



PROMOTING LIFELONG LEARNING



EXECUTIVE SUMMARY

THE COLLEGE OF EDUCATION contributes to major national dialogues concerning research and the promotion of social justice in (1) the success of English language learners of all ages; (2) developmentally appropriate pedagogy for all ages; (3) learning in science, technology, engineering and mathematics inside and outside of school; (4) the preparation of mental health and school counselors; (5) adult and higher education leadership. We develop change agents in the form of formal and informal educators, counselors and leaders. These change agents identify issues and act toward social justice and the full-development of human potential and society.

We are part of the Division of Arts and Sciences, supporting the campus-wide goal to provide transformational educational experiences. Our work seeks to extend and update the historic democratic mission of public education: to prepare all citizens across their lifetime for full participation in a culturally diverse and technical world.

College of Education Signature Areas of Distinction

The College of Education's signature areas of distinction align with Oregon State University's signature areas of distinction as follows:

- **Enacting Inclusivity and Social Justice** at all levels of education to benefit communities and society. We work to engage communities through research, outreach and practitioner training that empowers learners with diverse social and cultural identities to reach their full human potential.
- **Building Scientific & Technological Engagement** at all levels of education to benefit communities and society. We work to engage communities through research, outreach and practitioner training that empowers people to learn and apply scientific and technical knowledge.

The Strategic Plan is focused on four goals aligned with the Oregon State University Strategic Plan 3.0

Goals:

- A. Be an international leader in research that informs socially just practices and programs.
- B. Create a diverse and inclusive community of learners, educators and change agents.
- C. Engage communities through research, outreach and partnerships to advance learning and sharing knowledge.
- D. Provide transformational learning experiences to prepare the next generation of leaders, researchers and change agents.

INTRODUCTION

The College of Education is committing to a cycle of five-year strategic planning benchmarked to specific metrics. Strategic planning is fully coordinated with Oregon State Strategic Plan 3.0 to support synergies within the Division of Arts and Sciences and to be engaged partners campuswide. The strategic planning process also relies on cooperative engagement with Ecampus, Professional and Continuing Education, OSU Alumni Association, the OSU Foundation and the administrative leadership. To be responsive to major changes taking place in higher education, K-12 education and Oregon State, this plan will be reviewed and revised annually.

Following reorganization and realignment of the university toward ambitious strategic goals and the college's own reorganization, we are at an important juncture to strengthen our nationally recognized programs and build on new expertise.

This document is structured with the following sections that describe the strategic plan, goals and strategies:

Context of the College in Oregon State University	6
Describes the college size and structure within the environment of a major research university.	
Context of the Field	8
Provides a brief examination of our view how the fields of education look from the perspective of the Oregon State College of Education in 2016.	
Mission, Vision and Values	10
Provides our shared statement of purpose, our goal for long term change and guiding principles for that change.	
Goals and Strategies	12
Sets out the scope of this strategic plan in four specific goals we plan to accomplish within five years through an ambitious set of strategies.	

Partnership with Beaverton School District

Piloted in 2008-10, the original Teach for Beaverton program was a successful teacher preparation effort that merged the strengths of the College of Education research and coursework with the classroom expertise of Beaverton School District teachers.

Thus far, the four original graduates have gone on to be highly successful classroom teachers. In 2015-16, the Teach for Beaverton program was revitalized through a new Master of Arts in Teaching – Clinically Based Elementary degree.

This new edition of the Teach for Beaverton program enrolls a cohort of graduate students each year who work in Beaverton School District classrooms while taking online College of Education courses. The success of the Beaverton partnership provides a model for future Oregon State-school district partnerships.

