



College of Education Annual Report 2017-18

PERFORMANCE INDICATORS

The mission of the College of Education (CoEd) is to prepare, inspire, and support teachers, counselors, educational leaders and researchers to promote lifelong learning in diverse environments and social justice in a global society. The College of Education employs 83 faculty and staff at 52.9 FTE in FY18 (an increase from the previous year of 72 and 49.5 FTE, respectively). Tenure-track faculty decreased from FY17-FY18 from 17 to 15, as a result of retirement and attrition. However, the College completed two recent searches with the hiring of two tenured scholars, which returns the tenure line count to 17 in Fall 2018. We plan to hire 2-3 additional tenure-track faculty in FY19 to ensure a critical mass of tenure-line faculty for all programs in the College. Of the 15 tenure-track faculty in FY18, one was 34%-66% E&G Funded and three were 67%-99% E&G funded (the rest were fully E&G funded). Given that OSU FY18 metrics regarding external contracts and funding are not yet available, we note an overall upward trajectory from FY16-FY17 in total College R&D expenditures, including number of and dollars from external grants and contracts (16% and 500% increase respectively FY16-17). College applications for external grants and contracts entered into CAYUSE in FY18 were around \$13M.

The College generated 8759 SCH in FY18, down 6.4% from FY17. We expect this trend to reverse as we ramp up enrollment through several initiatives in place in our Adult and Higher Education, Counseling, Double Degree, and MAT programs. OSU Institutional Research data for retention and graduation rates are not provided centrally for the College of Education. This is the result of our atypical cohort programs, summer program start dates, and the fact that many students are enrolled part-time. Our programs do not conform to standardized data collection parameters for the University, so no central metrics are provided. Our internal data, however, indicate that students in our programs are retained and do graduate at high rates. Given the large mix of programs (graduate, undergraduate, double degree only, Corvallis, Cascades, Ecampus, hybrid, face-to-face, part-time, and full-time), first year retention rates are difficult to measure for the entire College. However, for students who first enrolled in any program in the College of Education in 2017, 89% either graduated or were still enrolled in 2018. Further, our 6-year graduation rate was ~77% for our entire set of programs, including masters and doctoral degrees in Adult and Higher Education and Counseling, as well as the various education degrees in the College, including Music Education, the undergraduate double degree (pro-school only), masters (MS and MAT), as well as PhD. This graduation rate is across all campuses- Corvallis, Cascades, and Ecampus, which includes our hybrid programs.



The College has been successful at recruiting students from U.S. minority groups, who currently comprise 25.8% of our student body. Given our plans to expand our presence in Portland and our comprehensive plans in support of HB 3375 (Educator Equity Plan), which is focused on increasing teacher workforce diversity, we expect continued growth in the total number of students in the College, as well as a diverse set of students.

TEACHING AND LEARNING

Teaching and learning are at the heart of the College of Education mission, and as such faculty, administrators, leadership and staff all strive for equitable and high quality work.

In fall of 2017, we hired a new bilingual advisor and outreach specialist, who supports all students and is able to give specific support to first generation and bilingual students, as well as students from other underrepresented backgrounds. In teacher licensure, we offer coursework on the Corvallis campus, at OSU-Cascades, and through Ecampus, including a Double Degree undergraduate program, a Master of Science (MS) in Education program, a Master of Arts in Teaching (MAT) in Bend, and a clinically-based MAT, hybrid program, meeting in the Portland Metro area in Oregon. In clinically -based programs, like the MAT, courses are co-developed and co-taught by university faculty, school district personnel, and K-12 classroom teachers.

The College applied and received funds in a Laurel's Block Grant to provide scholarships for students in our MS and MAT programs, as well as our PhD in Education. Faculty also received two Provost Fellowships and a Diversity Scholar Recruitment Award from the Graduate School. The College also received a grant from the Women's Giving Circle to offset the cost of licensure applications for those seeking careers in K-12 teaching.

The Deans of Education at Oregon State University and the University of Oregon collaborated to identify ways to more successfully recruit and educate math and science teachers, following two summits. This ongoing effort is aimed to address the declining enrollment in STEM licensure programs across the country and especially within Oregon, where there is a shortage of teachers.

Our Adult and Higher Education program offers both a master's and doctoral degrees. This year we moved the master's program to a fully online format with Ecampus, in order to reach veteran and active military students and their families, international students, and rural and/or place-bound students. The doctoral program offers EdDs and PhDs in a hybrid format, meeting in Wilsonville, Oregon, near Portland.



