



CLARK ATLANTA UNIVERSITY

School of Education



THREE YEAR STRATEGIC PLAN | 2024-2027 [Revised 9.25.24]

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 and creative-thinking candidates for P-20 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>	





SOE Objectives	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> <p>[Strategic Pillar I– Student Transformation, Goals 1,2, and 3)</p> <p>[Strategic Pillar II – Academic Transformation, Goals 2, 3 and 4]</p>	<p>-Increase Undergraduate and Graduate Student Headcount Enrollment</p> <p>-Sustain emphasis on males of color in education as an underrepresented demographic with <2% in the United States</p> <p>- Improve Retention, Graduation Rates, and Time-to-Degree Rates for Graduate Masters/Graduate Doctorate students.</p> <p>-Improve career placement for graduates</p>	<p>-3% annual growth in UG and GR enrollments</p> <p>-Increase enrollment in Biology Ed and Music Ed programs</p> <p>-Increase enrollment in Tier I and Tier II programs</p> <p>-Increase male representation in all SOE programs above 20%</p> <p>-Establish a Black Male Initiative Program similar to Call me Mister Program and scholarships</p> <p>-4-year graduation rate for undergraduates: 80%</p> <p>-Avg time to degree for master’s students: within 3 years</p> <p>-Avg time to degree for EdD students: 4 years</p> <p>-Avg time to degree for online EdD students: 2 1/2 years</p> <p>-90% of teacher education graduates placed in teaching positions within the first year following graduation</p> <p>-80% of credentialed counselor education graduates placed in counseling jobs within the first year following graduation</p> <p>-Over 80% of Tier I & II educational leadership graduates placed in educational leadership jobs within the first year following graduation</p>



Goals	Initiatives	Expected Outcomes
<p>2. Maintain and develop excellent, innovative academic programs, mutually beneficial partnerships, and new modes of teaching.</p> <p>[Strategic Pillar II – Academic Transformation, Goals 2, 3 and 4]</p>	<ul style="list-style-type: none"> -Expand offerings of online programs -Launch AACTE Holmes Scholars Program -Incorporate Data Science & AI Tools into the curriculum -Strategically expand partnerships with school districts, corporations and other organizations and deepen and cultivate existing partnerships Maintain and create additional 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"> -Launch 5 new online programs: M.Ed. in Higher Education, Endorsement in CS, PhD in Counselor Education and Supervision, Tier I Educational Leadership and Tier II Ed Leadership -Ed.D. students invited to attend ELI events - At least 2 Holmes Scholars funded each year -Each program will have a Data Science module in at least one course; -1-3 strategic 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 one active international partnership every year



Goals	Initiatives	Expected Outcomes
<p>2. Maintain and develop excellent, innovative programs, mutually beneficial partnerships, and new modes of teaching. (CONTINUED)</p> <p>[Strategic Pillar II – Academic Transformation, Goals 2, 3 and 4]</p>	<p>-Improve the field experiences for all certification programs</p> <p>Develop a partnership between HBCU Executive Leadership Institute (ELI) and the HE Ed.D Program</p> <p>-Launch AACTE Holmes Scholars Program</p> <p>-Enhance the quality of summer residency for the online Higher Education students</p> <p>- Continue to create and maintain centers for excellence in education (HBCU ELI, etc.).</p> <p>- Incorporate Social Justice, Culturally Responsive Pedagogy, Multicultural Ed, Critical Theories, Afro-Centric theories and the theories of people of color into curriculum and research.</p>	<p>-More than 80% of candidates satisfied or very satisfied with their field experience</p> <p>-Maintain a 360 review process to evaluate field experiences</p> <p>-Ed.D. students invited to attend ELI events</p> <p>-At least 2 Holmes Scholars funded each year</p> <p>-More than 80% of students satisfied or very satisfied with their summer residence experience</p> <p>-Create a Center for the Study of HBCU Leadership OR research aligned with Equity & Social Mobility OR HBCU-related research. This will bring together ELI fellows with HE faculty and doctoral students around HBCU related research.</p> <p>-Each program will have at least one course for incorporating Social Justice, Culturally Responsive Pedagogy, Multicultural Ed, Critical Theories, Afro-Centric theories.</p>



Goals	Initiatives	Expected Outcomes
<p>3. Expand the School’s research capabilities and creative activity to strengthen CAU’s position as a research-intensive university and advance toward R1 classification.</p> <p>[Strategic Pillar II – Academic Transformation, Goals 1 and 2] [Strategic Pillar IV – Financial Transformation, Goal 1]</p>	<p>-Increase the school’s external funding via grants</p> <p>-Increase number research/graduate assistantships funded by grants</p> <p>-Increase number of publications per faculty in peer reviewed journals related to SOE’s programs</p> <p>-Increase number of conference presentations made by faculty</p> <p>-Expand interdisciplinary research with faculty outside SOE</p>	<p>-Each academic program will have at least one external grant actively funded each year and will apply for at least 1-2 new grants each year</p> <p>-at least 3 funded graduate/research assistantships per year</p> <p>-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</p> <p>-2 conference presentations per FT faculty member each year (with one at a national conference)</p> <p>-At least one collaborative research project each year with faculty from other CAU schools, AUC institutions, and/or other universities.</p>



