



CLARK ATLANTA UNIVERSITY

School of Education



THREE YEAR STRATEGIC PLAN | 2020-2023

Vision	Mission
To drive and analyze the discourse in seeking answers to societal problems and challenges endemic in local, national, and global scholastic environments.	To prepare highly competent, autonomous, critical-thinking candidates for P-12 schools and various educational and community settings serving all students, particularly those belonging to culturally and linguistically diverse groups.
Values	
<p>People-Centric: Treat students, colleagues, and broad beneficiaries of our services with professionalism, respect, and responsiveness focused on effective solutions.</p> <p>Research-Focused, Innovative and Creative: Ignite new possibilities in research and advance knowledge of humankind.</p> <p>Inclusive and Accountable: Promote collaboration and unity among students, faculty, and staff to provide a significant contribution to the University’s body of knowledge.</p> <p>Diverse, Global, and Culturally-Centered: Embrace and support all forms of human differences, ideas and perspectives, and our natural environment, while being centered in the unique and distinctive tradition of African American excellence.</p> <p>Excellence: Commit to high-quality in all endeavors to maximize student growth and development and thereby achieve our noble cause.</p> <p>Student-Centered: Commit to nurturing and developing student talent and leveraging our students’ experience through teaching, learning, mentoring and service.</p>	





Goals	Initiatives	Expected Outcomes
<p>1. Provide programs and services to achieve strong undergraduate and graduate enrollments and high retention, graduation, and career placement rates.</p>	<ul style="list-style-type: none"> - Increase Undergraduate and Graduate Student Headcount Enrollment per 2020-23 SOE and CAU Recruitment Plans -Sustain emphasis on males of color in education as an underrepresented demographic with <2% in the United States - Improve Retention, Graduation Rates, and Time-to-Degree Rates for Graduate Masters/Graduate Doctorate students. -Improve career placement for graduates 	<ul style="list-style-type: none"> -Total enrollment: 200 (2021), 225 (2022), 250 (2023) -Increase male representation in all SOE programs above 20% -4-year graduation rate for undergraduates: 80% -Avg time to degree for master’s students: within 3 years -Avg time to degree for EdD students: 4 years -Avg time to degree for online EdD students: 2 1/2 years -100% of teacher education graduates placed in teaching positions within the first year following graduation -80% of credentialed counselor education graduates placed in counseling jobs within the first year following graduation -Over 60% of Tier I & II educational leadership graduates placed in educational leadership jobs within the first year following graduation



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<p>2. Maintain and develop excellent, innovative programs, mutually beneficial partnerships, and new modes of teaching.</p>	<ul style="list-style-type: none"> -Expand offerings of online programs -Launch the Biology Education certification program -Incorporate Data Science into the curriculum -Strategically expand partnerships with school districts, corporations and other organizations and deepen and cultivate existing partnerships Maintain and create more international partnerships with colleges and universities for student and faculty exchange, as well as collaborative research, especially throughout the Diaspora. 	<ul style="list-style-type: none"> -Three new online programs to be launched: MAT in Mathematics, Tier I Educational Leadership, and PhD in Counselor Education and Supervision -Add 10 new candidates each year starting Fall 2021 -Each program will have a Data Science module in at least one course -At least 5 partnerships added each year -Strategically place students in the new partnerships -Students will have different (grade band, demographics) placements each semester -Review each year existing partnerships using the Georgia DOE’s Strengthening Partnership Tool At least three active international partnerships every year



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<p>2. Maintain and develop excellent, innovative programs, mutually beneficial partnerships, and new modes of teaching. (CONTINUED)</p>	<ul style="list-style-type: none"> -Improve the field experiences for all certification programs -Launch the HBCU Executive Leadership Institute (ELI) -Enhance the summer residency for the online Higher Education students in collaboration with the HBCU ELI - Continue to expand centers for excellence in education (i.e., HBCU C.A.R.E.S., HBCU ELI, Center for Higher Education Research) - Incorporate Social Justice, Culturally Responsive Pedagogy, Multicultural Ed, Critical Theories, Afro-Centric theories and the theories of people of color into curriculum and research. 	<ul style="list-style-type: none"> -More than 80% of candidates satisfied or very satisfied with their field experience -Maintain the 360 review process to evaluate field experiences -At least 10 ELI fellows enrolled in each cohort -More than 80% of students satisfied or very satisfied with their summer residence experience -At least one center of excellence with national outreach active each year -Each program will identify at least one course for incorporating these theories.



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<p>3. Expand the School’s research capabilities and creative activity to strengthen CAU’s position as a research-intensive university.</p>	<ul style="list-style-type: none"> -Increase the school’s external funding via grants -Increase collaboration with Institutional Advancement and Sponsored Programs to coordinate external funding -Increase number of funded research/graduate assistantships -Increase number of publications per faculty in peer reviewed journals related to SOE’s programs -Increase number of conference presentations made by faculty -Expand interdisciplinary research with faculty outside SOE 	<ul style="list-style-type: none"> -Each department will have at least one external grant active each year and will apply for at least 1-2 new grants each year -Update on Upcoming Grant Opportunities from Sponsored Programs and Institutional Advancement each semester -7-8 funded graduate/research assistantships per year -1-2 articles each year per FT faculty member published in a peer-reviewed journal (or chapters in an edited book) and 1-2 submitted manuscripts per year -2 conference presentations per FT faculty member each year (with one at a national conference) -At least one collaborative project each year with faculty from other CAU schools and/or universities



