



College of Liberal Arts & Social Sciences

ACADEMIC MASTER PLAN

2025-2030





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MESSAGE FROM THE DEAN

The Provost and Dean offer a sincere and heartfelt Si Yu'os Ma'åse' (thank you) to all the professors, staff, and Dr. Mary Cruz for your diligent efforts to create the College's academic master plan.

Dr. James Sellmann, Dean
College of Liberal Arts & Social Sciences

INTRODUCTION

The College of Liberal Arts and Social Sciences (CLASS) Academic Master Plan (AMP) aligns with the University of Guam's Strategic Master Plan—Tulos Mo'na: Navigating 2024-2029 Strategic Plan.

The 4 strategic pillars outlined in Tulos Mo'na include:

STRATEGIC PILLAR 1:

I Pineksai Unibetsedåt:

Ensuring that every student receives a guided voyage to their destination.



STRATEGIC PILLAR 2

Position UOG as a trusted source for quality programs, research, service and extension.



STRATEGIC PILLAR 3

Enrich the Employee Experience through Inadâhi yan Inagofli'e.



STRATEGIC PILLAR 4

Optimize UOG's Financial Health and Sustainable Growth.



INTRODUCTION

The CLASS AMP is rooted in our history and mission and is constantly evolving to meet the needs of our university community and the communities of Guam and Micronesia. The College of Arts and Sciences (CAS) was established in 1973 when the Territorial College of Guam became a four-year institution. CAS was later renamed the College of Liberal Arts and Social Sciences (CLASS) in 2003.

The College houses ten (10) bachelor's degree programs with minors, five (5) additional minor programs, three (3) support programs, three (3) master's degree programs, four (4) undergraduate and one (1) graduate certificate program, and two (2) new microcredentials that prepare students to excel in diverse professional fields and engage in meaningful service to our communities.

10 BACHELOR'S DEGREE PROGRAMS

3 MASTER'S DEGREE PROGRAMS

3 SUPPORT PROGRAMS

1 GRADUATE CERTIFICATE

4 UNDERGRADUATE CERTIFICATES

5 MINOR PROGRAMS

2 MICROCREDENTIALS



These programs contribute to the cultural, social, political, and economic workforce and development of Guam, Micronesia, and beyond. The College provides over half of the General Education courses required by all University baccalaureate programs and a variety of courses that fulfill professional preparation requirements of other institutions of higher education.

INTRODUCTION

As of 2024, the College is comprised of 502 student-majors from 18 ethnic groups. The College employs 51 full-time faculty, 92 part-time faculty, 9 full-time staff, 33 part-time staff and student employees (teaching/research assistants, graduate student instructors, and through the federal work-study program). The College supports and manages over \$1.2 million in grants from private, non-profit foundations. The College provides student services such as advising, peer mentoring, and tutoring at the Writing Center. The College also hosts a Computer lab, Anthropology and Geography labs, the Isla Center for the Arts, the I Pinangon Suicide Prevention Program, and the Violence Against Women Prevention Program (VAWPP). The College's Fine Arts program hosts 4 theatrical and 4 music events annually, and the Isla Center for Arts hosts 4 or 5 exhibits, including the annual Art-A-Thon that has raised more than \$1 million for art supplies in the schools. The College has affiliations with seven (7) units on campus, as well as numerous government agencies and community organizations.

502 STUDENT MAJORS

18 ETHNIC GROUPS

3 STUDENT SERVICES* PROGRAMS* LABS*

92 PART-TIME FACULTY

51 FULL-TIME FACULTY

33 PART-TIME STAFF AND STUDENT EMPLOYEES

9 FULL-TIME STAFF

\$1.2M PRIVATE AND NON-PROFIT GRANTS

CLASS FINE ARTS PROGRAM

4 THEATER & MUSIC EVENTS ANNUALLY

\$1M FUNDS RAISED FOR ART SUPPLIES

7 AFFILIATED UNITS ON CAMPUS, GOVERNMENT AGENCIES & COMMUNITY ORGS

*Student services: advising, peer mentoring, and tutoring at the Writing Center. Labs: Computer lab, Anthropology and Geography labs. Programs: the Isla Center for the Arts, I Pinangon Suicide Prevention program, and the Violence Against Women Prevention program (VAWPP).

VISION STATEMENT

To be a dynamic and inclusive hub of knowledge, innovation, and community engagement that advances the social, cultural, and economic workforce and well-being of Guam and Micronesia.

MISSION STATEMENT

To foster a vibrant community of scholars and students dedicated to the pursuit of academic excellence, the generation of knowledge rooted in Island Wisdom, and the engagement with our diverse communities to address regional and global challenges.

CORE VALUES

Community

Commitment to collaborative partnerships and mutual support within and beyond the College and University.

Excellence

Pursuit of the highest standards in teaching, research, and service.

Island Wisdom

Valuing and integrating Indigenous knowledge and perspectives.

Innovation

Encouraging creative and critical thinking to solve contemporary issues.

Engagement

Active participation in community, regional, and global dialogues and initiatives.

This AMP encapsulates the essence of UOG's strategic plan by highlighting the focus on academic excellence, community engagement and impact, and the integration of local knowledge and global perspectives to foster sustainable growth and development. It reflects the College's commitment to nurturing students and scholars who are well-equipped to address contemporary challenges and contribute positively to society. The principles and priorities outlined in this plan will support academic excellence and student success, creative and scholarly research, and service to our College, University, local community, and region.



RESEARCH PROCESS

The Dean's Office distributed three (3) documents for faculty to review and discuss, namely the template AMP for 2019-2024, which focused on the student experience, HIPS-based projects/experiences, and revenue generation. The Dean then modified the prior AMP by updating it with new elements from UOG's strategic plan, *Tulos Mo'na*.

In February 2024, the Senior Vice President & Provost (SVPP) outlined the following points for the University's AMP:

- 1.Reduction of 124 credits to 120 credits to graduate.
- 2.General Education requirements deemed satisfied with an associate degree earned from any U.S. accredited institution.
- 3.Internship as a core requirement for all degree programs.
- 4.Pathways for transfer students and associate degree holders; increase program articulation with regional colleges for seamless transfer.
- 5.Full year plan for course scheduling.
- 6.Plans to increase enrollment and retention.
- 7.Pursue non-traditional students and cohort model.
- 8.Pursue grant opportunities.
- 9.Every college and school will have an advisory council comprised of members external to the University of Guam.
- 10.Eliminate hidden pre-requisites.
- 11.Explore advance placement exam options, if applicable.

The College's response to the UOG AMP points is as follow:

AMP Points	CLASS Response
Reduction of 124 credits to 120 credits to graduate	<p>The College AAC submitted a curriculum change request to remove the Direction Building credits from the General Education requirements to reduce the total number of credits.</p> <p>All programs reviewed their credit requirements to meet the change from 124 to 120. Fine Arts is the only program that currently exceeds 120 credits; and the program faculty are working to reduce the number of required credits.</p>
General Education requirements deemed satisfied with an associate degree earned from any U.S. accredited institution	<p>The College AAC submitted a curriculum change request to accept an AA degree in lieu of taking UOG's General Education credits to facilitate a smooth transition for transfer students. The SVPP approved the change.</p>
Internship as a core requirement for all degree programs	<p>The following programs have an internship course as a requirement for their degree program:</p> <ul style="list-style-type: none">CHamoru Studies: CHamoru Studies for Education trackCommunication and MediaMicronesian Studies: Professional trackPolitical SciencePsychology/Clinical Psychology <p>The following programs have an internship course that is an elective for their degree program:</p> <ul style="list-style-type: none">AnthropologyHistorySociology <p>The following programs have proposed internship courses that are waiting review and approval:</p> <ul style="list-style-type: none">CHamoru Studies: CHamoru Studies trackEnglishFine Arts (The pilot course will be offered in Fañomnåkan 2025)Philosophy (The pilot course will be offered in Fañomnåkan 2025)

AMP Points

CLASS Response

Pathways for transfer students and associate degree holders; increase program articulation with regional colleges for seamless transfer

Every program has a draft 2+2 pathway with GCC and COM. Once complete, the programs will begin work on the articulation agreements.

Full year plan for course scheduling

The English program participated in the pilot of the full-year schedule.

All programs will begin planning and implementation of a full-year schedule for Fañuchånan 2025.

Plans to increase enrollment and retention

The College began outreach in the public high schools in Fañomnåkan 2023 and continues every semester.

The College converted the Administrative Officer to an Advising Specialist to assist students with advising and academic planning.

The College developed a peer mentor training course and hired peer mentors to expand support for students.

Pursue non-traditional students and cohort model

The College's first fully online bachelor's degree in CHamoru Studies was approved by the Senate and SVPP in Fañomnåkan 2024. The Philosophy program is working with GDOE to train teachers in Philosophy for Children (P4C). The CLASS Peer Mentors are developing a "freshman academy" program to provide peer support services to incoming students.

Pursue grant opportunities

In 2023, the CHamoru Studies program was awarded a \$900K Andrew Mellon Foundation grant, and the Philosophy program was awarded a \$300K Teagle Foundation grant, \$15K Humanities Guåhan grant, and a \$2K PLATO grant.

The Dean participated in the USAID meetings to pursue additional opportunities. CLASS also submitted 2 NEH Spotlight grants, which are under review.

AMP Points

CLASS Response

Every college and school will have an advisory council comprised of members external to the University of Guam

The College AAC passed bylaws establishing an advisory council composed of community members including alumni in March 2024 and will hold an inaugural meeting of council members in the Fanuchånan 2024 semester.

Eliminate hidden pre-requisites.

Programs are preparing curriculum revisions for submission to the Senate by February 2025.

Explore advance placement exam options, if applicable.

