

# Stockton University School of Arts and Humanities Strategic Plan

Fall 2025 – Spring 2028

## Pillar 1: Excellence in Arts and Humanities Education

**Objective:** Establish the school as a premier source of arts and humanities education in the region by focusing on delivering a rigorous, high-quality educational experience for our students and community. This includes fostering critical thinking, creativity, and articulate dialogue through a comprehensive diverse curriculum and an interdisciplinary approach to nurture lifelong learners prepared for an evolving world.

### Goal 1.1 Promote Our Excellence by Measuring and Improving ARHU Communication to Support Our Distinctive Programming and Curriculum

- **Action:** Measure (qualitative/quantitative) ARHU engagement to determine whom we are reaching and need to reach. (Service-Learning Project, Year 1, Semester 2)
- **Action:** Provide recommendations about how to grow student and community engagement and a sustainable plan for the communication strategy. (Service-Learning Project, Year 2, Semester 1)
- **Action:** Test recommendations for engagement growth. (Service-Learning Project, Years 2-3; 1-2 semesters)
- **Action:** Improve ARHU messaging by featuring distinctive opportunities on ARHU's website and social media. (Years 1-3) *Potential Website Enhancements:*
  - **Action:** Add "ARHU Global Bridges:" feature Stockton ARHU exchanges, current and past study tours, students who have studied abroad, and language and culture study. (Use existing publicity protocols to update.)
  - **Action:** Add "ARHU Community Bridges:" feature (for example) ARHU service-learning, performances, readings, creative and research projects,

and internships. (Use existing publicity protocols to update.)

- **Action:** Add “ARHU Alumni:” encourage programs to maintain contact and aim to feature ARHU alumni from all programs and link to program webpages that feature alumni stories on their pages.
- **Action:** Communicate ethical and effective strategies for ARHU faculty, staff, and students in AI (Artificial Intelligence) usage in collaboration with the Center for Teaching and Learning Design (CTLTD). (Years 1-3)
  - **Action:** Evaluate the use and impact of AI (Artificial Intelligence) on ARHU curriculum. (Years 1-2)

## Metrics

- Identify appropriate course(s) for service-learning projects
- Reports generated through service-learning projects
- Changes implemented to ARHU website
- Distribution of AI recommendations and participation in AI professional development opportunities

## Ownership

- ARHU Faculty, Staff, and Students
- ARHU Chairs and the Academic Program Specialist responsible for website management
- ARHU Dean and/or Assistant Dean
- CTLTD

## Goal 1.2 Cultivate ARHU’s Inclusive Student Success by Identifying Strengths and Weaknesses in Student Recruitment, Enrollment, and Retention

- **Action:** Create a standing ARHU Planning and Retention Committee to work with Chairs or other program representatives to address the enrollment cliff, retention, and its impact on ARHU. (Years 1-3)

- **Action:** Obtain data on programs losing/gaining students: coordinate program end-of-year and/or periodic program reviews (or request data from Institutional Research) on ARHU retention and graduation. (Year 1)
- **Action:** Review Dual Credit and see how it impacts ARHU enrollment and retention. (Year 1)
- **Action:** Pilot student program or use current programs (e.g., T.A.L.O.N.S.) to have current ARHU students engage in recruitment and retention. (Year 1)
- **Action:** Investigate ways to maximize ARHU participation in the GOALS GEAR UP, First Ospreys, and EOF Programs. (Years 1-3)
- **Action:** Use data from year one to highlight strengths and charge programs/ARHU with addressing weaknesses, especially as they relate to identified vulnerable student populations. (Year 2)
- **Action:** Investigate ways to maximize flexible modalities and/or earn an online degree in ARHU. (Year 2)
- **Action:** Promote retention strengths during recruitment opportunities, such as Open Houses, and on the ARHU website. (Years 2-3)
- **Action:** Support recruitment information used with South Jersey Culture & History Center, PAC, WLFR programming, Art Gallery, and Noyes Museum events. (Years 1-3)
  - **Action:** Use events (especially K-12) as a recruitment tool for Stockton/ARHU programs (target dual credit classes). (Years 1-3)