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<p>3. Expand the School’s research capabilities and creative activity to strengthen CAU’s position as a research-intensive university. (CONTINUED)</p>	<p>-Increase student participation in scholarly activities</p>	<p>-Each student (UG and Master’s) will attend at least one CAU Annual Research Symposium or other professional conference before graduation.</p> <p>-Each doctoral student will have at least two conference presentations before graduation (with one at a national conference)</p> <p>-Each doctoral student will have at least one article submitted in a peer-reviewed journal within one year following graduation</p>
<p>4. Enhance the School’s fundraising and profile and reputation by marketing its distinction and accomplishments.</p>	<p>-Reach out to former alumni, retired faculty and staff for donations to SOE</p> <p>Increase collaborations with Alumni Affairs Office</p> <p>Continue to fund the Norman, Jenkins, Thompson, Turner, Smothers Scholarship Funds as the sole in-house initiative by becoming more intentional about annual appeal</p>	<p>-Increase total donations each year by 3%</p> <p>-Increase % of alumni giving</p> <p>-Establish gift for each graduating cohort through honor societies</p> <p>-Establish SOE Pre-Exit Alumni Event for each graduating class</p> <p>Maintain existing funding levels</p> <p>At least one major fundraising event each year</p>



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<p>4. Enhance the School’s fundraising and profile and reputation by marketing its distinction and accomplishments. (CONTINUED)</p>	<p>-Increase marketing for the SOE programs in professional publications per 2020-23 SOE Recruitment Plan</p> <p>-Promote the school’s marketing of distinction and accomplishments</p> <p>Develop a marketing plan in collaboration with UREECA and Admissions, per SOE Recruitment Plan</p> <p>Impact SOE Brand while empowering student leaders with organizational skills to support the conference development (Impact/Increase Income for the SOE)</p>	<p>-Two adds per year placed in Inside Higher Education, Chronicle of HE, and other national outlets marketing our online programs (including HBCU ELI)</p> <p>-Active faculty participation each semester in GaPSC, Georgia Department of Education committees, and local districts’ recruitment events, PAGE, Signing Date Events</p> <p>Completed in year 1, implemented in year 2</p> <p>Develop a Bi-Annual Urban Education Conference : Problem Solving Higher Education Issues</p>
<p>5. Increase the School’s commitment to institutional effectiveness, continuous improvement, added value, and return on the investment to those it serves.</p>	<p>-Streamline and digitize administrative and academic procedures in each department</p>	<p>-All certification-related events (enrollment, field experiences, completion, etc.) captured timely (within a week) in TPMS</p> <p>-Training on GaPSC certification requirements offered to all students each semester</p> <p>-Field experiences application, assignment, and management processes conducted entirely online</p>



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<p>5. Increase the School's commitment to institutional effectiveness, continuous improvement, added value, and return on the investment to those it serves. (CONTINUED)</p>	<p>-Streamline and digitize administrative and academic procedures in each department (CONTINUED)</p> <p>Expand the Continuous Improvement function</p>	<p>-100% of FT faculty will conduct semester advising using <i>DegreeWorks</i> or other relevant digital tools</p> <p>-100% of departmental records saved in Shared Drive</p> <p>-100% program assessments conducted entirely online</p> <p>-Dean's SOE Town Hall meetings conducted every semester with students to obtain feedback from students</p> <p>-Departmental Town Hall meetings conducted annually with students</p> <p>-Review of IOTA 360 course evaluations by chairs and Dean at the end of each semester for FT and adjunct faculty</p> <p>-Review of Cooperating Teachers/Site Supervisors by PDCC and University Supervisors at the end of each semester</p> <p>-SOE assessment retreat, SOE Advisory Board meetings and Site Supervisors meetings held bi-annually</p>



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<p>5. Increase the School’s commitment to institutional effectiveness, continuous improvement, added value, and return on the investment to those it serves. (CONTINUED)</p>	<p>Continuous Collaboration with OPAR and the Registrar's Office</p>	<p>-Maintain schedule of annual surveys of graduating students, alumni, and employers for all SOE programs</p> <p>-100% Program assessment reports entered each year in IMPROVE</p> <p>-Streamlined scheduling and registration process</p>
<p>6. Improve facilities and technology to support recruitment, teaching, research and the enhancement of the student experience.</p>	<p>-Expand use of <i>TeachLivE</i> and other cutting edge technologies in all SOE programs</p>	<p>-All programs will incorporate use of <i>TeachLivE</i> in a minimum of one identified course</p> <p>-Training on <i>SmartBoard, Infinite Campus</i> and other emerging educational technologies as determined by SOE Technology Committee will be offered twice every year to all SOE candidates.</p> <p>Departments will identify the appropriate course(s) to infuse technology</p>



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<p>6. Improve facilities and technology to support recruitment, teaching, research and the enhancement of the student experience. (CONTINUED)</p>	<ul style="list-style-type: none"> -Expand the use of portable candidate portfolios -Revamp Educational Technology course (CEDC 262) -Enhance candidate use of technology in all field experiences -Increase technology-related faculty training Maintain the quality and currency of classrooms, labs, and conference rooms 	<ul style="list-style-type: none"> -Each SOE candidate will develop a portfolio in <i>Portfolium</i> (or similar platforms) to be shared with employers by the time they graduate -CEDC 262 (Educational Technology) reviewed and updated annually by a SOE Technology Committee to include the latest applications that are used by the local school districts. -Each field experience course will incorporate a summative assessment related to use of technology -Each SOE faculty member will attend at least one CITLE professional development event per semester (excluding the Opening or Closing Institutes) -All computers in labs functional and updated with latest academic software versions -All <i>SmartBoard</i> technology maintained and upgraded annually in each classroom and conference room