The Corvallis Counseling program includes a Master of Counseling in School Counseling and in Clinical Mental Health Counseling through both hybrid Ecampus and at OSU-Cascades, in addition to a hybrid Ecampus PhD. Both the Corvallis and OSU-Cascades programs are uniquely re-envisioning course sequence and course alignment in order to offer students multiple options for degree completion.

Our non-degree options include an English to Speakers of Other Languages (ESOL) endorsement that students can add to their teaching licenses and a new Dual Language Specialization (DLS), approved by Teaching Practices and Standard Commission (TSPC) in January, 2018. In addition, we launched a Career and Technical Education (CTE) online track to our Education minor, inviting a wider audience. ESOL courses were revised to include an extensive set of new videos with community organizations, parents, and educators on current issues related to building partnerships to better serve English learners and bilingual students.

OSU Cascades, working with the leadership of the College of Education, developed a proposal for a four-year BS undergraduate degree in Elementary Education that will result in licensure from the Oregon TSPC.

RESEARCH AND CREATIVE WORK

The College of Education engages in research at all levels, often engaged with surrounding communities and districts.

Even though the DD faculty is currently staffed by non-tenure line appointments, these faculty shared scholarly work through a total of seven presentations related to teacher education at National and International Conferences. One of these presentations received the *Best Paper Award* from the American Society for Engineering Education, PNW.

The Ecampus hybrid clinically-based MAT program faculty received a \$100,000 award from the Provost's Portland Bridge Fund to support program expansion into the Portland metro-area. Previously the Ecampus MAT was centered in Beaverton, but this new award allows the College to expand, entering into a collaborative partnership with the Portland Public School District. This year the College of Education and Beaverton School District personnel collaborated on a presentation at the national meeting of the American Association of Colleges for Teacher Education (AACTE).

In 2017, the STEM education faculty in Corvallis and OSU-Cascades established or maintained research and other creative work including connections to inform state and national education policy. Funding agencies and collaborators include the National Science Foundation,



educational foundations, and the Oregon Department of Education, Oregon State Colleges of Science/Engineering/Earth, Ocean, and Atmospheric Sciences, OR STEM hubs, Portland Metropolitan/Beaverton/Corvallis/Greater Albany/Lebanon/Philomath/Bend La Pine School Districts, Corvallis Boys and Girls Club, APLU, and NASA.

Our Adult and Higher Education (AHE) faculty are working to develop mentored research experiences for doctoral students to present their work and publish their scholarship at national conferences. AHE faculty continue to represent the university nationally and internationally by showcasing their work at leading conferences in higher education and education research. Faculty also support peer-review and publication efforts of the leading higher education journals, e.g., *New Directions in Institutional Research*, *American Education Research Journal*, and *First-Year Experience Journal*.

Several Cascades Counseling students assist in research activities, from data collection to manuscript development. In return, students receive credit toward their degree, research mentorship, advisement, and support to ensure a quality educational experience. These students are included as co-authors on publications and presentations, as appropriate.

During 2017-18, the ESOL researcher-practitioner partnership with the Oregon Department of Education continued to conduct research to inform a variety of policy and practice decisions in the state, including implementation of the federal, Every Student Succeeds Act (ESSA). Faculty research was also published in a variety of prominent journals, including *Educational Researcher*, the *Journal of Literacy Research*, and the *Journal of Race, Ethnicity, and Education*.

OUTREACH AND ENGAGEMENT

Outreach is essential for the College of Education. We worked collaboratively on outreach and engagement efforts with global, national, and local partners.

This year we hired a bilingual advisor and outreach specialist who worked to deepen our connections with community colleges, school districts, advocacy groups, and community groups like Juntos. This year we also formed a partnership, which has created internship opportunities for pre-education students, which includes a teaching placement in Macau, China. The internship provides the teaching experience required for students to be admitted into our teacher education program, while providing Macau students with opportunities to interact with and learn from native English language speakers.

A hallmark and strength of the Ecampus MAT is the exceptional partnerships with school districts. Partner school districts currently include Beaverton School District and Portland Public



Schools. Each partnership is unique, but all rest on the singular goal of producing highly effective teachers for all K-12 students – teachers who are well-prepared to teach all students; teachers who are both compassionate and effective instructors; teachers who have the skills and dispositions to be leaders in and outside of the classroom. We anticipate an expansion of our MAT partners in the coming year.

