association for Student Personnel Administrators; and the Council of Southern Graduate Schools Outstanding Mentor Award
- Alyssa Rockenbach, Outstanding Research Award from the American College Personnel Association Commission for Spirituality, Faith, Religion & Meaning
- Teomara Rutherford, American Psychological Association Division 15 Paul R. Pintrich Dissertation Award

The college conducted a reappointment, promotion and tenure (RPT) workshop with Vice Provost Stewart, department heads and a representative from the university and college RPT committees to assist all faculty members in their

career development. The faculty worked throughout the year to develop a plan to mentor assistant professors. The plan is in the final stages of revision and will be implemented in fall 2016.

Learning Math Through Language

Sometimes the best way to learn to solve problems is to present strategies to others or to probe someone else's thinking about how they solved a problem. That's the idea driving Dr. Paola Sztajn's Project AIM: All Included in Mathematics. Project AIM helps elementary school children grasp math concepts through classroom discourse. The project launched in 2010 with funding from a five-year, \$2.9 million grant from the National Science Foundation (NSF). "When Project AIM started, one of the conjectures guiding our project design was that kids actually needed to learn to talk in math," said Sztajn, head of the College of Education's Department of Teacher Education and Learning Sciences. Project AIM partnered with the Wake County Public School System to offer the 40-hour Project AIM professional development program to second- (and later first-) grade teachers, who integrated these strategies into their lessons. Having worked with more than 200 teachers, Project AIM demonstrated that teachers can learn math through professional development and change both their beliefs about mathematics instruction and their instructional practices. Due to Project AIM's success, in 2015 Sztajn returned to NSF and secured a new \$2 million grant to expand her research efforts.

Enhance interdisciplinary scholarship to address the grand challenges of society

The Beginning Teacher Institute is a program targeted to support first-, second- and third-year teachers with organizing, planning, implementing and analyzing instruction for student achievement. The BTI focuses on using specific cases from experienced practitioners and leaders from a variety of school environments. More than 100 beginning teachers attended this year, representing 26 different school districts. Reviews of the BTI by participants were overwhelmingly positive, with 96 percent reporting they would recommend the sessions. Washington County Schools, one of the highest-need districts in the state with a 31 percent teacher turnover rate, sent all 17 of their beginning teachers.

Future community college leaders will need the ability to adapt to the unexpected and possess a strong management foundation, Harper College President Kenneth L. Ender said in a November keynote address for the college. The Dallas Herring Lecture brought more than 200 community college professionals to campus, including many college alumni in leadership positions throughout the state. Through Ender's leadership, the community college in Chicago's northwest suburbs has built a reputation for student success by increasing graduation, transfer and certificate completion rates, and training students for new economy jobs.

In May 2016, the Friday Institute hosted its second Personalized Learning Summit, in partnership with Digital Promise and the Oak Foundation. This national summit included more than 100 state, national, and district leaders from the nonprofit, corporate and education sectors. Students and teachers from Wake County Public Schools participated in a design challenge

about what students and teachers would like to know about each other's learning and what students wish their teachers knew. Summit participants built upon these insights as they focused on areas that are critical, but often overlooked, in our education environments. Findings and recommendations developed by the summit participants appeared in a series of publications.

Education in Action

Ending poverty begins with improving education, nationally renowned scholar Jonathan Kozol said in an address at the inaugural Education Action Summit hosted by our college on April 28. Kozol noted those improvements should start as early as possible. "In view of what we know of cognitive development, the denial of preschool opportunities is one of the greatest injustices we can inflict on young children," said Kozol. The Summit engaged community partners on collective impact strategies to disrupt poverty in communities across North Carolina. Collective impact provides a model of social action for deep and systemic change involving' collaboration among institutions and community leaders to combat poverty through support for education.

Kozol highlighted the inequalities facing children who live in poverty. The solution, he said, involves well-prepared teachers who can stand up to brutal attitudes toward children. Robert Albright, associate director of the Collective Impact Forum, along with a panel of community nonprofit leaders, showcased how local organizations are taking action on Kozol's views. By working to ensure educational equity for all children, collaboration can alleviate poverty across the state. The summit provided a strong starting point for collective impact action, noted Dean Mary Ann Danowitz.