Goals	Initiatives	Expected Outcomes
<p>3. Expand the School’s research capabilities and creative activity to strengthen CAU’s position as a research-intensive university. (CONTINUED)</p> <p>[Strategic Pillar II – Academic Transformation, Goals 1 and 2] [Strategic Pillar IV – Financial Transformation, Goal 1]</p>	<p>-Increase student participation in scholarly activities</p> <p>-Provide grant writing support and guidance to faculty working on proposals</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>Dean’s Office assistance provided to each PI in SOE proposal development</p>
<p>4. Enhance the School’s fundraising and profile and reputation by marketing its distinction and accomplishments.</p> <p>[Strategic Pillar IV – Financial Transformation, Goals 1 and 3]</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>Create a culture of giving</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>-Pledge at induction/Hooding Ceremony</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/increase existing funding levels</p> <p>-At least one major fundraising event each year</p> <p>Fundraising Project in HE Finance Class</p>



Goals	Initiatives	Expected Outcomes
<p>4. Enhance the School’s fundraising and profile and reputation by marketing its distinction and accomplishments. (CONTINUED)</p> <p>[Strategic Pillar IV – Financial Transformation, Goals 1 and 3]</p>	<p>-Promote the school’s marketing of distinction and accomplishments</p> <p>-Maintain/increase SOE visibility on GA key committees and at key state events</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>-Weekly posts in key social media outlets</p> <p>-Improve national rank in the U.S. New & World Report Education rankings</p> <p>-Active faculty participation each semester in GaPSC, Georgia Department of Education committees, local districts’ recruitment events, AACTE, GACTE, PAGE, Signing Date Events, ASHE, AERA, GERA and other major conferences.</p> <p>Develop an Annual Urban Education Conference: Problem Solving Higher Education Issues</p> <p>Develop bi-annual SOE Lecture Series</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>[Strategic Pillar III – Institutional Transformation, Goals 1 and 4]</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/field experience requirements offered to all students and faculty each year (including short videos)</p> <p>-Student Affairs, FERPA or HE related training offered by leading professional organizations</p> <p>-Continue use of SONIA for field experiences application, assignment, and management</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>[Strategic Pillar III – Institutional Transformation, Goals 1 and 4]</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/Teams</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 program directors and Dean at the end of each semester for FT and adjunct faculty</p> <p>-Review of Cooperating Teachers/Site Supervisors 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> <p>-Implement assessments for 1) parents and family engagement and 2) science of reading</p>



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<p>6. Increase the School’s commitment to institutional effectiveness, continuous improvement, added value, and return on the investment to those it serves. (CONTINUED)</p> <p>[Strategic Pillar III – Institutional Transformation, Goals 1 and 4]</p>		<ul style="list-style-type: none"> -Maintain schedule of annual surveys of graduating students, alumni, and employers for all SOE programs -Implement SOE Orientation for New Adjuncts -Develop and approve SOE Promotion & Tenure Handbook -100% Program assessment reports completed yearly and discussed with faculty -Continue scheduling based on students’ course needs, prioritizing students approaching graduation
<p>6. Improve facilities and technology to support recruitment, teaching, research and the enhancement of the student experience.</p> <p>[Strategic Pillar II – Academic Transformation, Goals 3 and 5]</p>	<p>-Expand use of <i>TeachLivE</i> and other cutting edge technologies in all SOE programs</p>	<ul style="list-style-type: none"> -All degree programs will incorporate use of <i>TeachLivE</i> or other AI tools in a minimum of one identified course -Establish AI Guidelines for SOE faculty and students -Training on <i>SmartBoard</i> offered by OITC offered each year to faculty -Training on <i>Infinite Campus</i> and other educational technologies as determined by SOE Technology Committee will be offered twice every year to all SOE candidates. -Technical support offered in evening to instructors



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<p>6. Improve facilities and technology to support recruitment, teaching, research and the enhancement of the student experience. (CONTINUED)</p> <p>[Strategic Pillar II – Academic Transformation, Goals 3 and 5]</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> 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 certification program will incorporate a candidate summative assessment related to the use of technology (i.e. Google Digital Tools) -Each SOE faculty member will attend at least one CAU or AUC professional development event per semester related to instructional technologies -All computers in Clement Hall functional and updated with latest academic software versions; verified each semester -Monthly updates to Leadership Team from OITC -All <i>SmartBoard</i> technology maintained and upgraded each semester in each classroom and conference room