The second annual *Ambitious Math and Science Summer Institute*, was held at OSU in June 2018. Ambitious teaching aims to support all students—across ethnicity, race, class and gender identity—to not only build knowledge, but also to gain deep understanding of content to solve real-life problems. This year also included a five-year, *National Science Foundation, Robert Noyce Fellowship* project that has provided significant scholarships to sixteen math and science teachers, who work in high needs schools across the west.

Adult and Higher Education welcomed a visiting scholar from Australia, and faculty travelled to Sirmaur, India to build lasting international partnerships. Community College Leadership and Leadership in Higher Education are the two options for the doctoral degree. Faculty have partnered with leaders at community colleges in Oregon, as well as across campus, including Public Policy, Ethnic Studies, the Office of Institutional Diversity, Diversity & Cultural Engagement, as well as the Difference, Power, and Discrimination Program. In addition, each year the program offers the endowed Carpenter Lecture, this year featuring AHE alumna and president of Clackamas Community College, Dr. Joanne Truesdell.

The Counseling program is fostering a partnership with Southern Oregon University (SOU) to offer their counseling master's students with an opportunity to receive personal counseling experience from our doctoral students. This arrangement helps SOU students to fulfill their program requirements and provide opportunity for our doctoral students to gain supervised, clinical experience. We offer the same service to our own master's students. In November 2017 the Counseling program held a 100th anniversary event to build awareness of the long-standing impact of the Counseling program and the College of Education.

In ESOL, faculty continued to conduct work associated with the Teachers Educating All Multilingual Students (TEAMS) grant, which includes a strong emphasis on family and community engagement. In spring 2018, our first TEAMS cohort worked in their district-based groups to co-plan and co-lead a family engagement project with a local community organization. For example, the TEAMS group in Bend-La Pine partnered with the college pipeline program *Juntos* to plan and facilitate workshops for Latinx families about a wide variety of topics, such as local library resources to support literacy learning and the importance



of helping children maintain their home language. In addition, we offered a course in Querétaro, Mexico for the first time, as part of an IE3/GO abroad program.

DIVERSITY AND INCLUSION

Diversity and inclusivity and forwarding an agenda of social justice are at the heart of the College's efforts and influence all aspects of our work -- our scholarship, our teaching/advising, and our outreach and engagement.

Through our new bilingual advisor/outreach specialist/recruiter, we provide a safe space for first generation students, students of color, and students with other marginalized identities to be recruited and prepared to succeed within the College of Education. In 2017-18, ESOL and Dual Language faculty collaborated with faculty from the Clinically-Based MAT program to launch a partnership with Portland Public Schools' Dual Language Teacher Fellows program. In this program, pre-service teachers will take online and hybrid OSU courses to earn an MAT while working in dual language classrooms in Portland. With this new partnership, the College of Education is expanding the innovative, clinically-based teacher residency program already operating in Beaverton to a new district, thus increasing its impact.

The Master of Science program is working with a national teacher education movement to advance *ambitious math and science teaching*. This method supports new professionals so that they are able to support diverse learners to understand and be able to solve real-life mathematics and science problems. The PhD program integrates critical theory within its course work to understand systems of oppression and inequality that permeate educational systems.

In AHE hiring, we sought to recruit practitioners of color to support our students' learning. Our master's and doctoral students are highly diverse in terms of race and gender. It remains a strategic focus to increase the racial diversity of faculty and students in our programs.

In Counseling we were able to recruit 27 master's students for 2017-2018, who came from various counties in Oregon and several out of state students. Within the cohort of 18 new students in the Clinical Mental Health Counseling option, we recruited a cohort with more gender and racial diversity than in past years or within counseling as a field, including supporting trans and multiracial students through the process.

Every class in the ESOL endorsement program has an underlying framework of social justice, culturally responsive teaching, and anti-deficit/asset-based perspectives. Our research and our national and state committee service is directly related to advancing diversity and inclusion for



English learners and bilingual students. Our Dual Language specialization program is a direct effort to meet the state and national need for more bilingual teachers. Furthermore, we have developed an internal process for screening and supporting bilingual candidates during student teaching placements.