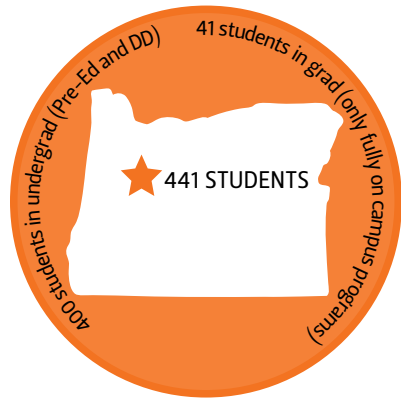


CONTEXT OF THE COLLEGE IN OREGON STATE

Oregon State University is the state's land-grant university and is one of only two universities in the U.S. to also have Sea Grant, Space Grant and Sun Grant designations. Oregon State is the only university in Oregon to hold both Carnegie Classifications

for Highest Research Activity and Community Engagement. The College of Education is one of 11 colleges at the Corvallis main campus of Oregon State University.

858 students in the College of Education (including Pre-Ed students)



Corvallis campus

On the Corvallis campus, we offer one undergraduate double degree, a Master of Science program and a Master of Arts in Teaching (MAT) program, all leading to a professional teaching license in the state of Oregon. In addition, we have an education doctoral program with three options. Our Ph.D. in Education options include fully residential, mentored research.



Ecampus

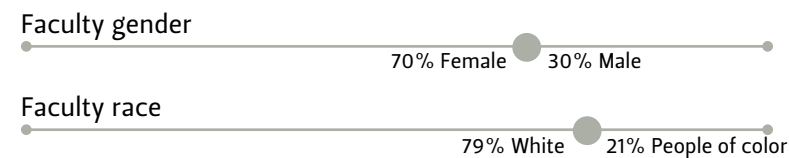
The college is heavily invested in online education with four master's degrees and two doctoral degrees offered through Ecampus. Our master's degrees include: a Master of Education (Ed.M.) in Adult and Higher Education, an Ed.M. in Education with four options, an MAT leading to a professional teaching license and a MCoun also resulting in licensure. The doctoral programs include an Ed.D. or Ph.D. in Adult and Higher Education and a Ph.D. in Counseling.



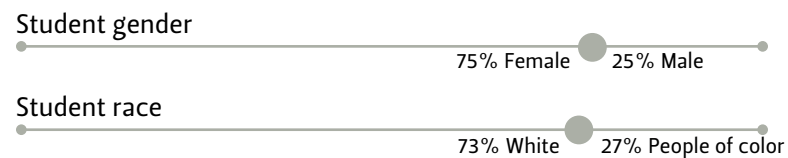
OSU-Cascades campus in Bend, Oregon

On the OSU-Cascades campus in Bend, Oregon, we have five options for a MAT program, all leading to a professional teaching license in the state of Oregon. Our Master of Counseling (MCoun) in Clinical Mental Health or School Counseling results in licenses in professional counseling and school counseling, respectively.

Demographics of faculty



Demographics of students



The College of Education partners with two research centers, the **Center for Latino/Latina Studies and Engagement (CL@SE)** and the **Center for Research in Lifelong STEM Learning**. CL@SE integrates studies of Latin@ communities in the United States with analyses of their histories, politics, cultures and societies. The Center for Research in Lifelong STEM Learning was established to work across campus to enhance Oregon State's capacity in STEM learning research and the impact of this research on the practice of teaching and learning.

The college is located in Joyce Collin Furman Hall. Built in 1902, it is the third oldest building on campus. It was restored and officially reopened April 17, 2011. The restoration returned the façade to its original appearance and was given the 2013 **DeMuro Award** by Restore Oregon for historic preservation.

CONTEXT OF THE FIELD



Issue 1

We know demographics are changing. Racial, linguistic and socioeconomic injustice in the form of unequal access to resources, including education, continues to plague our society. Social injustice, threats such as climate change and increasing reliance on technology heighten the importance of a citizenry who are STEM and culturally proficient and committed to eradicating inequality.



Issue 2

Technology and digital access are changing. Looking to the future, education will be digital, analytic-based, more nimble and responsive to changes in learner needs/interests and collaborative across faculty, courses, colleges and institutions.