### Metrics

- ARHU Planning and Retention Committee yearly reports
- Maintenance or improvement of ARHU major and minor enrollments from years 1-3

## Ownership

- ARHU Planning and Retention Committee: ARHU Faculty and Administration with support from Institutional Research, Admissions, and Academic Advising
- ARHU Chairs
- ARHU Faculty (Preceptors) working with Academic Advising
- ARHU Students
- Dual Credit Administrators
- South Jersey Culture & History Center, PAC, WLFR, Art Gallery, and Noyes Museum Staff
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## Pillar 2: Interdisciplinary Research, Teaching, and Applied Learning

**Objective:** ARHU’s mission values an interdisciplinary approach to the arts and humanities and encourages research and applied learning that crosses traditional boundaries. This pillar focuses on developing engaged learners through practical experiences and collaborations that extend beyond the classroom, preparing students for diverse careers and societal contributions.

### Goal 2.1 Streamline and Enhance Internship Opportunities and Other HIPs (High-Impact Practices) Across ARHU Programs

- **Action:** Create and hire an ARHU HIPs (high-impact practices) coordinator/advisor, pending budget improvement and approval. (Years 1-3)
  - **Action:** Acquire funds to develop a full-time ARHU position for internships and other HIPs. (Years 1-3)
  - **Action:** Promote professional development opportunities for ARHU majors and minors, including those available through ARHU Centers. (Years 1-3)
  - **Action:** Facilitate faculty-led community outreach. (Years 1-3)

- **Action:** Identify and address barriers to students participating in HIP practices. (Year 1)
- **Action:** Recommend all ARHU programs to require or strongly encourage all majors to have at least one HIP before graduation and/or a professional development course. (Year 2)
- **Action:** Highlight HIP opportunities/requirements in the individual program's entries in the Bulletin and/or DegreeWorks. (Year 2)
- **Action:** Build out this webpage to include more ARHU programs/majors/minors with HIP opportunities: <https://stockton.edu/arts-humanities/internships/index.html>. (Years 1-3)

## Metrics

- Creation of a HIPs full-time position and/or pilot
- Enhanced ARHU internships and HIPs webpage
- Revised program Bulletin and/or Degree Works to highlight Internship/HIPs opportunities and requirements

## Ownership

- Student Success and Internship (HIPs) Coordinator (once approved and hired)
- ARHU Dean: secure funding for a new position (HIPs coordinator)
- ARHU Chairs: submit internship/HIP information for inclusion on the enhanced webpage
- Academic Program Specialist charged with website management
- ARHU Center Directors

## Goal 2.2 Streamline and Enhance Interdisciplinary Cooperation

- **Action:** Charge the ARHU Planning and Retention Committee to streamline and enhance the process to connect ARHU program courses with programming in the PAC, Art Gallery, Noyes Museum, WLFR, ARHU Centers, Multicultural Center, Holocaust Resource Center, and/or WGSC. (Year 1)

- **Action:** Streamline and enhance collaboration among ARHU Programs through the ARHU Planning and Retention Committee. (Years 1-3)
  - **Action:** Enhance the promotion of ARHU minors and MAAS (Master of Arts in American Studies) among ARHU programs. (Years 1-3)
- **Action:** Streamline and enhance collaboration with different Schools through the ARHU Planning and Retention Committee. (Years 1-3)
  - **Action:** Promote ARHU minors, the alternative route to EDUC certification, and MAAS (4+1) degree. (Years 1-3)
  - **Action:** Streamline double major, dual degree, and ARHU minor exploration and precepting for potential ARHU major and minor growth. (Years 1-3)
    - **Action:** Promote double major, dual degree, and minor opportunities. (Year 2-3)
- **Action:** Investigate potential ARHU partnerships related to the medical humanities and/or other sciences, business, health, and/or wellbeing. (Years 2-3)
- **Action:** Compare the number of double majors, dual degrees, undergraduates who enroll in MAAS, and ARHU program minors from Year 1 to Year 3. (Year 3)