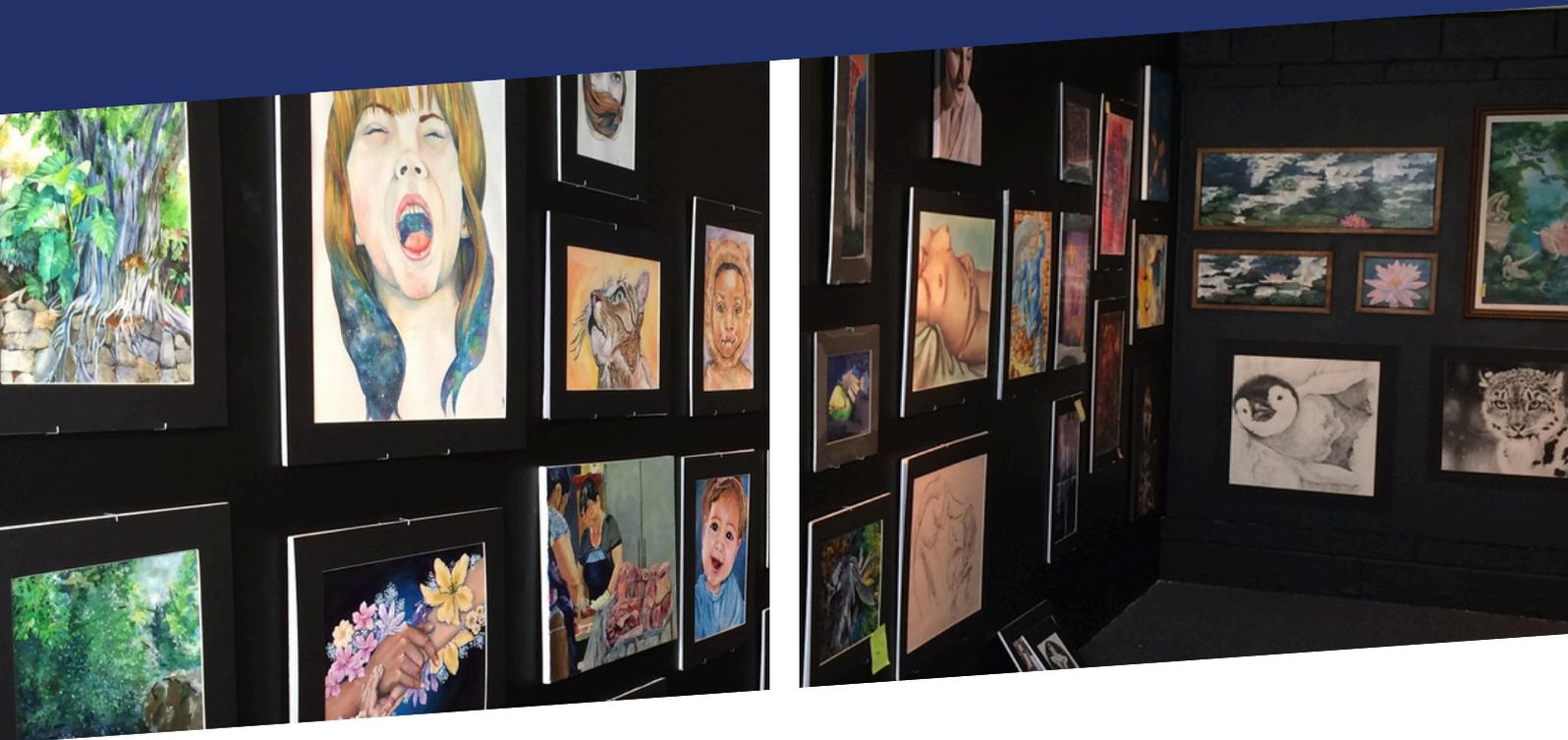
The following programs have policies in the catalog on Advanced Placement exams:

- English (p. 98) – AP English Language and Composition
- Political Science (p. 192) - AP United States Government and Politics and AP Comparative Government

History is currently working on a program change request to accept scores for the US History and World History exams.

Other AP exams that CLASS programs can consider are Art History, Music Theory, Literature and Composition, Human Geography, and Psychology.

On August 23, 2024, the Dean and Associate Dean arranged a College Retreat to initiate the faculty input regarding the CLASS AMP 2025-2030. Over 33 faculty members from each program were in attendance. The Strategic Plan was distributed and briefly discussed by the Senior Vice President & Provost. The AMP worksheet was distributed. The faculty members were divided into groups by division or program. Each group discussed the 4 objectives and program faculty identified strategies for their respective program. The program-level plans were due on September 30, 2024, and synthesized into a draft college-level plan that was distributed to faculty on October 29, 2024. The final plan was approved by the AAC and Dean on November 15, 2024.



STRATEGIC GOALS AND OBJECTIVES

GOAL 1: ACADEMIC EXCELLENCE

Elevate a community of scholars within the College that supports the University, Guam, and Micronesia.

GOAL 2: INNOVATIVE CREATIVE AND SCHOLARLY RESEARCH

Strengthen the College's capacity to collaboratively generate Island Wisdom-centered knowledge and solutions with our community, island, region, and the world.

GOAL 3: STUDENT SUCCESS

Transform the student experience to achieve successful outcomes and positive impacts during and beyond the academic journey.

GOAL 4: COMMUNITY ENGAGEMENT

Build a strong foundation of responsive and mutually beneficial community engagement.

GOAL 1: ACADEMIC EXCELLENCE

Elevate a community of scholars within the College that supports the University, Guam, and Micronesia.

The major mission of the CLASS is instructional delivery in a variety of disciplines. Our academic strengths are reflected in our programs: Anthropology, CHamoru Studies, Communication and Media, Composition, Critical Thinking, English, Fine Arts, Geography, History, Micronesian Studies, Modern Languages, Political Science, Philosophy, Psychology, Clinical Psychology, Sociology and Women and Gender Studies, and Writing.

The College continually promotes the advancement of academic excellence through high-quality, dynamic, culturally responsive programs. By engaging our faculty, students, and communities, the College offers transformative educational experiences that foster innovation, empower individuals to become leaders and change-makers, and contribute to the sustainable development and cultural vitality of Guam and the wider Micronesian region.

Objective 1: Create an environment that nurtures continuous professional growth and scholarly achievement among faculty and students.

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Provide tailored advisement and mentorship to students for excellence in coursework and research.	Continuous	Dedicated office space; administrative support; funding to increase TA and peer mentors hours, peer mentor training (PM300 tuition); funding to hire an assessment coordinator, academic advisor, and administrative aide;	Student Learning Outcomes Assessments, thesis rubric scores, job placement post-graduation

GOAL 1: ACADEMIC EXCELLENCE

Objective 1 (cont.)

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
(cont.)		funding to reopen ISA Psychological Services Center - hire a Clinic Director/Licensed Clinical Psychologist and ISA Counselors; dedicated office space and funding for furnishings and technology upgrades	
Expand pathways from undergraduate programs to graduate programs.	AY2025-2026	Funding for faculty retreat and stipends	Number of bachelor's to master's programs, academic plans, student enrollment in programs
Develop and maintain graduate-level advisement systems to support thesis development and research excellence.	Continuous	Faculty mentorship; administrative support; funding to hire an assessment coordinator, academic advisor, and administrative aide and for student research grants and travel	Thesis completion rates

GOAL 1: ACADEMIC EXCELLENCE

Objective 2: Promote and develop interdisciplinary programs and initiatives that integrate diverse perspectives and knowledge systems, including traditional and contemporary insights from Guam and Micronesia.

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Establish interdisciplinary courses and learning opportunities.	Ongoing	Faculty coordination; curriculum approval; funding to support faculty stipends or load allocations, travel to regional community colleges to establish partnerships, and fill vacant faculty lines in Anthropology, Critical Thinking, English, Fine Arts, History, Philosophy, and Political Science	Number of interdisciplinary courses offered; student enrollment rates
Develop interdisciplinary research projects that involve local cultural perspectives and regional needs.	AY2025-2026	Grant funding, faculty collaboration; funding to hire PCIV for grant management and increased faculty load allocations for grant writing and research	Research projects completed, publications, and presentations in regional contexts

GOAL 1: ACADEMIC EXCELLENCE

Objective 3: Recognize and celebrate the scholarly achievements of both faculty and students that have significant academic and community impact, and support projects that directly benefit local communities and address their needs.

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Encourage and fund research and creative activities by both faculty and students that involve and benefit the local community, including public service projects and applied research.	Annually	Funding for conference travel and research activities	Number of conference presentations, awards received
Showcase the work of faculty and students annually with the broader community.	Ongoing	Funding for awards and annual showcase event; event planning	Number of awards given, distribution and reach data (electronic and social media analytics, number of event participants, etc.)

Objective 4: Promote and develop information literacy and integration of technology including the academic use of Artificial Intelligence in the program and courses.

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Incorporate AI tools into course content for analysis and research purposes.	AY2025-2026	Funding for faculty training, subscriptions to AI tools for faculty and students, and to hire IT staff and TAs	Number of courses using AI tools, improved research project quality.

GOAL 1: ACADEMIC EXCELLENCE

Objective 4 (cont.)

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
(cont.)		Infrastructure upgrades - WiFi, technology (including computers for faculty, in the computer center, and in the writing center); redesign furniture in the classrooms; purchase generators	
Offer workshops and training on the use of AI in academic research and media content creation.	Ongoing	Faculty time; workshop logistics; funding for faculty stipends or load allocations, travel to AI conference, and stipends for AI trainers	Workshop attendance, feedback from participants.

GOAL 2: INNOVATIVE AND SCHOLARLY RESEARCH

Strengthen the College’s capacity to collaboratively generate Island Wisdom-centered knowledge and solutions with our community, island, region, and the world.

The CLASS faculty, students, staff and administration carry out the institutional mission of research to the University and the region through the advancement of regional knowledge; all aspects of social and economic development; the understanding of diverse regional cultural traditions; the resolution of the social, environmental, health, and physical problems that face Micronesia; and contributing to the mastery of qualitative and scientific content knowledge and methodology.

The College’s research agenda comprises theoretical research, applied research and creative endeavors to generate new knowledge, to apply information for innovation, and to promote artistic creation. Theoretical research involves the creation of new knowledge, theories, concepts, and ideas. Applied research involves the application of the results of theoretical research for practical use to solve current issues or problems. Creative Endeavors involve visual, aural, written, video, and other forms of artistic production and creation.

Objective 1: Embed Island Wisdom into academic programs and research activities and ensure that the educational experience is both culturally relevant and globally informed, fostering a deep understanding of regional perspectives.