Enhance organizational excellence by creating a culture of constant improvement

Dr. Mary Ann Danowitz was named dean of North Carolina State University's College of Education after serving as its interim leader since July 2015. Provost Warwick Arden announced Danowitz's permanent appointment, which was effective April 1, 2016.

Over the last three years, CED faculty re-characterized the college's Ph.D. programs guided by the concept of "The Scholar Leader Ph.D." The resulting three scholar leader doctoral degrees will produce graduates who are broadly educated, with deep content knowledge in at least one specialty area and skills in research, policy, equity and diversity, technology and innovation, global understanding and impact, and multimodal communication. The scholar leader design closely aligns with the college's and the university's strategic plans, which have goals, activities, and strategies that will drive the success of this new initiative which accepted its first group of students for fall 2016 enrollment.

The CED invested in Digital Measures Implementation for the annual Faculty Activity Report (FAR) data, and FARs were submitted in digital format this year. In addition, the Office of Knowledge Management worked with university data stewards to collect and report graduate level metric data in the college assessment system, System of Assessments Guiding Education (SAGE).

With attention to diversity, the CED's Council on Multicultural Issues and Diversity (COMID) implemented a checklist for all tenure-track faculty searches to support and promote the importance of networking, recruiting and welcoming candidates and faculty with diverse backgrounds. Additionally, the Student Services unit launched a new student organization, the Multicultural Young Educators Network (MYEN). The purpose of MYEN is to provide culturally relevant programming and service projects for future educators.

The CED improved coordination and collaboration with Central Annual Giving, resulting in a 32 percent increase in unrestricted support (as of May 1, 2016). Average gifts have also increased by 30 percent from FY15 to FY16. As of May 2016, overall gifts and new commitments to the college have increased by 100 percent (\$3,353,000). This includes new commitments/gifts of \$1 million, \$800,000 and \$220,000. The college secured the first gift from the Ragland Foundation, a three-year commitment of \$75,000, which will support the teaching and leading literacy cohort by providing scholarships and professional development opportunities.

Volunteer and Advocate Leaves STEM Education Legacy

In April of this year, Anne Cooper Schout, a current Advisory Board member and long-time College of Education supporter, made a \$1 million commitment to establish the P.H. Cooper Professorship in STEM Education, the first fully-endowed distinguished professorship in the college. Anne's father, P.H. Cooper, was a 1936 graduate of the college. She wanted to honor his legacy as someone who believed in and constantly promoted the value of higher education. This commitment will be fulfilled through a provision in Anne's estate. She and her husband Jim, a Mechanical Engineering graduate of NC State, reside in New Bern.

Enhance local and global engagement through focused strategic partnerships

In continuing to expand strategic partnerships, the CED strengthened programs and built new relationships to further reach out internationally, nationally and locally.

Dr. Hiller Spires' project, "Suzhou North America High School (SNA): Connecting to the Future," is a two-year (2014 - 2016), \$1.5 million contract funded by the Wuzhong Group, a firm in China. Goals include designing a state-of-the art model high school in the residential community of Suzhou, Jiangsu Province, for up to 1,000 students; developing a state-of-the art curriculum; and creating cross-cultural exchanges. The buildings and the curriculum development were completed in 2016, and a 12-person China study tour was conducted in May 2016. A key feature of the project is the school-to-school partnership that was developed between SNA and the Wake STEM Early College High School located on NC State's Centennial Campus.

The college created NC State's Memorandum of Understanding with the University of Jyväskylä in 2014. This year seven STEM ED doctoral students, and two STEM Education faculty members participated in a research exchange with Finnish researchers, and five other faculty are working with universities in Finland on other collaborative research projects.

The college is proud to have two Fulbright scholars. Dr. Patricia L. Marshall, curriculum and multicultural education, was teaching and doing research as a Fulbright Scholar in Ecuador for the 2015-2016 school year. Dr. John Nietfeld in educational psychology received a Fulbright scholar award to work in Estonia in 2016-17.

Coming on the heels of our successful Council for the Accreditation of Educator Preparation (CAEP) accreditation visit, the College of Education was recognized as a national leader in teacher preparation. As a result, Drs. Malina Monaco and Michael Maher traveled to the United Arab Emirates to work with the faculty and staff of the National University of the United Arab Emirates. Over the course of three days they developed a comprehensive assessment of the university's readiness for the accreditation process. Additionally, Drs. Monaco and Maher were invited presenters at the national accreditation conference in March and were asked to be presenters for the next two years.

