

**Georgia State University**  
**College of Education and Human Development:**  
**Strategic Plan 2018-2023**

For the College of Education and Human Development (CEHD) to reach its potential to influence policies, practices, and institutions, a clear and articulated vision is necessary. With this understanding, we created the 2013 Strategic Plan and are now embarking on an update. Since its founding in 1967, the College has been pioneering innovative undergraduate, graduate and non-degree programs in education and health and human services. Our location in downtown Atlanta provides opportunities to engage directly with the city's schools, clinics, sports teams, corporations and community agencies. Our students work together with peers and mentors to gain the understanding and experience needed to promote academic success and physical and mental well-being not only in Atlanta but throughout the world.

In the past 50 years the CEHD has made great strides, which provide the foundation for our continued achievements and recognition. In 2015, we changed the name from the College of Education (COE) to the College of Education and Human Development (CEHD) to reflect the range of academic programs, research interests, and community partners. We draw on the expertise of our faculty and staff, expect the best of our talented students, and are inspired by the opportunities of our urban setting. We are proud of the contributions made to communities and professions through our more than 36,000 alumni and approximately 900 graduates annually, 450 of whom become teachers.

Guided by the 2013 strategic plan, the CEHD has earned national recognition as part of the university's larger efforts to assure that students from all backgrounds can achieve academic and career success at high rates. The College's contribution to this university effort is seen in our success in conferring bachelor's degrees to students from every ethnic, racial, and socio-economic background. The CEHD was recently ranked 1st in Georgia and 8th in the United States in bachelor's degrees in education conferred to minority graduates (Diverse Issues in Higher Education, 2016). This success helps assure that students have role models of similar backgrounds as they further their education and begin their careers.

The workforce data indicate that 95% of our graduates who take jobs in Georgia public schools remain in the classroom the subsequent year. Of our graduates, 73% take their first position in high-needs schools, and 83% of them stay on in those schools three years later. These findings attest to the quality of our teacher education graduates. Also, 99% of our 2015-2016 initial teacher preparation candidates passed the edTPA performance assessment required for certification in Georgia. Our Sport Administration master's program is ranked number 10 in the world and number 9 in North America by Sport Business International, a news organization that offers insight and analysis in the business of sport.

The faculty and staff are committed to the creation, identification, implementation and <sup>1</sup>distribution of evidence-based practices within the various fields and professional capacities represented in the CEHD. Indeed, faculty have continued to influence the changing dynamics of mental and physical health and teaching. Faculty and staff have earned prestigious awards and rankings and attained new levels in external funding. Over these last five years, faculty research has earned prestigious awards and rankings and attained new levels in external funding. In fiscal year 2016, the CEHD received a record \$22.60M in annual research awards, almost doubling the \$11.92M of fiscal year 2012.

Understanding and addressing the multifaceted needs of current and future learners, offering effective and accommodating programming, and engaging in research that addresses policy and practice to solve problems across urban settings, are essential to the continued success of our CEHD – and the way in which we contribute to moving lives forward.

**Goal #1: The CEHD will support success for all learners as they enter or advance in their professions.**

The CEHD will build upon its legacy of developing highly qualified professionals for careers that are informed by research and reflective practice. We will prepare our graduates to serve as agents of change, committed to, and respectful of all learners and their families, schools, and communities. We will continue to innovate in current programs while exploring interdisciplinary collaborations. All programs will maintain significant interactions with students in a diverse range of contexts including classrooms, clinics, and community institutions. CEHD will prepare a diverse body of exemplary education and human service professionals who meet both high certification and academic standards while enacting research based, culturally relevant, effective practices for their respective disciplines.

**Initiative 1.1. Assure a diverse and high-achieving student body.**

The CEHD remains committed to the national recruitment, enrollment, and retention of diverse high-achieving undergraduates and graduate students. The CEHD will therefore focus on improving responsiveness to the changing demographics of our communities, and increasing the need for teachers and human service professionals who reflect these growing populations. As we continue our efforts in communities that traditionally enroll in our programs, additional efforts will be concentrated on recruiting in the growing Latin American and Asian populations. Towards this end we will collaborate with community organizations to: recruit into education and human service professions; place programs in the community, e.g., Speech-language clinic; and conduct applied research in communities.

Further efforts will focus on coordinating outreach to the GSU's "mega-major" program to increase contact with undergraduate students and to promote the value of careers offered

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<sup>1</sup> Voted on and approved by the CEHD Faculty on December 8<sup>th</sup> 2017

through the CEHD. Also, the CEHD will continue its collaboration with recruiting organizations in high schools to develop a professional pipeline. The CEHD will promote student organizations to encourage new member participation and demonstrate the diverse communities in which our graduates and faculty serve.