## Metrics

- ARHU Planning and Retention Committee yearly reports
- Creation or enhancement of ARHU program promotional materials
- Measure ARHU double majors, dual degrees, Stockton undergraduates who matriculate in MAAS, and ARHU program minors from Year 1 to Year 3
- Measure ARHU course enrollments and class cancellations

## Ownership

- ARHU Planning and Retention Committee
- ARHU Administration
- Student Success and Internship (HIPs) Coordinator (once approved and hired)

- ARHU Center Directors
- ARHU Chairs and Faculty
- Admissions and Academic Advising
- PAC, Art Gallery, Noyes Museum, WLFR, Multicultural Center, and WGSC

## Goal 2.3 Maintain and Grow Faculty and Staff Grant Submissions

- **Action:** Enhance how we feature and recognize current and past grant awards and outcomes (publications, performances, etc.).
  - Connect with goal 1.1: Test recommendations for engagement growth. (Service-Learning Project, Years 2-3; 1-2 semesters)
- **Action:** Maintain support for travel, sabbaticals, and research and creative activity. (Years 1-3)
- **Action:** Create incentives for ARHU faculty and staff to work with the Office of Research and Sponsored Programs (Year 1) to identify and apply for external grants for ARHU. (Years 2-3)

### Metrics

- Enhanced ARHU awards and publications webpage
- ARHU grant submission
- ARHU faculty internal grant awards

### Ownership

- ARHU Dean
- ARHU Faculty and Staff
- Academic Program Specialist charged with website management
- Office of Research and Sponsored Programs
- ARHU Committee for Grants and/or the ARHU Planning and Retention Committee

## Pillar 3: Cultural Connectivity, Creativity, and Global Understanding

**Objective:** Foster an arts and humanities educational environment that values diversity, bridges communities, and inspires creativity. This involves embracing multiple perspectives, self-expression, and adaptability in our teaching and learning processes. The goal is to ensure that a wide range of voices and experiences are represented and valued, making the arts and humanities accessible and relevant to all members of the community.

### Goal 3.1 Create Cultural Bridges and Promote Creativity Among Regional Communities

- **Action:** Build on the success and networking provided by the 2024 Regional Arts & Culture Summit and North to Shore. Identify ways to position ARHU as a regional leader and supporter of the arts and humanities. (Years 1-3)
- **Action:** Plan and execute another Regional Arts & Culture Summit and continue to support North to Shore collaboration to bring stakeholders together. (Years 1-3)
- **Action:** Sponsor lectures, performances, readings, exhibits, etc. that value diversity, bridge communities, utilize resources such as special collections, and inspire creativity. (Years 1-3)

#### Metrics

- Successful execution of another signature regional arts and culture summit or similar event
- Sponsorship/Co-sponsorship of public events that create cultural bridges

#### Ownership

- ARHU Dean and Assistant Dean
- ARHU Chairs
- ARHU Internal/External Community Partners



## Goal 3.2 Connect Students and Regional Communities with Global Perspectives

- **Action:** Work with the Office of Global Engagement to strengthen and grow partnerships abroad. (Years 1-3)
- **Action:** Encourage cross-collaboration with ARHU faculty-led tours to streamline resources and foster ARHU interdisciplinarity. (Years 1-3)
- **Action:** Promote ARHU study abroad, study tours, and provide support for COIL (Collaborative Online International Learning) exchanges. (Years 2-3)
- **Action:** Promote enrollment in relevant language and culture study courses. (Years 2-3)

### Metrics

- Renewal of existing MOAs (Memorandum of Agreement) with universities abroad
- Participation of ARHU students and faculty in study tours, study abroad, Fulbright, COIL, and other international experiences

### Ownership

- ARHU Dean
- Office of Global Engagement
- ARHU Faculty

## Pillar 4: Community Engagement and Social Justice

**Objective:** Foster active engagement within the classroom and with regional stakeholders to promote dialogue, social justice, and ethical thinking. This pillar emphasizes thoughtful, engaged citizens and building diverse, inclusive communities through the arts and humanities, aiming to inspire change and understanding at both the local and regional levels. This includes facilitating meaningful and articulate dialogue, as stated in the Vision and Mission statement.