FACULTY AND STAFF DEVELOPMENT AND SUPPORT

College leadership, in partnership with faculty and staff, undertook several process improvement initiatives to create more equity in workload distribution, improve work-life balance for faculty and staff, and create specific opportunities for individual employee development and goal-setting. These include:

Reassignment of supervisors to create more transparency and consistency: Prior to fall 2017, all faculty reported to the Dean or Associate Dean of Academics, while all classified staff reported to the Director of Licensure. In fall of 2017, faculty supervision was redistributed to four members of the leadership team – where tenure-line primarily report to the Dean, fixed-term faculty primarily report to the Associate Dean of Academics, the Director of Programming and Operations, or the Director of Licensure. Classified staff are split between the two Directors. With this transition, all faculty and staff are supervised using the same evaluation and workload accounting tools. Two key initiatives designed to improve work-life balance were the elimination of most overload teaching assignments, particularly for instructors, and a focus on professional development to support individual annual goal setting for all full-time faculty, across all ranks.

Simplification of organizational structure: In an initiative to simplify and improve clarity while increasing efficiency of faculty work, College Leadership endeavored to reduce the number of position descriptions in the College. For example, the sixteen “Program Coordinator” positions were redefined as Program Leads and reduced to one-third the original number. Instructor positions were also realigned.

Development of new governance structure: An appointed committee was tasked with developing a proposal for a new college governance structure better aligned with the College Strategic Plan. This new governance structure includes four standing committees and was formally adopted in the Spring of 2018. The new governance structure details can be found at (http://education.oregonstate.edu/sites/education.oregonstate.edu/files/governance_statement_2018.pdf).

Restructure of funding for professional development: Prior to winter 2018, funding for professional development was through Professional Development (201) accounts or personal



request to the Dean's Office. In the new structure, every employee develops professional development goals and has access to funding for professional development. Employees work in collaboration with their supervisor to identify appropriate professional development opportunities. Additional College-supported professional development opportunities used in the last year include numerous training sessions for external grant and contracts bids, College research symposiums, use of an external consultant to support growth of team and leadership skills, participation in the NSF ADVANCE program, and funding for faculty to participate in the NCFDD Faculty Success Program.

The reorganization of the College roles, in concert with these new structures/policies, has created more accountability, transparency, and work-life balance for employees across ranks in the College.

RESOURCE STEWARDSHIP

The College of Education created a financial plan for 2019-2023 that is focused on reducing expenses and growing revenue-generating programs over the next five years. The plan, which is based on the new budget model, allows the College to operate without deficit by FY2023. A preliminary analysis indicated that the College would need to eliminate at least five and up to ten full-time positions to immediately move to financially-neutral operations. Given the very small number of tenure-line faculty, fixed-term instructors, senior instructors, coordinators and leads in the College, this magnitude of reduction would only be possible if multiple programs were eliminated. Many of the programs that would be eliminated, for example Double Degree Licensure, MS Licensure and PhD in STEM, LEEP, and Agricultural Education, directly address state-wide needs to produce educators and scholars focused on issues of racial, linguistic, and socioeconomic injustices in education and STEM education and/or advance scholarship in line with university goals. Thus, the decision was made to make short-term investments in the College, to allow for long-term financial stability.

College leadership has worked to grow enrollments in targeted programs in AY2018. This will lead to growth in student credit hours and graduates in the coming years. The College has also worked to expand Ecampus and hybrid programs and to further our reach by providing access to our degrees to a more diverse and geographically distributed base of learners.

To address some of the most significant short-term issues related to program stability, we successfully hired two new tenure-line faculty, who have expertise in K-12 Mathematics, Science, and Literacy Education with an ESOL/Bilingual focus. In addition, we hired a full-time program lead for the Counseling program to ensure that we have a sufficient number of full-time faculty to allow for the growth in the Master of Counseling cohort (an accreditation



requirement). We will work to replace three additional tenure-line faculty in the coming year to ensure that we maintain the health of our current programs and enable growth in our research and outreach and engagement impact.

We engaged in significant reorganizational efforts to streamline programs, curricular offerings, and operations. We explored increasing course section sizes, combining courses where there is compelling programmatic rationale, and eliminating program requirements that are barriers to admission for professional and non-resident students. The leadership team has worked to ensure that faculty workloads in the coming academic year are appropriate to assigned FTE and consistent with the College's standard workload allocation policy and with individual position descriptions.

While the College of Education's deficit will continue to grow through 2020, revenue growth spurred by program investments in the coming two years will enable the College to transition from a deficit position to a positive operational balance by the end of FY 2023. The plan does not include central support beyond carrying the College's debt through FY 2023. College of Education leaders, faculty, and staff stand fully behind this plan. While there will continue to be challenging decisions made in FY2019, we are confident that we are poised to support OSU in its broader mission, while better serving our employees, our students, the state, and the region.