**Initiative 1.1.1. Recruit new student populations: business, non-profits.**

The CEHD will expend effort and resources to recruit students into programs designed to meet the needs of business and non-profit entities.

**Initiative 1.1.2. Develop additional forms of student financial support**

Financial support will be developed: (a) to increase accessibility to, and the number of, merit-based scholarships for all students inclusive of persons with disabilities and those from diverse backgrounds; (b) to enable students to enroll full-time to pursue degrees with minimal student loans; and (c) to increase financial support via internal/external funded scholarships, fellowships, and graduate assistantships. The CEHD will develop common student application materials to identify skill sets and alignment with available GRA opportunities. Professional development experiences will be developed to support student access to potential funding sources and the application process.

**Initiative 1.2. Assure a diverse faculty and staff.**

A diverse faculty and staff will enhance recruiting a diverse student body and deliver a multi-perspective education. Faculty and staff recruitment efforts will focus on implementing current best practices and increasing outreach efforts through professional organizations and alumni to increase the diversity of applicant pools. Faculty and staff retention efforts will emphasize the provision of a variety of support mechanisms to assist in maintaining and furthering their professional goals and efforts. These procedures will ensure a variety of perspectives and work throughout the CEHD. Additionally, training will be expanded in conjunction with the office of the Provost to department chairs and to members of search committees on increasing the diversity of applicant pools.

**Initiative 1.3. Implement innovative instructional delivery options that are responsive to the varying needs of current and future learners.**

The CEHD will explore meeting student needs for access to a variety of learning technologies, instructional formats, internship opportunities, research and field experiences, and schedule flexibility. The CEHD will continue to explore and implement strategies for professional development and credit earning through new mechanisms such as badging, to provide individualized credentialing, and credit-building opportunities that lead to enrolling in degree programs. The CEHD will embark on an action plan to promote current certificates, create new ones and increase the number of students enrolled. Further, the College will develop and

promote ongoing efforts to provide training and support for faculty and staff to learn about new technologies that can be used in their research, teaching, and other work.

**Initiative 1.4. Create additional innovative and interdisciplinary programs that address emerging fields and societal needs.**

The CEHD will identify specific interdisciplinary program opportunities and establish incentives for the creation of programs that meet the professional interests of prospective students and engage with evolving societal problems. Programs will be developed using the work conducted by CEHD faculty, infusing these programs with cutting-edge research and innovative teaching.

**Initiative 1.5. Increase supportive infrastructure to assure instructional effectiveness.**

An infrastructure of faculty and staff development around instructional effectiveness will be enhanced and expanded. A program of faculty development will be created annually. The Associate Dean for Faculty Development and Partnerships and a faculty committee will sponsor it.

**Initiative 1.5.1. Support PTIs and GTA's instructional effectiveness of PTIs and GTAs.**

As a significant portion of the instruction in the College is conducted by PTIs and GTAs, a program of systematic professional development and evaluation will be established for these instructors.

**Goal 2: The CEHD will enhance its presence as part of a leading public research institution.**

Scholarly inquiry is central to the CEHD activities and provides a mechanism for advancing knowledge, inspiring teaching, and enabling service. As part of a research university, the CEHD will support basic and applied research performed by faculty and staff, graduate and undergraduate students, and professional educators across diverse environments. The CEHD will support a range of appropriate research methodologies for multiple contexts and questions. The CEHD will further facilitate a systemic focus on research excellence and create an environment and research-oriented culture optimized to encourage high quality, impactful inquiry.

**Initiative 2.1. Support professional development.**

The CEHD faculty and staff must remain current with dynamic influences and versed in multiple areas of study if we are to be leaders in our respective disciplines. More importantly, faculty must lead the field with respect to innovative research initiatives. The CEHD will enhance its culture of life-long learning by supporting professional development that promotes research. The CEHD will expand our ability to support and train investigators in advanced research, with specific emphasis on students who have been historically underrepresented in research

professions. To enhance research effectiveness, we will maintain existing training opportunities and establish regular and cutting-edge professional development for faculty and staff through a variety of means such as webinars and face-to-face seminars. We will create an easily accessible library of recordings of prior presentations and training events

#### **Initiative 2.2: Optimize funded research infrastructure.**

The CEHD will optimize funded research support infrastructure within the College and facilitate access to resources outside the institution. The CEHD will continue to provide external funding support services to research-active faculty while identifying new emerging services based on need. The CEHD affiliated grant administrators and support professionals will collaborate with the University Research Services and Administration to provide quality grant implementation throughout the process. The CEHD affiliated grant administrators will support investigators in a seamless implementation of complex business processes requiring multiple levels of coordination and collaboration. Periodic, formal evaluation of offices and personnel involved with funded research infrastructure will provide essential feedback loops aimed at improving quality of services. While continuing to assure central help, the CEHD will strengthen and expand the embedded grants officers and provide them with systematic and continuing training.