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Develop research projects with a focus on local cultural knowledge, including Island Wisdom-centered methodologies.	Ongoing	Partnerships with local experts; funding for research assistants	Number of Island Wisdom-centered research projects, presentations at regional conferences
Support cross-disciplinary research that focuses on regional and cultural issues.	AY2025-2026	Funding for research assistants, equipment, conference travel, and research activities	Number of collaborative research projects, publications

GOAL 2: INNOVATIVE AND SCHOLARLY RESEARCH

Objective 2: Collaborate with local and regional communities to identify programmatic and research needs and priorities.

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Engage local and regional communities through focus group discussions and collaborative research initiatives.	Ongoing	Funding for community outreach, travel to regional community colleges to establish partnerships and host meetings; administrative support	Research outputs that address community needs, partnerships developed
Integrate community needs into curriculum and research through service learning and research activities.	Continuous	MOUs with community partners; funding for load allocations to develop projects and revise curriculum	Number of community-based projects completed, student involvement

Objective 3: Enhance the visibility of the College through conferences, publications, and community outreach and engagement.

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Host regular research colloquiums and conferences, including field schools and regional events.	Annually	Funding for event planning, logistics, and faculty and student travel;	Number of events held, attendance rates

GOAL 2: INNOVATIVE AND SCHOLARLY RESEARCH

Objective 3 (cont.)

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
(cont.)		expand useable space in the HSS and EC atriums to host events (cover dirt areas with cement or bricks); upgrade equipment and install video wall in the CLASS Lecture Hall	
Promote student and faculty research publications in regional and international journals.	Ongoing	Administrative support; funding for publications and load allocations to support research activities	Number of publications, citation rates

GOAL 3: STUDENT SUCCESS

Transform the student experience to achieve successful outcomes and positive impacts during and beyond the academic journey.

The College actively contributes to the development of skills, knowledge, and values necessary for the continuing educational, professional, and economic advancement of the individual student. Achievement in these domains is known to enable students to be admitted to and succeed in advanced educational opportunities and rewarding careers.

Student success in the College focuses on building and fostering the college experience for our students that will allow them to transform their lives and advance their communities after college. To this end, the College is committed to the responsible creation and use of equity-minded programs, policies, and practices that are data-informed and recognize the diverse learning needs and personal goals of our students. The College provides high-quality educational programs and credentials that further workforce and life-skills development for all students driven by their individual and collective aspirations. The College works to increase the number of students from diverse backgrounds to persist and graduate from the University by closing equity gaps, exploring ways to make college affordable and accessible, and emphasizing what students know and can do. The College values student achievement and promotes the active participation of our students in shaping their college experiences.

Objective 1: Increase recruitment and retention.

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Create 2+2 pathways for all programs with all regional community colleges.	Completed by Fañomnåkan 2026	Faculty review and approval process; funding for travel to the regional community colleges to establish partnerships	Number of approved articulation agreements and signed MOUs
Develop alumni engagement and mentorship programs to support current students and attract new enrollees.	AY2025-2026	Alumni database; administrative support; funding for alumni activities	Alumni participation, increased enrollment

GOAL 3: STUDENT SUCCESS

Objective 1 (cont.)

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
<p>Strengthen student advisement systems to improve retention and support for academic success.</p>	<p>Continuous</p>	<p>Dedicated faculty advisors; administrative support; funding to increase TA hours and hire an assessment coordinator, academic advisor, and administrative aide; reopen ISA Psychological Services Center - funding to hire a Clinic Director/Licensed Clinical Psychologist and Counselors; administrative support; fix or replace air conditioning units; replace elevators; renovate bathrooms</p>	<p>Retention rates, student satisfaction</p>

GOAL 3: STUDENT SUCCESS

Objective 2: Integrate experiential learning into the curriculum and promote volunteer opportunities that allow students and faculty to contribute to community well-being.

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Create more internship and practicum opportunities in partnership with local organizations.	Ongoing	MOUs with local organizations; faculty supervision; funding for load allocations for faculty to develop partnerships and programs	Number of internships completed; student satisfaction with practical experiences
Develop service-learning components for relevant courses to integrate community service with academics.	Ongoing	Administrative support; course revisions; funding for load allocations for faculty to develop programs and revise curriculum	Alumni participation, increased enrollment

GOAL 3: STUDENT SUCCESS

Objective 3: Expand alumni engagement.

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Implement a graduate tracking system to monitor post-graduation outcomes and provide support for ongoing professional development.	Faňomnákan 2026	Administrative support and alumni engagement; funding to hire an assessment coordinator, design tracking system, and host professional development workshops	Alumni feedback, number of graduates tracked

GOAL 4: COMMUNITY ENGAGEMENT

Build a strong foundation of responsive and mutually beneficial community engagement.

Community engagement ensures that the College’s programs and research are aligned with the real-world challenges and opportunities facing Guam and Micronesia. By responding to community needs, the College can make its work more relevant and impactful, leading to solutions that directly benefit the local population and contribute to regional development. Building robust partnerships with local organizations, government agencies, businesses, and non-profits allows the College to create a network of support and collaboration. These relationships can facilitate joint projects, provide practical learning opportunities for students, and enhance the College’s capacity to undertake significant research and service initiatives.

Community engagement also provides valuable experiential learning opportunities for students, such as internships, service-learning projects, and fieldwork. These experiences enhance academic learning, develop practical skills, and prepare students to be active, socially responsible members of their communities and future leaders. By actively involving a broad spectrum of community members in its initiatives, the College can promote inclusivity and diversity. This approach ensures that various voices and perspectives are heard and considered, enriching the College’s academic environment and contributing to a more equitable and cohesive society.

By embedding community engagement at the core of its plan, the College commits to being a proactive and integral partner in the advancement of Guam and Micronesia. This goal not only enriches the educational and scholarly pursuits within the College but also supports the broader vision of creating a sustainable and thriving future for the region.

Objective 1: Establish and nurture partnerships and collaborations with local and regional organizations.

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Develop MOUs with regional organizations and FAS governments to promote internships and educational exchanges.	AY2025-2026	Administrative support; funding for travel to establish partnerships, to expand outreach activities, and for load allocations for faculty to develop programs	Number of MOUs signed, increased regional student enrollment

GOAL 4: COMMUNITY ENGAGEMENT

Objective 1 (cont.)

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Engage local organizations in collaborative projects and internships that support community development.	Ongoing	Administrative support; MOUS with organizations	Number of community internships completed; feedback from community partners

Objective 2: Develop and implement community-based programs that leverage the College's expertise.

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Implement community outreach programs by leveraging faculty expertise and student organizations.	Ongoing	Seed funding to develop programs; funding to hire TAs and additional outreach support; space for operations	Number of community projects completed; client satisfaction
Facilitate student involvement in community service projects that align with their academic programs.	Ongoing	MOUs with community organizations; funding for load allocations for faculty to establish partnerships and develop programs; administrative support	Number of student volunteers, community feedback

GOAL 4: COMMUNITY ENGAGEMENT

Objective 3: Assess and adjust engagement strategies to ensure mutual benefits and responsiveness

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Monitor and assess the effectiveness of community engagement through surveys and feedback mechanisms.	Continuous	Administrative support; survey tools; funding to hire an assessment coordinator and design tracking system	Survey responses, program adjustments based on feedback

IMPLEMENTATION PLAN

PHASE 1: PREPARATION (YEAR 1)

- Conduct a comprehensive needs assessment to identify priorities and resources.
- Establish committees to oversee the implementation of each goal.
- Develop detailed action plans with timelines and performance indicators.

PHASE 2: EXECUTION (YEAR 2-4)

- Roll out initiatives and programs according to the action plans.
- Provide ongoing support and resources for faculty, staff, and students.
- Monitor progress through regular reporting and assessments.

PHASE 3: EVALUATION AND ADJUSTMENT (YEAR 5)

- Conduct a thorough evaluation of the plan's impact and outcomes.
- Gather feedback from stakeholders to inform future planning.
- Revise and update the AMP based on evaluation findings.

CONCLUSION

This AMP is a dynamic and evolving roadmap designed to guide the CLASS toward achieving its vision and mission. By focusing on workforce development by elevating a community of scholars, strengthening capacity for Island Wisdom, transforming the student experience, and building strong community engagement, the College continues to contribute significantly to the economic growth, well-being and advancement of Guam and Micronesia.

APPENDIX A: UNDERGRADUATE PROGRAM PLANS

ANTHROPOLOGY

GOAL 1: ACADEMIC EXCELLENCE

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Introduce an interdisciplinary elective option, allowing Anthropology students to earn 6 upper division credits towards their Anthropology degree	Annual	Coordination across departments, curriculum approval processes and updated course catalogs	Increased student enrollment in interdisciplinary courses
Participate in existing awards events, such as the CLASS Awards	Annual	Sponsorships, funding for awards, staff for organizing events	Recognition of outstanding student research and increased visibility within the department and community on social media
Foster a more collaborative Anthropology research program through increased cultural immersion and field schools.	Biannual	Comprehensive equipment, laboratory facilities, and sustainable funding to support immersive research	Conduct a biannual field school, enhancing hands-on research and student cultural immersion
Incorporate a one-week AI seminar into the AN 101 course, demonstrating AI's relevance in anthropological research and methodologies.	Semester-based	AI free software tools and dedicated seminar materials	Enhanced understanding of AI's role in anthropology, and improved research project quality incorporating AI tools

GOAL 2: INNOVATIVE CREATIVE AND SCHOLARLY RESEARCH

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Engage local experts to integrate indigenous knowledge and enhance program relevance and indigenous impact.	Annual	Partnerships with local experts, funding (gift cards) for experts, and administrative support	Active participation of local experts
Offer a group research project course for credit, fostering collaborative skills and hands-on experience in anthropological research methodologies.	On-Demand	Faculty mentorship, research materials, access to fieldwork opportunities	Publication or presentations, and successful completion of collaborative research projects
In collaboration with the numerous anthropologists and archaeologists in Guam and the broader Micronesian region, facilitate a bi-annual Anthropology Conference in Guam.	Bi-annually	Faculty coordinators, administrative support, promotional materials, and partnerships with local anthropologists, and the Cultural Resource Management business, and CRM agencies for presentations and panel discussions	Increased participation of anthropology students and faculty, higher visibility of anthropology research in the community on social media, and enhanced networking with professionals and community stakeholders