Issue 3

Policy is changing. Both school systems and higher education institutions are being held more accountable for equitable access, retention and completion. Educator preparation and professional development will need to reflect these new realities.



Issue 4

College of Education faculty and partnerships are at the forefront of addressing these questions by providing innovative research, training and approaches for existing and new change agents. We engage in research and offer programs across the state in variety of formats to meet the needs of an inclusive society.



VISION, MISSION AND VALUES

Vision

The College of Education strives to be an international leader in research and in the preparation of change agents in education and related fields.

Mission

The College of Education develops change agents in the form of researchers, scholars, learning leaders, teachers and counselors. Change agents make a difference by promoting innovation, social justice and lifelong learning. They prepare citizens who are socially empowered, reflective, innovative and caring members of our increasingly diverse communities and the world.

Values

• Social justice

We value social justice in all aspects of our work. All disciplines must be situated in a context of social justice that acknowledges and embraces inclusivity.

• Innovation

We value being and developing leading-edge change agents.

• Intersection of practice and research

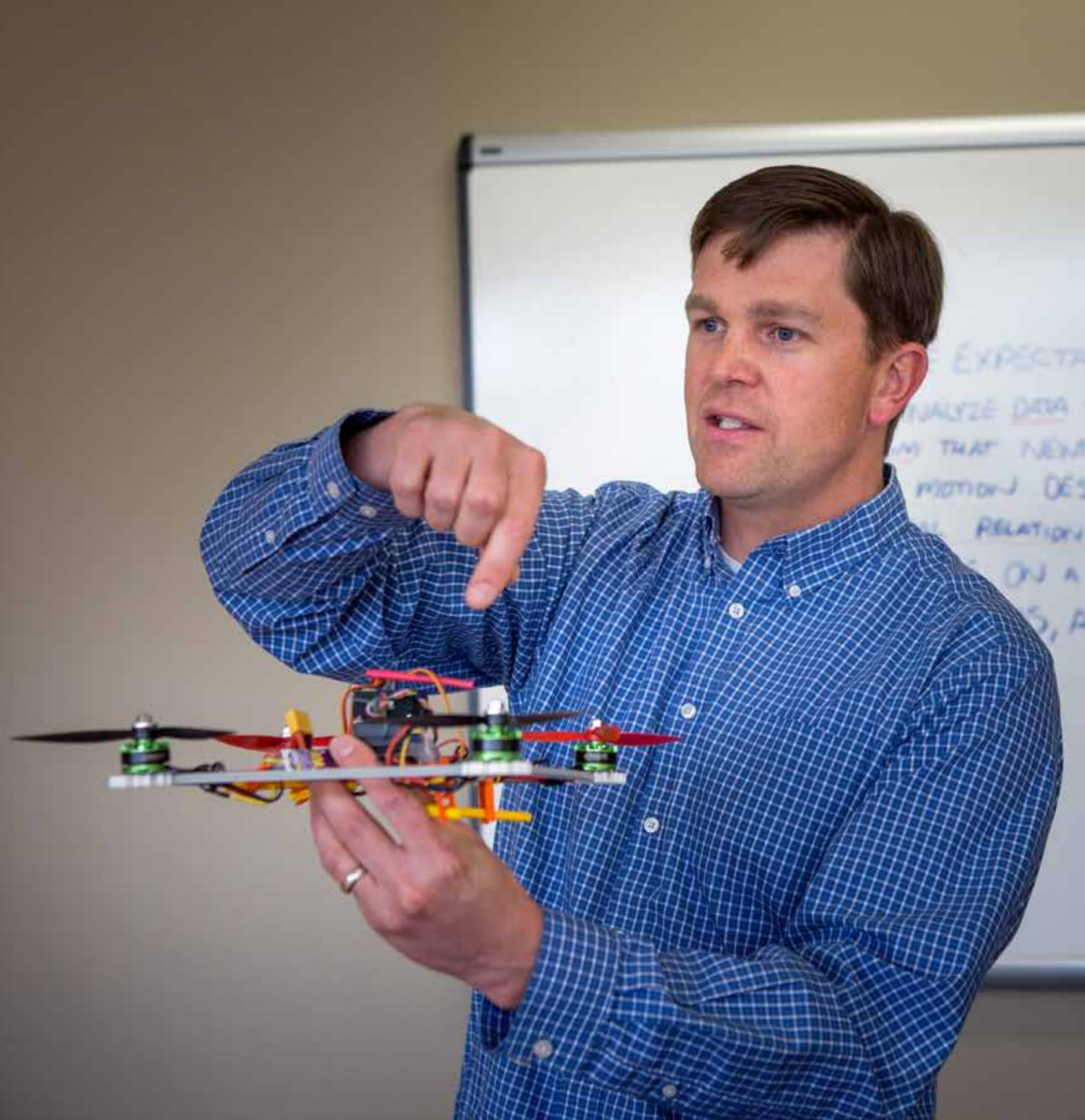
We value the intersection of practice and research by informing our practice with our research and our research with our practice as change agents and educators.