With support from the Hewlett Foundation and the Oak Foundation, faculty and staff at the Friday Institute expanded the Massive Open Online Courses for Educators (MOOC-Ed) program, providing six courses and reaching over 6,500 educators and school leaders in 2015-16. Focusing on authentic, project-based learning, collaboration, and peer-supported learning, courses included Learning Differences; Digital Learning Transition; Coaching Digital Learning; Teaching Statistics through Data Investigations, and Disciplinary Literacy for Deeper Learning.

Locally Engaged: Graduate Students Work to Provide Mental Health Care

NC State Clinical Counseling graduate students have recently been given an opportunity to work hands-on at the Community Counseling, Education and Research Clinic, or CCERC, founded solely by NC State faculty. The idea for an NC State-run clinic began with Professor Marc Grimmer and Professor Helen Lupton-Smith. They wanted a clinic that could provide world-class mental health care services to people without health insurance.

The Wade Edwards Foundation provides after-school programming to students, mainly high schoolers, for academic enrichment, tutoring and life skills. CCERC complements this program by offering mental health counseling for individuals, couples and families as well as career development in exchange for a necessary off-campus location. Their office is currently located on the first floor of the Wade Edwards Foundation Learning Lab on St. Mary's Street in downtown Raleigh.

Graduate students provide the bulk of the services at CCERC. They facilitate all of the counseling, as well as work as clinical coordinators to assign clients to counselors, make appointments, take initial assessments and ensure that clients have everything they need throughout the process. While a lot of responsibility falls on students, there are faculty members in the clinic during all sessions. "It's pretty much the epitome of experiential education," said Joni Agronin, counselor education student. "I'm a first-year master's student, and I am already seeing clients. Other programs just don't offer something like that."

Think and Do: Looking to the Future

The CED is in the process of finalizing a new strategic plan for the next five years. Initial priorities include:

- Prepare leaders who positively transform classrooms, schools and other learning environments to increase engagement, equity and performance.
- Develop research and instructional programs to increase the benefit of technology-enhanced teaching and learning across the lifespan.
- Foster strategic community engagement and value diverse cultures and perspectives to promote inclusive learning and development.
- Strengthen and diversify the financial base of the college.

As an example of a program that aligns with the strategic plan, The Ed.D. in Adult and Community College Education cohorts of 20-25 students start in Charlotte in even years (2016), and in Raleigh odd years (2017). The program has an advisory board that partners with North Carolina community college presidents, the North Carolina Community College System, and other national leaders. The program is based on the Carnegie Project for the Education Doctorate (CPED) principles and integrates national standards for community college leaders. The use of the executive weekend format for the program includes team teaching with community college presidents, field based experiences, and is targeted to scholarly practitioners who desire to develop and enhance innovative leadership for student success in workforce and community college education while earning an Ed.D. in Adult and Community College Education.

The college is also proposing a new STEM-based one-year MAT residency program (MATRP). The plan is to rethink the nature of clinical experiences, reimagine coursework, pedagogies, the use of technology, and pathways to entry to recruit strong non-education STEM bachelor degree recipients. Collaboration with our partner schools in the Northeast will continue with the MATRP. Through this partnership, the college will continue its work with our high performing school leaders to develop and add innovative school based programs to prepare outstanding teachers with a commitment to remain in the region.

NC State's research-based Master of School Administration (MSA) is a non-traditional, award-winning, nationally recognized principal preparation program focusing on solving the problem of recruiting and retaining effective leaders for historically low-performing schools. With Dr. Bonnie Fusarelli as PI, the MSA program will partner with Durham Public Schools (DPS) through a \$1 million, two-year grant to create the Durham Leadership Academy (DLA). The DLA will deliver a customized two-year MSA program with the graduates making a three-year, post-degree commitment to work in local high-need schools, thus providing a robust leadership pipeline for DPS and positioning the school system to make rapid improvements in historically low-performing schools.

Through the strategic plan and projects containing research-based best practices, the college will continue to increase our impact and initiatives to improve educational leadership in community colleges, K-12 administrative leadership,

K-12 teacher leadership and faculty leadership. Fulfilling our land-grant mission as a leading change agent is a top priority for the CED. Our relevance and value are dependent on our work to advance education causes in the state.