GOAL 3: STUDENT SUCCESS

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Develop a structured student mentorship program, pairing senior students with new majors.	Semester-based	Selection and training of senior student mentors, a TA program coordinator, and feedback mechanisms	Improved academic performance and retention of new majors
Facilitate UOG travel grants for students to attend conferences and explore opportunities for study abroad, enhancing academic and cultural experiences.	On-demand	Increment funding for travel grants, partnerships with international institutions, administrative support, and guidance for students applying to conferences and study abroad programs	Increased student participation in academic conferences and study abroad programs
Establish an interactive virtual community for graduate anthropology majors, fostering peer support, resource sharing, and collaboration on postgraduate experiences and opportunities.	Fañoamnåkan 2026	Select an online platform, propose a blend of virtual and face-to-face activities, and establish a dedicated moderation team	Increased peer-to-peer collaboration on research and job opportunities, and improved postgraduate success

GOAL 4: COMMUNITY ENGAGEMENT

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Establish structured volunteer opportunities for students within the community, promoting practical experience and strengthening local partnerships.	On student demand	Partnerships with local organizations, volunteer coordination, faculty oversight	Increased student engagement in community service, enhanced community-university relationships, with positive feedback from partner organizations
Develop a robust internship program offering students practical experience in anthropology-related fields, connecting academic learning with real-world application.	Semester-based	Partnerships with relevant organizations, faculty advisors, administrative support for placement	Increased student internships and positive feedback from internship providers and participants
Create a Community Advisory Board to provide input on program development, identify community needs, and help ensure the college's efforts align with regional goals.	Annually	Administrative support, funding for meetings and partnerships with local organizations to identify key community members	Regular meetings of the advisory board, and integration of community feedback into programs

CHAMORU STUDIES

GOAL 1: ACADEMIC EXCELLENCE

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Develop internships with the Guam Museum, the Kumision, and Guam Preservation Trust.	One year	MOU with partners (organizations, institutions, etc.); creation of comprehensive syllabus for course	Tracking how many students take internship course and evaluating intern portfolios to improve experience
Create a bridge between CHamoru Studies and Micronesian Studies (e.g., develop the BA to MA pathway).	One year	CM and MS faculty collaboration; plan for development and implementation	Creation of the joint program; tracking what courses can be taken by CM undergrads to fulfill requirements of MSP before official entrance into the program
Continue developing online CHamoru Studies courses.	Every semester until completed	Faculty to develop the courses; curriculum and course content	Entire CM degree can be done asynchronous online (tracking courses that have been converted online)
Utilize technology to access resources (e.g., online dictionary).	Use in every CM course	Internet; access to online resources	Identifying and tracking the technological resources used and assignments or activities aimed at incorporating technology in each individual CM course

GOAL 2: INNOVATIVE CREATIVE AND SCHOLARLY RESEARCH

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Host a CHamoru language game night.	Once/year	Venue and money for prizes and translation	Tracking the creation of translated or original games in CHamoru
Host a Brown Bag hour for CHamoru language engagement.	Weekly	Venue	Tracking the creation of brown bag topics and number of attendees for each brown bag hour
Expand outreach to the NMI.	Yearly	Institutional partnerships and joint activities	Tracking MOUs signed with NMI institutions and compiling joint activity ideas
Actively work with community stakeholders and students to determine needs.	Every semester	Coordination of meetings/events	Tracking number of meetings held with intention to determine community and student needs
Create a CHamoru research methods course, combining the syllabi of ANA grant courses (if not a full course, then making it part of an existing course): historical document analysis, translation, transcription, interviews (qualitative data collection), ethics, IRB.	One year	Syllabus creation, course paperwork for course and for certificate	Tracking progress on creation of syllabus; creation of a certificate in CHamoru Researcher Training
Organize an annual CHamoru Studies panel at ARC.	March	Collaboration on theme and advocating for student participation	Tracking annual panel theme and participants (particularly students)

GOAL 2 (cont.)

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Encourage CM students to submit abstracts for conferences.	Every semester	Mentorship to help review the writing of student abstracts	Tracking CM student conference acceptances/presentations
Publish student work (from capstone course, CM340, or CM412) in the <i>Undergraduate Research Journal</i> .	Every Fañomnåkan semester	Mentoring students through the publication process/Student papers in good shape for publication Student papers; CM faculty mentors	Tracking CM student submissions to <i>URJ</i> and successful student publications

GOAL 3: STUDENT SUCCESS

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Host a regular Meet and Greet.	Every Fanuchånan semester	CM students, alumni, and faculty; venue; refreshments	Tracking number of events, how many attendees, and how many new potential majors signed in
Coordinate with GDOE CHamoru classes and Maga'låhen Hurao Charter School for recruitment opportunities.	Every Fañomnåkan semester	Recruitment presentation; CM swag	Tracking number of recruitment events and how many people were engaged
Attend GDOE CHamoru Studies meetings for CHamoru teachers (meet with uncertified teachers).	Every Fanuchånan semester	Copies of transcripts of program evaluations, academic plan templates, computers	Tracking attendance of meetings
Embed a language nest in every course.	10hrs/CM or CMED course/semester	Instructor commitment to the activity	Tracking how many CM and CMED courses are incorporating language nests into their semester activities
Seek funding for student scholarships.	Every semester	Fundraising effort, outreach to businesses and philanthropists	Guidance on how to create the scholarship, tracking money dedicated to scholarships
Encourage the maintenance of student organization, Mañe'lon Marianas.	Every semester	Faculty advisors, dedicated students	Tracking student organization meetings and recording the number of members and who the officers are
Gather feedback from graduating students and alumni (e.g., through surveys).	Yearly	Survey	Tracking student success post-graduation

GOAL 4: COMMUNITY ENGAGEMENT

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Establish MOU with Maga'låhen Hurao Charter School, GDOE Faneyåkan Sinipok Program, and other community organizations (e.g., the Kumision I Fino' CHamoru).	One year	MOU	Tracking number of MOUs signed, and commitments made in each MOU
Host Oran Fino' CHamoru.	2x/semester	Community guest speakers, access to computer	Tracking number of events per semester and how many attendees per event
Integrate serve activities into all CM and CMED courses.	Every semester	Active student engagement	Tracking service activities and student reflections on how they feel they contributed to the community
Host Puengen Minagof.	Yearly (December)	CM language faculty and student collaboration	Tracking the success of the event (student engagement with the language and community presence)
Host Inacha'igen i Fino' CHamoru.	Yearly (March)	Committed steering committee members; funding	Tracking the success and shortcomings of the event
Carry out the projects of the Mellon Grant.	3 years	Grant funding; grant staff to execute grant goals	Determining community needs from the Program and how to meet such needs; tracking if community needs are met
Create a mechanism for tracking outcomes of MOU objectives with partners.	Throughout the year	Consistent and regular communication with partners	Tracking relationships with partners and determining what strategies should be changed and/or maintained

COMMUNICATION AND MEDIA

GOAL 1: ACADEMIC EXCELLENCE

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Establish a "Media Innovation Lab" for faculty and student collaborative projects.	Fanuchånan 2025	Funding for Media Innovation Lab equipment and space	Number of projects completed in the Media Innovation Lab
Implement a visiting professionals program to bring industry experts to campus.	Fañomnåkan 2026	Budget for visiting professionals' honoraria and travel	Student and faculty feedback on visiting professionals' impact
Create a "Communicator of the Month" recognition program.	Fanuchånan 2025	Funding for marketing resources for recognition program	Number of faculty and students recognized as Communicator of the Month
Integrate AI tools for content creation and analysis in journalism courses.	Fañomnåkan 2026	Faculty training and licenses for AI-powered media analysis tools	Percentage of courses incorporating AI tools

GOAL 2: INNOVATIVE CREATIVE AND SCHOLARLY RESEARCH

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Develop research center focused on Guam and broader Pacific.	Fanuchånan 2025	Grant funding, office space	Collaborative partnerships and publications
Create cross-disciplinary courses combining Communication and Media with CHamoru and Micronesia Studies to produce research which investigates the communicative aspects of culture and identity, as well as the ways in which media can be beneficial to CHamoru and Micronesian initiatives	Fañomnåkan 2026	Faculty training in interdisciplinary teaching	Student enrollment from across disciplines; course evaluations; and surveys
Establish a "Communication and Media Research Colloquium" series.	Fanuchånan 2025	Funding for colloquium speakers and refreshments	Attendance at research colloquium series

GOAL 3: STUDENT SUCCESS

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Develop a high school outreach program showcasing UOG's media facilities.	Fanuchånan 2025	Marketing materials and transportation for high school visits	Increase in applications to Communication and Media programs
Establish a student-run PR agency serving local non-profits.	Fanuchånan 2026	Seed funding and space for student-run PR agency	Client satisfaction with student-run PR agency services
Create an annual "UOG Media Alumni Summit".	Fañomnåkan 2026	Event planning resources for Alumni Summit	Attendance at annual Media Alumni Summit

GOAL 4: COMMUNITY ENGAGEMENT

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Create a "Community Media Needs Assessment" annual survey.	Fañomnåkan 2026	Survey development and analysis tools	Survey results
Establish a "Guam Media Advisory Board" with industry professionals.	Fanuchånan 2025	Coordination staff for Advisory Board meetings	Regular attendance and participation in Advisory Board meetings

ENGLISH

GOAL 1: ACADEMIC EXCELLENCE

Objective 1

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Continue supporting sabbaticals and course reduction for DEAL full-time faculty, especially for research in literatures, languages, literacy and cultural studies relevant to Guam, the Marianas, or Micronesia.	Continuous	Funding to hire part-time faculty when needed to cover teaching assignments for faculty on sabbatical and for course reductions. Administrative support for changing the frequency of sabbatical eligibility from 7 years to 5 years.	More sabbaticals and course reductions granted for all DEAL full-time faculty member; increased research on Pacific/Micronesian topics.
Continue and expand support for research opportunities and travel grants for both DEAL faculty and students to attend literature, linguistics, and writing conferences with a focus on studies relevant to Guam, the Marianas, or Micronesia.	Continuous	Administrative commitment for funding for research and conference attendance; increased funding and resources needed to support students' research projects and conference attendance.	Report on DEAL participation in conferences and publications on Pacific literary and linguistics topics.
Integrate internships with local schools, media outlets, cultural institutions, and publishing companies into the BA English (Literature, Linguistics, and Writing) curricula, providing hands-on experience for students.	Continuous	Partnerships with local businesses, schools, and cultural institutions, faculty to supervise internships.	Number of students completing internships, survey students about satisfaction with applied learning opportunities in Literature, Writing, and Linguistics.