### Goal 4.1 Strengthen Engagement, Diversity, and Social Justice Throughout the ARHU Curriculum and Co-Curricular Events

- **Action:** Work with the CTLD (Center for Teaching & Learning Design, Inclusive Teaching Fellow) to connect ARHU faculty to resources for social justice, cultural diversity, and community and student engagement. Encourage ARHU faculty to participate in the Day of Teaching. (Years 1-3)
- **Action:** Work with the ARHU Planning and Retention Committee to identify, highlight, and strengthen the existing social justice curriculum across ARHU Centers, Why the Humanities Matter Institute for Teachers, the PAC, WLFR, and Noyes and within each ARHU program, especially for those courses that do not have relevant attributes. (Years 1-3)
- **Action:** Promote existing ARHU engagement, diversity, and social justice initiatives. (Years 1-3)
- **Action:** Work with internal and external existing lecture series to promote engagement and dialogue. (Years 1-3)
- **Action:** Compare student diversity (ARHU enrollment) from Years 1-3, accounting for any shifts in overall university enrollment/retention trends. (Year 3)

## Metrics

- Meeting with the CTLD and Inclusive Teaching Fellow to discuss the creation of and access to ARHU-relevant resources related to social justice, cultural diversity, and community and student engagement. Distribute this information to faculty
- Advocate for and secure the continued support of the Teaching Race and Racism Across the Curriculum summer institute to train faculty across the university
- ARHU co-sponsorship of lectures related to engagement, diversity, and social justice
- Maintain or improve student, faculty, and staff diversity within ARHU programs (as measured by institutional research)
- Maintain or improve attendance at goal-related events, as tracked through current methods

## Ownership

- ARHU Dean and Assistant Dean
- CTLD, Inclusive Teaching Fellow
- ARHU Planning and Retention Committee
- ARHU Chairs
- ARHU Faculty
- PAC, WLFR, ARHU Centers, Art Gallery, Noyes staff

## Goal 4.2 Support ARHU's Social Justice and Equity Mission Through Philanthropy and Community Engagement

- **Action:** Charge the Dean's Advisory Board of Alumni to explore philanthropic opportunities for future success, including the support of scholarships, grants, awards, facilities, and equipment. (Years 1-3)
- **Action:** Charge the Dean's Advisory Board of Alumni to coordinate with the University Advancement and Foundation (including Alumni Relations), the PAC, ARHU Centers, WLFR, Noyes, and Art Gallery to build and strengthen ARHU alumni relationships. (Years 1-3)

## Metrics

- Creation of an ARHU (capital) fundraising campaign or other means to grow philanthropic support of ARHU scholarships and/or facilities and equipment
- Report on activities completed by the Dean's Advisory Board of Alumni

## Ownership

- Dean's Advisory Board of Alumni
- ARHU Dean and Assistant Dean
- PAC Director/Associate Director
- ARHU Center Directors
- Noyes and Art Gallery staff
- WLFR
- University Advancement and Foundation

## School of Arts and Humanities Strategic Planning Committee

Rosa Perez-Maldonado, Assistant Dean, School of Arts and Humanities

Joseph Heim, Associate Director of the Stockton Performing Arts Center

Kristin Jacobson, Professor of American Literature

Rain Ross, Professor of Dance

Javier Sanchez, Professor of Spanish

Kimoni Yaw Ajani, Assistant Professor of Africana Studies

Vic Conover, Senior Curriculum Advisor