##### **Initiative 2.2.1. Establish indirect cost funds policy**

The CEHD will prioritize retention of research-active faculty and staff with multiple efforts. A transparent and equitable policy on indirect cost funds across departments will be developed that incentivizes research efforts and clarifies procedures for grants processing. Such a policy may result in departments providing investigators a percentage of indirect cost funds obtained through their sponsored projects.

#### **Initiative 2.3. Cultivate centers for research and research-service integration**

Research Centers provide opportunity for the generation, application, or testing of knowledge that informs discussions about issues of importance to learning, health, and well-being. The CEHD will continue to cultivate Centers as hubs of integrative research and research-service activities.

#### **Initiative 2.4. Support research impact and distribution.**

The CEHD is in a position to inform lasting and significant advances through scholarly inquiry and distribution. Mechanisms for tracking and publicizing scholarly contributions by faculty and students will be developed. Academic excellence is continuously established through distribution in prestigious, peer-reviewed national and international publications, and presentations at national and international conferences. Additional distribution efforts will be

supported through a multi-modal public relations effort aimed at disseminating research activities to a broad and diverse audience.

#### **Initiative 2.5. Support recognition systems.**

The CEHD will continue to develop an environment that rewards high-quality research as indicated via local, state, national, and global research awards, funded grants, and academic editorships. We will support existing mechanisms (e.g., Outstanding Faculty Research Mentoring Award) and new initiatives to recognize faculty and students in their research activities and staff in research administration.

### **Goal 3: The CEHD will strengthen its leadership in recognizing and responding to the complexities of cities and urban communities.**

The CEHD will remain dedicated to understanding and addressing the complex issues facing individuals and families living in urban areas. The CEHD will remain dedicated to assisting the education, health and human service institutions and organizations located in these urban settings as they design and implement programs and practices to provide services that employ evidence-based practices. This dedication will continue to be infused in our teaching, research and community engagement. Building upon the strengths of faculty, staff, and students the College will collaborate with various stakeholders in the development of effective education and health solutions that meet the needs of cities and their diverse residents.

#### **Initiative 3.1: Increase collaboration with community members and organizations.**

A significant portion of our research and engagement portfolios will continue to be represented by studies embedded in community settings. Faculty, staff, and students will be encouraged to seek opportunities to strengthen relationships with community organizations (e.g., board membership, grant writing, etc.) so as to be part of shaping policies at the local and state levels. The CEHD will maintain a list of community collaborations to promote these activities, encourage others to support current work, and evaluate efforts to address this initiative.

#### **Initiative 3.2. Support the education of refugee and immigrant populations.**

One aspect of Atlanta's growing as an urban center has been the growing refugee and immigrant populations. Members of our faculty are currently involved with schools and community and civic groups around the city. The CEHD will establish an interdisciplinary relationship/ mechanism across our college, and potentially with other GSU college(s) to: coordinate scholarship and community engagement; set an agenda moving forward; and coordinate the search for external funds

**Goal 4: The CEHD will expand our participation in global collaborations.**

The CEHD recognizes that the scope of the work of faculty, staff, and students extends beyond our borders. The College is committed to an infrastructure that supports our students, faculty, and college community, as we engage in international collaborations.

**Initiative 4.1: Encourage global collaborations.**

The CEHD will continue to develop international research collaborations, facilitate and increase student and faculty exchanges, and encourage faculty service in international organizations. The CEHD will encourage exploration of external funding opportunities to increase the support for international initiatives. To recognize faculty efforts, an award for international initiatives will be added to the annual faculty awards.

**Initiative 4.1.1. Facilitate faculty and student exchange, study abroad, and signature experiences.**

The CEHD will improve coordination among the College and University international offices as well as other relevant offices to strengthen the faculty and student exchange programs. We will explore the use of technology to enhance online course offerings to international students and courses co-taught with international university partners.

**Initiative 4.1.2 Engage in international research collaborations.**

The faculty has been successfully participating in international research collaborations. These collaborations have resulted in the exchange of visiting scholars as well as policy and research publications. Additionally, the CEHD will continue to encourage our faculty to take a leadership role in international professional organizations. This leadership could include serving as the editor, associate editor, or on the editorial board of international scientific journals.

**Initiative 4.2. Encourage faculty to include international education perspectives in their curriculum.**

The CEHD will provide professional development to facilitate the ability of faculty members to incorporate international education components into curricula to broaden the perspectives of our students. Further, faculty will evaluate the current international certificate and recommend possible revisions.