ENGLISH

GOAL 1: ACADEMIC EXCELLENCE

Objective 2

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Explore interdisciplinary curriculum offerings with a focus on storytelling and cultural narratives of the peoples of Guam, Micronesia, and the Western Pacific.	Continuous	Faculty collaboration, faculty release time to develop this curriculum and curriculum development funds for faculty retreats.	Report
Continue and expand support for research opportunities and travel grants for both DEAL faculty and students to attend literature, linguistics, and writing conferences with a focus on studies relevant to Guam, the Marianas, or Micronesia.	Continuous	Administrative commitment for funding for research and conference attendance; increased funding and resources needed to support students' research projects and conference attendance.	Report on DEAL participation in conferences and publications on Pacific literary and linguistics topics.
Renew and expand partnerships with the School of Education to strengthen preparation of DEAL students for certification in teaching English language arts.	Continuous	Coordination with SOE and development of certification pathways.	Report

GOAL 1 (cont.)

Objective 3

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Explore the use of an e-display in the EC Atrium/DEAL office that displays student and faculty creative, research and scholarly activities and community outreach projects in literature, linguistics, composition/writing.	AY25-26	Funding for equipment, funding and time for faculty/staff to regularly update the e-display.	Report and next steps
Encourage DEAL-specific awards for students who contribute to literature, linguistics, and writing/composition projects that engage with local communities.	Ongoing	Administrative support and funding for award recognition events.	Present annual awards highlighting significant contributions to Pacific literary and linguistics scholarship at the CLASS Awards Ceremony.
Explore community outreach projects such as an “island-wide Reading/Movie Club” where DEAL students work with local schools and organizations to promote literacy, language preservation, and storytelling in Guam and Micronesia.	AY25-26 – planning AY26-27 - launch	Community partnerships, funding for outreach projects. Faculty release time to establish/organize the reading club; funding for resources	Report on possible DEAL-led community outreach projects focused on literature, literacy and Pacific language preservation; themed-reading challenges with lists; book club events.

GOAL 1 (cont.)

Objective 4

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
<p>Collaborate on AI use in DEAL courses, providing faculty with training and resources to support student learning and preparedness for careers that use AI; explore revisions to student learning outcomes to include AI skills for workplace preparation.</p>	<p>Ongoing</p>	<p>Funding for access to AI tools for text and language analysis; faculty training.</p> <p>Ad hoc faculty committee (with faculty compensation) to revise student learning outcomes statements to include AI and career preparedness</p>	<p>Revised student learning outcomes statements that include AI and career preparedness outcomes.</p>
<p>Develop AI workshops specifically tailored for DEAL students, focusing on ethical AI usage in literary, composition, linguistics research.</p>	<p>Continuous</p>	<p>Funding for workshops and external speakers.</p>	<p>Regular AI workshops attended by DEAL students and faculty.</p>

GOAL 2: INNOVATIVE CREATIVE AND SCHOLARLY RESEARCH

Objective 1

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Foster faculty conversations through professional development opportunities that focus on culturally responsive and sustaining pedagogy and curriculum development relevant to literature, linguistics, literacy, writing/composition.	Continuous	<p>Funding and time for a series of faculty retreats (ongoing), to conduct assessment; funding for cultural experts in IW, and funding for collaboration with regional scholars.</p> <p>Funding and time for research, access to regional knowledge systems, and faculty mentorship</p>	Attendance at professional development events, courses embedding IW principles, feedback from students and community on cultural relevance.
Explore/Develop methods to assess course content and teaching practices.	Continuous	<p>Faculty funding and time for assessment, cultural experts in IW, collaboration with regional scholars.</p> <p>Funding and time for research, access to regional knowledge systems, and faculty mentorship.</p>	Report

GOAL 2 (cont.)

Objective 2

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Work with CLASS advisory council to help shape research and program directions for DEAL.	Continuous	Faculty coordinator with load allocation	Advisory council and community feedback on program and research alignment with local needs
Explore partnerships with community organizations to develop research opportunities focused on regional and educational needs, integrating projects in literature, linguistics, and literacy and writing/composition.	Continuous	Funding and time for faculty mentorship and coordination (a regularly assigned faculty load assignment to coordinate community partnerships), Outreach funding, collaborative research platforms, student involvement in regional research.	Report and research projects addressing local needs, community.
Establish sustainable relationships with community partners for internship opportunities where DEAL students apply their skills in real-world contexts.	Continuous	Funding and time for faculty mentorship and coordination (a regularly assigned faculty load assignment to coordinate; community partnerships.	Number of internships created, student and institutional feedback, regional impact of student work.

GOAL 2 (cont.)

Objective 3

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
<p>Explore/research innovative ways such as podcasts, community workshops and lecture series, to showcase DEAL faculty and student creative, scholarly, research contributions to the professional fields and to our regional community in the areas of regional literature, linguistics, literacy, and writing/ composition.</p>	<p>Continuous AY25-26 Exploration/ research AY 26-27 implementation AY27-28 assess and revise</p>	<p>Funding and time to explore, plan, and implement for faculty and staff.</p> <p>Funding to explore marketing resources such as software tools, a dedicated web team staff member to maintain DEAL website, marketing team collaboration, funding</p> <p>Staff support to organize community events, funding for community outreach events, marketing resources</p>	<p>Report on exploration and next steps.</p>
<p>Organize interdisciplinary conferences or symposiums that focus on regional research and feature contributions in Literature, Linguistics, and Composition/ Writing, increasing visibility of the college's work in both local and international contexts.</p>	<p>Continuous</p>	<p>Funding to host conference, conference planning staff support, funding for interdisciplinary collaboration, speaker invitations.</p>	<p>Conferences held, conference attendance.</p>

GOAL 3: STUDENT SUCCESS

Objective 1

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Review DEAL curriculum using a needs analysis approach and propose changes as necessary based on the results of the need analysis.	AY25-26 curriculum review/ conduct needs analysis; retreat to review curriculum.	Funding for faculty retreat and faculty time and funding to complete curriculum revisions documents.	Report of DEAL curriculum review with proposed curriculum revisions as needed.
Review and support 2+2 articulation agreements with regional colleges for smooth transfer into BA English programs, including tracks in Literature, Linguistics, and English for Education.	Continuous – initial 2+2 articulations to be completed in 2025 or early 2026.	Faculty time to review and support 2+2 programs and collaboration with regional colleges and marketing materials.	Number of transfers into BA English with specializations in Literature, Linguistics/ESL, and English for Education.
Continue relational community building among DEAL students and faculty.	Continuous	Funding for student events and faculty load assignments.	Student participation in events, student surveys on retention and community
Explore/research developing a Creative Writing, Professional Writing, or Literary Studies Certificates.	Continuous	Funding for faculty resources to design certificates, online course delivery tools.	Report

Objective 2

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Research a Writing Fellows Program.	Ongoing	Funding and time (load assignment) for faculty	Report
Engage in community discussion about volunteer opportunities.	Ongoing	Funding and time (load assignment) for faculty	Report

GOAL 3 (cont.)

Objective 3

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Continue building a DEAL alumni database.	Semester / Annual	Funding and time for support staff to build and maintain the database.	Database creation and update
Explore DEAL Alumni Speaker Series and other events that bring alumni and students together.	Ongoing	Funding and time (load assignment) for faculty, event organization, alumni volunteers, funding for speaker honoraria.	DEAL Alumni participation in DEAL events for students, faculty, and alumni.

GOAL 4: COMMUNITY ENGAGEMENT

Objective 1

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
See Goal 2, Objective 2.			

Objective 2

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
See Goal 2, Objective 2.			
See Goal 2, Objective 3.			

Objective 3

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Explore assessment strategies.	Annual	Funding and time for faculty to explore assessment strategies	Report and next steps

FINE ARTS

GOAL 1: ACADEMIC EXCELLENCE

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Showcase individual and group faculty work on campus, in Guam, the region, and globally.	Ongoing	Travel funding and support for event registration	Professional Exhibitions & Performances
Encourage/support faculty to apply for local CAHA regional CreativeWest awards, and other grant opportunities.	2-3 years	Faculty time & Grant Writing Support	Awarded Funding
AI is incorporated in AR390, will be embedded in FA231/331/431 courses this academic year.	1-2 years	Updates on software that can be supported by OIT	Projects featuring AI
Develop interdisciplinary courses and programs between performing arts and CHamoru (CH) Studies & Micronesian Studies (MSP).	2-3 years	Meet with CH and MSP faculty, develop forms, identify faculty pools	Interdisciplinary Certificate Programs
Pursue STEAM projects with the Center for Island Sustainability and other appropriate programs.	Ongoing	Collaboration with the G3 Makerspace	Contributions to a circular economy while creating artwork

GOAL 2: INNOVATIVE CREATIVE AND SCHOLARLY RESEARCH

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Promote opportunities for students to perform and exhibit their work.	Ongoing	Facility Improvements	Documented exhibitions and performances
Closer integration between communication, media and fine arts for outreach and public relations.	Ongoing	Support from IMC and CO-398 students	High Quality Media for all events
Produce theatrical and musical performances of local influence at least annually.	Ongoing	Access to scripts, music or works to be devised and/or performed by local artists	Annual events in Music and Theatre
Continue art exhibitions that feature K-12 and UOG student artwork.	Ongoing	Continued support from GDOE Visual Art teachers, Faculty coordination	Students are showcased in the Isla-Art-A-Thon, Undergraduate Exhibit and Senior Exhibit.