• Reflection

We build reflective practices into all of our work and into the work of students. We consider the knowledge we have and determine what we don't know. We are open to other perspectives.

• Integrity

We consider **impact** in all of our decision making. We are change agents in the face of any form of oppression and ask ourselves, "What impact does this decision have on our programs, college and students?"



Inspiring future problem-solvers

Today's K-12 students will be responsible for solving complex local and global challenges, so when they are inspired by science and math, the future is brighter.

At OSU-Cascades, **Mike Giamellaro**, an assistant professor in the Master of Arts in Teaching program, is shining a light on STEM education across Central Oregon. He's helping future problem-solvers engage with STEM subjects both inside and outside the classroom.

"We need systemic solutions to excite students about science, technology, engineering and math," said Giamellaro.

Together, he and fellow faculty — with partners like the High Desert Museum, Central Oregon Community College, local school districts, Central Oregon STEM Hub and businesses and nonprofits — are transforming how the region's K-12 teachers teach STEM. Now, what starts in the classroom expands to extracurricular activities, independent exploration, volunteering and mentorships. The result: students are engaging in community problem-solving.



Putting the “lifelong” into learning

There is a component of the college dedicated to adult learning and higher education leadership. Today, community colleges serve approximately half of the higher education student body, and graduates of the College of Education doctoral program in Community College Leadership serve as chancellors, presidents, vice presidents, deans, department chairs and faculty throughout the United States. The master’s program in Adult and Higher Education educates those who facilitate adult learning through museums, community organizing, corporate training and more. In a unique fashion, this program allows students to use their workplace to turn theory directly into practice. The Adult and Higher Education discipline speaks directly to the mission of the college: to **promote lifelong learning**.

GOALS AND STRATEGIES

Research and programs that shape STEM proficiency, inclusivity and social justice taken together are core components of Oregon State’s three Signature Areas of Distinction as represented in OSU Strategic Plan 3.0 [1. Advancing the Science of Earth Ecosystems, 2. Improving Human Health and Wellness and 3. Promoting Innovation and Economic Prosperity]. Building STEM proficiency for healthy, productive lives prepares people for understanding the science of sustainable ecosystems. Responsiveness to social justice coupled with STEM proficiency is foundational to understanding one’s own physical and mental health and well-being. These same elements are foundational components for the collective goal of social progress and economic growth.

The College of Education sets four goals for the next five years to focus strategic effort to enhance its leadership in targeted areas and build the college’s intellectual and fiscal capacities.

GOAL A:
BE AN INTERNATIONAL LEADER IN RESEARCH THAT INFORMS SOCIALLY JUST PRACTICE AND PROGRAMS.