GOAL 3: STUDENT SUCCESS

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Create new certificate and micro credential programs for those who may not want a full degree or major experience.	1-2 years	Time and support writing and shepherding curriculum docs	Publication in Catalog of new programs
Continue to report that many graduates excel professionally in their careers upon graduation.	1-2 years	Work out a way of tracking that leverage existing faculty and staff resources	Annual updates
All FA students take part in professional internships, integrating with local community, schools, and organizations, as well as providing the opportunity for advancement beyond the classroom.	1 year	Curriculum is set up, pilots underway, now agreements and rubrics need to be finalized for more ongoing relationships	Students completing internships
Bring Performances directly into the schools.	Annually	Music and Theatre will develop sustainable school tours on an annual basis	Annual Performances and hopefully improved enrollment
Continue strong Art-a-thon program to Elementary and Secondary schools.	Ongoing	Keep recent alumni involved	Community presence on campus
Creation of a post Undergraduate incubator workspace for students.	2-3 years	Emeritus Faculty Leadership, Space, and coordination	Functional workspace for alumni

GOAL 4: COMMUNITY ENGAGEMENT

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Fine Arts Faculty maintain close ties with numerous Guam arts entities (territorial band, theater non-profits, etc.) which are comprised of UOG alumni.	Ongoing	To better highlight this, a retrospective video or brochure demonstrating impact	Completed video features and other media; UOG faculty, student, and alumni recognition in community event programming
Leverage Fine Arts Theatre as a way of supporting local dance groups.	Ongoing	Student Technician program to support the groups	More organizations using the theatre and more community members coming to the theatre
Support student submissions to participate in shows locally, regionally, and abroad.	1-2 years	Faculty leadership to identify and encourage students. Travel funding for students. (CLASS student travel grants are not enough for students to afford the travel)	Students exhibiting and performing in competitive venues

HISTORY

GOAL 1: ACADEMIC EXCELLENCE

The History Program will pursue four strategies to advance academic excellence.

1. History faculty will work with their Humanities (HUMA) Division colleagues to write syllabus statements for each HUMA course that identifies the importance of humanities programs for personal and professional development. History faculty will collaborate to increase the number of students enrolling in HUMA courses by identifying links across the division.
2. History faculty will collaborate to increase the number of students enrolling in HUMA courses by identifying the links across the division.
3. History faculty will align the capstone to presenting at the CLASS Annual Research Conference (ARC). The 1-hour capstone will be an eight-week course to be completed in the spring semester, culminating in an ARC presentation.
4. History faculty will seek to integrate an emerging set of UOG AI guidelines into the teaching of the Research and Methods class (HI 313). This will require additional training for History Faculty and support from the College.
5. History faculty will inaugurate awards for the History majors.

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Write syllabus statements that make direct connections between HI courses and related HUMA courses to encourage students to see how interrelated the division disciplines are and to take more classes within the division.	Fařomnřkan 2025	None	Increased number of HUMA students taking courses with the division
Align capstone to ARC.	Fařomnřkan 2025	None	Students presenting at ARC
Integrate AI guidelines into HI-313.	Fařomnřkan 2025	Load allocation/ support for online training	Assessing
Create student awards.	December 2024	None	Students are presented awards

GOAL 2: INNOVATIVE CREATIVE AND SCHOLARLY RESEARCH

History faculty will pursue three strategies to help students pursue research goals, place their work in local, regional, and global contexts, and provide students with opportunities to present their work abroad.

1. Faculty teaching world and US history courses will modify the curriculum and realign learning outcomes in ways that place these courses in a local and regional context.
2. Faculty and students will identify opportunities to present at conferences outside Guam. In odd years, History majors will participate or volunteer to assist with the Marianas History Conference (MHC). In even years, we will look for ways to fund student travel to Saipan for the MHC.
3. Program faculty will continue efforts to establish a field school, likely in the Philippines and likely connected with Dr. Carlos Madrid, in the coming semesters.

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Build regional connections, connections into US and World courses.	Ongoing	None	Assessment questions and learning outcomes that demonstrate understanding of Guam's connection to the world
Attend and volunteer at conferences.	Ongoing	Request up to \$1000 from CLASS Dean's office to defray conference expenses, particularly travel.	Majors participating in conferences; particularly MHC
Continue to pursue field school.	Fañomnåkan 2026	CLASS or GLE funding – student travel support	Students enrolling in a field school course

GOAL 3: STUDENT SUCCESS

Program faculty identified two strategies to promote student success.

1. Faculty participation, up to and including teaching FY-101, will raise awareness among first-year students of the career and personal/intellectual development opportunities that Humanities majors offer to challenge the narrative that Humanities degrees are worthless. This will lead to increased History enrollment and majors.
2. Program faculty have guided students in internships with Pacific Historic Parks and the National Parks Service in the last year. These experiences have helped students in their careers and prepare for graduate school. In Spring, HI-398 will be added to the catalog, and students will soon be required to complete an internship.

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Have FY 101 presence as guest speakers and instructors.	Fanuchånan 2025/2026	None	Increased number of history majors
Develop internships.	Fanuchånan 2024	None	All majors completing an internship

GOAL 4: COMMUNITY ENGAGEMENT

Program faculty look to increase community engagement in two ways: supporting the Marianas History Conference and the Marianas History Club. The History program will be hosting the Marianas History Conference in August 2025 and will provide opportunities for UOG students and History majors to participate in the conference. The recently revived Marianas History Club, the program SO, has held multiple events that have raised the profile of the History Program among UOG students and the broader community. Faculty will make a concerted effort to increase their support of this vital, student-led organization.

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Host Marianas History conference in odd years.	Fanuchånan 2025	College support of the conference	Conference volunteers
Program involvement in History Day.	Fañomnåkan 2025	None	More majors volunteering; increased number of new majors

PHILOSOPHY

GOAL 1: ACADEMIC EXCELLENCE

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
<p>Leverage AI technologies and digital humanities tools to enhance research, writing, and the study of philosophy.</p>	<p>1 year</p>	<p>Opportunity to explore available AI resources and their uses in the classroom</p>	<p>Integration of AI into classroom</p> <p>Use by students</p> <ul style="list-style-type: none"> • Assessment through assignments, projects, and reflection: Students will demonstrate their use of AI tools in their academic work. • Required integration of AI tools: Students will use AI tools such as argument mapping software, digital archives, and text analysis platforms. • Tracking through submissions: AI usage will be tracked in submitted assignments, research projects, and final papers, focusing on how tools support argumentation, research depth, and writing quality.

GOAL 1 (cont.)

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
(cont.)			<ul style="list-style-type: none"> • AI-specific grading rubrics: Rubrics will include criteria for evaluating the effectiveness and sophistication of AI tool integration. • Progress monitoring: Student growth in using AI will be tracked through self-assessments and feedback, assessing the enhancement of academic work.
Promote the submission of student work to undergraduate philosophy journals (a requirement for capstone?).	1-2 years	<p>Knowledge of undergraduate philosophy journals and their submission requirements</p> <p>Development of scaffolded (by course level) co-curriculum devoted to academic writing</p>	<p>Student submissions to undergraduate journals.</p> <p>Requirement for Capstone</p>

GOAL 1 (cont.)

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
<p>Revamp CLASS newsletter to focus on programs; news items written by faculty. Perhaps cycle through the CLASS areas by semester/year.</p>	<p><1 year</p>	<p>Time for faculty to write program showcases</p>	<p>Publication of updated newsletter</p>
<p>Design interdisciplinary learning communities that connect philosophy with environmental studies, technology, public policy, and other relevant fields.</p>	<p>2-3 years</p>	<p>Design or leverage existing infrastructure for co-teaching in this way</p> <p>Development of formal learning communities program</p> <p>Course offerings</p>	<p>Launch of learning communities</p>

GOAL 2: INNOVATIVE CREATIVE AND SCHOLARLY RESEARCH

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Develop and introduce courses that incorporate Pacific Islander, Asian, and Indigenous CHamoru philosophies alongside Western traditions.	2-3 years	Ability to create new courses	Launch of new courses of this type
Leverage indigenous knowledge keepers through guest lectures, site visits. Engaging with Indigenous knowledge keepers through guest lectures and site visits will provide students with experiential learning opportunities, while faculty can enhance their research through collaborative fieldwork and community-based studies.	1-2 years	Introduction to knowledge keepers on island Time to integrate island wisdom throughout philosophy curriculum Money for honoraria and events	Use of guest speakers in philosophy classes
Hire faculty with expertise in regional philosophies will further deepen the department's focus on these areas, fostering a research environment that supports new initiatives and collaborative scholarly activities.	2-4 years	Faculty line Hiring committee	Hiring of new faculty

GOAL 3: STUDENT SUCCESS

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Develop social media for the program: webpage, Facebook, Instagram, etc.	Completed		
Map the curriculum to NACE competencies, ensuring that courses develop critical thinking, communication, teamwork, and global fluency.	1-2 years	Time to map the curriculum Time to integrate NACE competencies into existing philosophy curriculum	Integrated courses
Develop courses that bridge philosophy with environmental studies, technology, and public policy, and provide hands-on learning through community engagement and internships; courses can be used to fulfill Humanities requirement for STEM or other students.	2-3 years	Time to redesign introductory/popular General Education (Gen Ed) courses to have specific foci; for example, an section of PI 102 that focuses on environmental philosophy	Redesigned courses
List all philosophy courses appropriately in the master GERC list of Gen-Ed courses.	>1 year	Clarity on the Gen Ed requirements and goal of core categories Understanding of the process to list courses in this way Time to shepherd applications through GERC	Listed courses

GOAL 4: COMMUNITY ENGAGEMENT

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
<p>Host public lectures, symposia, and community events that focus on global and Indigenous philosophies.</p>	<p>>1 year</p>	<p>Money for honoraria and events</p> <p>Time to identify issues and recruit potential speakers</p> <p>Time to manage logistics, etc.</p>	<p>Speaker series</p> <ul style="list-style-type: none"> • Online registration platform (e.g., Eventbrite): Tracks event sign-ups and ensures accurate attendance data. • Digital check-in system with QR codes: Streamlines in-person attendance tracking. • Smart attendance system (Bluetooth or geolocation apps): Enhances attendance tracking with mobile technology. • Social media tracking: Monitors hashtags and attendee check-ins to gauge virtual engagement and event reach.

GOAL 4(cont.)

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
(cont.)			<ul style="list-style-type: none"> • Post-event surveys: Collects attendee feedback on satisfaction and event impact. • Social media analytics: Assesses broader engagement through posts, shares, and interactions. • Live polls and interactive activities: Measures participant involvement during events. • Digital badges for participation: Tracks repeat attendance and engagement through recognition. • Online community platform: Provides a space for follow-up engagement and tracking ongoing participation.

GOAL 4(cont.)

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
<p>Expand and continue to develop philosophy camp and other community events.</p>	<p>1-3 years</p>	<p>Introduction to gatekeepers and decision makers</p> <p>Time to plan event logistics</p> <p>Reliable budget to support events</p>	<p>Increased number of camps and community events</p> <ul style="list-style-type: none"> • Online registration platform (e.g., Eventbrite): Tracks event sign-ups and ensures accurate attendance data. • Digital check-in system with QR codes: Streamlines in-person attendance tracking. • Smart attendance system (Bluetooth or geolocation apps): Enhances attendance tracking with mobile technology. • Social media tracking: Monitors hashtags and attendee check-ins to gauge virtual engagement and event reach.

GOAL 4(cont.)

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
(cont.)			<ul style="list-style-type: none"> • Post-event surveys: Collects attendee feedback on satisfaction and event impact. • Social media analytics: Assesses broader engagement through posts, shares, and interactions. • Live polls and interactive activities: Measures participant involvement during events. • Digital badges for participation: Tracks repeat attendance and engagement through recognition. • Online community platform: Provides a space for follow-up engagement and tracking ongoing participation.

POLITICAL SCIENCE

The Political Science Academic Master Plan has been severely impacted by the late and unexpected decision not to fill a vacancy in the program's line for an International Relations (IR) specialist, and the absence of any current plans to fill this vacancy. This comes on top of an unusually turbulent three years, when two of our three faculty moved to other positions in the University, creating a sense of uncertainty over what was once a strong and thriving program, making it difficult to attract students. Additionally, of the two current full-time faculty, one is non-tenure track, and currently working on her Ph.D., while the other is nearing retirement. It is quite likely one or both will leave before the end of the five-year plan.

While we have identified personnel, both within and outside the University, to cover the international relations courses, coverage by adjunct faculty is inherently uncertain and does not help the program meet other, non-teaching objectives listed in the College's or University's goals. IR is not just one strand of Political Science; *it is the strand that has the most to say about the global forces currently impinging on the Region and our island, as geopolitical rivalry between the United States and China heats up.* Students wishing to pursue a capstone project or graduate study in this area no longer have a mentor trained in International Relations to look up to.

More, generally, not knowing from year to year if a class will have to be covered by existing faculty makes it difficult to plan other activities, while the lack of continuity makes it difficult to attract and retain students. Conversely, if predictable coverage by adjuncts is secured, most adjuncts do not actively engage in scholarship and when full-time faculty outside the program who happen to teach a course for us do engage in research or service activities, those may not support or be credited to our program. Moreover, many adjuncts do not have terminal degrees. With only one of our two remaining full-time faculty currently holding a terminal degree, excessive reliance on adjuncts without Ph.D.'s is going to ensure that most of our courses are taught by non-Ph.D.'s further threatening the quality and viability of the program.

The challenges can be illustrated by reference to the SVPP's eleven (11) points listed above. Political Science is already in compliance with items 1, 2, 3, 4, 10 and 11. However, item 5 is impossible to accomplish without regular faculty covering all classes, and our ability to meet items 6, 7, and 8 has been severely compromised.

What follows, therefore, is a somewhat attenuated and highly contingent master plan. Some of the goals we initially planned for have been removed while others depend on filling the International Relations position or at least securing consistent coverage of the International Relations courses in the short run. Should our personnel shortage be resolved, we will be happy to submit an expanded plan.

GOAL 1: ACADEMIC EXCELLENCE

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
<p>Develop an interdisciplinary track in International Relations (IR) as a prelude to an International Studies major.</p>	<p>Program change submitted in January 2025 hoping for inclusion in 2025-26 catalog for IR track</p>	<p>Faculty time from other programs for cross-listed courses and predictable coverage of international relations courses. In the long run, this requires filling three full-time faculty.</p>	<p>Students in IR track.</p>
<p>Explore discipline-specific AI applications including by attending American Political Science Association Teaching and Learning Conference.</p>	<p>Deferred pending availability of resources</p>	<p>Resources for travel to teaching conferences. Time for training activities which requires predictable coverage of international relations courses. In the long run, this requires three full-time faculty.</p>	<p>No indicators can be identifies until we have the resources to engage in this activity.</p>
<p>Incorporate simulation games, esp. into International Relations courses.</p>	<p>Ongoing in PS-215 but deferred for upper division</p>	<p>Subscriptions to games. Time for training activities. A full-time IR faculty member as this is the area most amenable to simulation games.</p>	<p>Syllabi.</p>

GOAL 1 (cont.)

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
<p>Assignments using generative AI to test conceptual understanding of students.</p>	<p>Planned for PS-326 in 2025/26.</p>	<p>Training in generative AI platforms which requires faculty having time. In the long run, this requires filling three full-time faculty. Subscription costs.</p>	<p>Creation of and scores for AI assignments in PS-326. For other courses, this is deferred until training is available as noted.</p>
<p>Facilitate intellectual exchange among faculty and students by joint panels at conferences including CLASS ARC.</p>	<p>Initially planned for ARC 2025 but may be deferred due to resource shortages.</p>	<p>Requires full-time faculty to have enough time to devote to these activities, which in turn requires predictable coverage of international relations courses, and synergies in research activities among faculty which requires filling the IR position.</p>	<p>Panels, papers, publications.</p>
<p>In-house publications or colloquia to showcase Political Science faculty and student research.</p>	<p>Initially planned for AY 2024/2025 but deferred due to resource shortages.</p>	<p>For colloquia: Space, funding for posters, refreshment. For journals: web resources. For both: predictable coverage of international relation courses which in the long run requires three full-time faculty.</p>	<p>Students and faculty publications, presentations.</p>

GOAL 2: INNOVATIVE CREATIVE AND SCHOLARLY RESEARCH

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Contribute to Island Wisdom by increasing awareness of how the world affects Micronesia.	Ongoing but constrained due to resource shortages.	Money and time for research and conference travel to stay abreast of our fields which requires ensuring IR courses are covered and in the long run, three full-time faculty.	Curriculum units, conference presentations or publications.
Incorporate material on issues relevant to island politics in all courses.	Ongoing but constrained due to resource shortages.	Money and time for books and research in the Region which requires ensuring IR courses are covered and in the long run, three full-time faculty.	Syllabi, Quality of capstone papers that choose to deal with island issues.
Include comparative material and perspectives from other regions on issues of relevance to Micronesia.	Ongoing but constrained due to resource shortages.	Money and time to acquire and read relevant materials, which requires ensuring IR courses are covered and in the long run, three full-time faculty.	Syllabi, Quality of capstone papers.
Courses dedicated to issues of concern to Guam and Micronesia.	Ongoing but constrained due to resource shortages.	Instruction time from former PS faculty with expertise on Micronesia now serving in other units or capacities; ensuring IR courses are covered and in the long run, three full-time faculty.	Course listing and enrollment.

GOAL 2 (cont.)

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Support student engagement in local government and organizations through internships and other volunteer work and organize a colloquium for sharing experiences at UOG.	Ongoing for internships. 2026/27 for colloquia.	Administrative and academic support for internships and colloquia and time for faculty to engage with students on this which requires ensuring IR courses are covered and in the long run, three full-time faculty.	Colloquium on Guam governance challenges.
Support internships in home island for students from FSM or Palau and organize a colloquium for sharing experiences at UOG.	Ongoing for internships. 2026/27 for colloquia.	Administrative support for internships and colloquia; travel support and time for faculty to identify and establish partnerships which requires ensuring IR courses are covered and in the long run, three full-time faculty.	Colloquium on island governance challenges.
Provide faculty privileges over their own web pages to better publicize their work in a timely manner.	AY 2025-2026	Tech support	Well-curated pages for each faculty listing their research works.
Present and publish papers in national and international venues.	Ongoing but constrained due to resource shortages.	Resources for conference travel and load allocations for research which requires ensuring IR courses are covered so existing faculty are not forced to teach overloads to cover them and can receive occasional load allocations. Filling the IR position is essential for our research profile to include international relations.	Papers published and presented.

GOAL 2 (cont.)

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Identify funding for and host a workshop of international scholars working on politics in small island states to generate an edited volume.	Deferred pending availability of resources.	Requires an international relations expert to supplement existing expertise in comparative politics and course relief to develop proposals and the project, needing a third full-time faculty member.	Publicity for and attendance at workshop; papers published.

GOAL 3: STUDENT SUCCESS

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Update promotional materials (brochures and bulletin boards) as needed with career opportunities in Political Science.	Ongoing but constrained due to resource shortages.	Administrative support.	Brochures and enrollment figures.
Ensure Dean's Office includes Political Science brochures in CLASS outreach.	Overdue and dependent on Dean's Office staff	Administrative support.	Brochures and enrollment figures.
Participate in recruitment events.	Ongoing	Administrative support.	Sign-in lists and enrollment figures.
Create an inter-disciplinary International Relations Track to attract more students.	See Goal 1	See Goal 1	See Goal 1

GOAL 3 (cont.)

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Reduce credits required for all major tracks to 45, and make prerequisites for 300-level courses more flexible.	Changes requested in Jan. 2025	Administrative and Senate support.	Enrollment.
Work with SVP/P to address the problem of programs stipulating courses to fill GE categories without listing them as requirements which drives down our enrollment by making our courses ineligible to fulfill those GE categories.	Overdue and dependent on SVP/P's availability.	Support of SVP/P and CLASS deans	Program changes in other programs and increased enrollment in PS GE courses.
Publicize successes of recent PS graduates in securing employment and graduate school admission.	AY 25/26	Funding for posters, time and administrative support for contacting alumni.	Posters and enrollment.
Work with the Political Science Student Association to create and circulate posters about course offerings.	AY 25/26	Funding for posters and time. Student volunteer time.	Posters posted and enrollment.
Regular social activities to build community among majors.	Ongoing	Funding for food and space to meet.	Attendance and retention figures.
Explore more internships including off-island, especially in the summer	Deferred. pending availability of resources.	Money and time to travel to off-island sites: requires ensuring IR courses are covered and in the long run, three full-time faculty.	Variety of internships.