Strategies

- Develop an infrastructure that supports research by supporting the most rigorous and timely research, via enhanced data management and other resources, toward securing additional external funding and productivity.
- Maintain and enhance a collaborative environment by providing regular research/scholarship seminars focusing on transdisciplinary issues.
- Work closely with the **Center for Research in Lifelong STEM Learning, CL@SE** and other campus centers and institutes to increase grants and research that focus on and move forward our commitment to enhancing research, especially in the areas of diversity and social justice.

GOAL B:
CREATE A DIVERSE AND INCLUSIVE COMMUNITY OF LEARNERS, EDUCATORS AND CHANGE AGENTS.

Strategies

- **Faculty recruitment** — Design external search processes for tenure-track faculty members and instructors that include targeted recruitment strategies for diverse individuals, including those of color.
- **Faculty retention** — Develop a culture of faculty mentorship and support.
- **Faculty support** — Provide professional development for faculty to innovate culturally responsive curriculum and teaching/mentoring.
- **Student recruitment** — Increase undergraduate enrollment of students of color through partnerships with OSU Cultural Centers, school districts, and community colleges.
- **Student retention** — Increase engagement opportunities with culturally diverse communities.
- **Student support** — Increase scholarships and targeted funding for historically underrepresented students.



GOAL C:
ENGAGE COMMUNITIES THROUGH RESEARCH,
OUTREACH AND PARTNERSHIPS TO ADVANCE
LEARNING AND SHARING KNOWLEDGE.

Strategies

- Foster relationships with professional organizations, such as the Oregon Association of Latino Administrators and the Oregon Alliance of Black School Educators.
- Include a social justice-based, community-engaged learning opportunity as a graduation requirement for undergraduate, graduate and nondegree learning programs.
- Increase collaborations with key school districts and Ecampus to create grow-your-own programs for teachers and counselors.
- Form influential relationships with state and national leaders and policymakers about our knowledge, expertise and signature areas of distinction.
- Provide outreach and engagement events for historically underrepresented K-12 youth through collaborations with university, community and school district partners.

GOAL D:
PROVIDE TRANSFORMATIONAL LEARNING
EXPERIENCES TO PREPARE THE NEXT GENERATION
OF LEADERS, RESEARCHERS, AND CHANGE AGENTS.

Strategies

- Offer quality preservice and professional education programs in our signature areas to improve learning throughout the state that are transformational?.
- Recruit and support outstanding and qualified doctoral students for supervising new preservice teachers and counselors.
- Expand and innovate Ecampus programs, both hybrid and online, programs to reach more nontraditional students.

**100 years of excellence
in counseling**

February 2017 marks 100 years since the start of the Counselor Education program at Oregon State. This exceptional program produces quality, nationally recognized school and clinical mental health counselors.

In 2014 and again in 2015, candidates in the Ph.D. in School Counseling program received the award of Oregon School Counselor of the Year. First was Marinda Peters, school counselor at Fern Hill Elementary in Forest Grove, who attended a ceremony at the White House in January, 2016. Next **Holly Thompson**, school counselor at Rowe Middle School in the North Clackamas School District, was named the 2015 Oregon School Counselor of the Year.



Karen Thompson's research to benefit practice

Karen Thompson, assistant professor in the College of Education, works with other faculty to lead innovative efforts in both research and teacher education to improve outcomes for English language learners (ELLs).

Through an ongoing partnership funded by the Institute of Education Sciences and the Spencer Foundation, she collaborates alongside leaders from the Oregon Department of Education, conducting research about outcomes for ELLs and implementing policies and practices to close opportunity and achievement gaps.

In addition, with funding from the U.S. Department of Education, College of Education faculty are partnering with five Oregon districts to ensure that more teachers have the knowledge and skills they need to effectively educate ELL students. Over the next five years, approximately 80 teachers from these districts will complete a sequence of online College of Education courses and partner with a local community organization to co-design and co-plan education-focused community events.



COLLEGE OF EDUCATION

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