GOAL 4: COMMUNITY ENGAGEMENT

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Seek out more internships with local and regional organizations.	Deferred pending availability of resources.	Time. Current faculty are overstretched. We expected our new IR hire to help establish partnerships in the Philippines. A third faculty member is essential for this.	Internships
Develop a civic engagement workshop for the community.	Deferred pending availability of resources.	Ensuring IR courses are covered is essential to allow existing faculty to continue to meet these obligations. A third faculty member is essential for grant-funded activities.	No indicators can be identified until we have the resources to engage in this activity.
Offer expert commentary on international affairs; a podcast.	Deferred pending availability of resources.	Funding for podcast. This also requires a permanent IR faculty member.	Links and/or recordings.

PSYCHOLOGY

GOAL 1: ACADEMIC EXCELLENCE

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Engagement in SBS Colloquiums, CLASS ARC, and other regional and international conferences.	Fanuchånan 2025 for colloquium and Fañomnåkan for ARC	Funding for posters, venue and refreshments if sponsoring; registration and travel	Number of faculty and students who presented and attended
Promote research laboratory in our pre-existing programs.	Fanuchånan 2025	Funding research assistants and equipment	Relaunching of psychology lab
Develop relationship with other colleges/schools (e.g. developing neuromarketing with SBPA; farmers support with CNAS; dementia program with SOE).	Ongoing	Administrative support	Increase in cross-listed and interdisciplinary courses; number of interdisciplinary projects
Schedule workshop on AI for students and faculty (ongoing trainings).	Fañomnåkan and Fanuchånan 2025	Funding for trainer; venue and refreshment	Number of participants/ attendees
Participate in college level recognition.	Fañomnåkan and Fanuchånan 2025	None	Number of faculty attendees, Number of Psychology students who are nominated or win awards

GOAL 2: INNOVATIVE CREATIVE AND SCHOLARLY RESEARCH

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
<p>Continue to develop a culture of research in the program.</p> <ul style="list-style-type: none"> • Conduct of research with students • Create research labs and groups where students can participate in research projects • Publish research with students • Scientific conference presentations (faculty and students) • Participation in local and international conferences (in person and virtual) 	Continuous	Funding for research assistants, supplies and equipment, and conference attendance	<p>Number of publications</p> <p>Number of presentations in scientific conferences</p>
<p>Focus Group Discussions (FGD) with various social groups in the community to identify possible areas of research.</p>	2025	Funding for FGDs	<p>Number of conducted, presented, and published research that brings the voices of the local communities to the forefront</p> <p>Number of FDGs, number of attendees at FDGs, and an evaluation form for FGD attendee feedback</p>

GOAL 2 (cont.)

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
<p>Provide culturally relevant research training and support to students.</p> <ul style="list-style-type: none"> • Offer workshops on research methods, data analysis, and academic writing (Psychology Club and Psi Chi chapter) • Encourage to register for research-related courses such as PY210, PY413, PY491, and PY491H 	Continuous	Funding to promote research in psychology or social sciences	<p>Participation in the workshops</p> <p>Enrollment in the relevant classes</p>
<p>Promote collaborative research across different disciplines.</p> <p>Encourage students and faculty to collaborate with researchers in other programs, divisions, and colleges.</p>	Continuous	Funding for interdisciplinary research	Number of publications, presentations, and reports associated with projects

GOAL 3: STUDENT SUCCESS

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Outreach to high school students through UOG Psychology Club.	Fanuchånan 2025	Funding for materials, flyers, etc.	Number of high school students reached
Conduct an open house during school-wide events such as Charter Day (tour of lab, one-way mirror therapy room, child play therapy, etc.) for visiting students.	Fañomnákan 2025	Funding for materials, and incentives	Number of attendees (using a passport/stamp)
Piloting a data analysis class for behavioral sciences.	Tinalo' 2025	Faculty and administrative support	Student feedback
Explore research assistant credits to participate in faculty research.	Finakpo' and Fanuchånan 2025	Faculty and Administrative support	Research projects or papers with students as co-authors; Program faculty and students' feedback
Work with Psychology Club and PsyChi to develop a tracking system for future alumni.	Fanuchånan 2025	Advisors and students	Number of alumni who we maintain record of

GOAL 4: COMMUNITY ENGAGEMENT

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Faculty continue active membership in Guam Psychological Association and other professional organizations.	Continuous	Funding for joint activities, conferences, etc.	Faculty attendance and participation
Extend outreach by starting a YouTube channel, podcast or vlogs online.	Fañomnåkan 2025	Funding for equipment	Engagement statistics (views, subscribers, shares, etc.)
Collaborative community projects and grants activities to meet needs of community. Practicum and internship placements that support students' training and built capacity for services on island.	Continuous	Administrative support; MOUs	Number of initiatives

SOCIOLOGY

GOAL 1: ACADEMIC EXCELLENCE

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Engagement in SBS Colloquium and ARC.	Every Fanuchånan for colloquium. Every Fañomnåkan for ARC.	Space, funding for posters, refreshments	Participation from program students and faculty in the colloquium and Annual Research Conference Note: Long-term indicator would be subsequent related presentation at regional and international conferences
Establish an undergraduate social science research center. The center is to promote collaborative work among faculty, students and the community.	AY 2026-2027	Funding for research assistants, supplies and equipment. Space for center.	Promotion and launch of Social Science Research Center Promotional material in social media
Develop relationships with other colleges/schools. Establish relationships with other programs.	Continuous AY 2025-2026	Administrative support	Increase cross-listed courses Identify acceptable electives across programs Develop interdisciplinary courses
Establish formal recognition of student and alumni.	AY 2025-2026	Funding for refreshments and honorarium, CLASS Lecture Hall use	Award ceremony
Schedule brown-bag/workshop sessions for students and faculty. Note on topic of AI: <ul style="list-style-type: none"> Define AI Need for University-wide AI access 	AY 2025-2026 Yearly	Administrative and technological support	Program participation in sessions

GOAL 2: INNOVATIVE CREATIVE AND SCHOLARLY RESEARCH

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Improve program's webpage by including program faculty's creative, scholarly, and service activities.	AY2024-2025	Tech-support. Provide faculty privileges over individual webpages.	Updated webpages
Develop and articulate alongside the community an understanding of indigenous methodologies.	AY2024-2025 through AY 2025-2026	None	Panel focusing on practicing indigenous methodologies

GOAL 3: STUDENT SUCCESS

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Outreach to high school seniors.	Fañomnåkan Semesters	Administrative support for contact with high schools	Attendance linked to enrollment
Contribute to Social Science Camp.	Yearly	Administrative support to conduct Social Science Camp	Attendance linked to enrollment
Contribute to Social Science Fair for High School.	Yearly	Administrative support to conduct Social Science Fair	Attendance linked to enrollment
Review and propose changes to appropriate courses to include a service-learning component.	Yearly	Administrative support	Approved course guides incorporating service learning

GOAL 3 (cont.)

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Involve alumni in recruitment efforts.	Yearly	Accurate list of alumni	Attendance of alumni in outreach efforts Promotional materials showcasing alumni

GOAL 4: COMMUNITY ENGAGEMENT

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Promote student internships in community and region.	Ongoing	Administrative support	The number of students in active and completed internships
Promote Sociology Club community programs.	Ongoing	Administrative support	The number of active and completed community programs partnership
Establish an advisory group.	AY 2025-2026	Web support	List of members and their contact information

APPENDIX B: MINOR AND SUPPORT PROGRAMS

COMPOSITION

Vision: To be a center of research and engagement in English and translingual writing for the University, regional and local feeder schools and the broader community, focused on transitions between varied contexts of writing and grounded in the diverse cultural, linguistic, socio-economic, and educational backgrounds of our students, faculty, and community.

Mission: Tuge', taitai, and hasso – Foster an evolving, collaborative, and culturally sustaining space for students, faculty, and community members to locate, generate, and share knowledge about the practice of literacy in our region.

GOAL 1: ACADEMIC EXCELLENCE

Objective 1

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Establish a full day Composition Faculty retreat annually.	Annually	Faculty time, administrative support, event planning, funding	Assessment of progress, plan for upcoming year
Continue Book Groups on topics relevant to our context, possibly expanding to include students or other faculty.	Ongoing	Books for participants, faculty time	Participation, feedback surveys on the impact of book groups on revising curriculum and improvement of student learning captured in SLO reports
Expand conversation on publication of EN110 and EN111 student work.	Ongoing	Report	Student involvement and feedback
Maintain semi-annual calibration sessions for all composition faculty.	Semi-annually	Faculty time, event planning, materials, administrative support including logistics	Participation, impact on curriculum, reports of data
Re-establish and maintain collaborative assessment of EPT.	Semi-annually	Faculty time, administrative support including logistics	Participation, impact on curriculum, reports of data

GOAL 1 (cont.)

Objective 1 (cont.)

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Encourage conference attendance and mini-symposium presentations.	Annually or semi-annually	Faculty time, event planning, travel funding	Increase in number of faculty who participate in and present at conferences

Objective 2

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Investigate feasibility of implementing Writing Fellows program as writing support across campus.	AY 2026-2027	Faculty time, administrative support	Report
Continue efforts to learn about what writing students do in their programs after their first year.	Ongoing	faculty time, collaboration	Learning about writing from faculty across campus

Objective 3

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Identify opportunities for student presentations or publications that address local and regional needs, determine feasibility and relevance, and encourage participation.	Ongoing	Faculty time, travel funding, conference fees	Report
Consider expanding composition's mini-symposiums.	Ongoing	Faculty time, administrative support	Report

GOAL 1 (cont.)

Objective 4

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Continue EN111 Information Literacy collaboration with RFK Library	Ongoing	Faculty time, collaboration	Student assessment and instructor feedback
Encourage the conversation on AI in writing classes.	Ongoing	Faculty time	Faculty survey of approaches to use of AI in writing classes

GOAL 2: INNOVATIVE CREATIVE AND SCHOLARLY RESEARCH

Objective 1

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Explore co-teaching as a culturally-sustaining practice.	Ongoing	Faculty time, travel funding, conference fees, collaboration with experts	Report
Encourage student awareness of local resources such as MARC and the UOG scholarly journals.	Ongoing	Faculty time, collaboration	Student use of local and regional resources
Encourage relational approaches to research and use of multiple rhetorics in writing.	Ongoing	Faculty time	Student work, faculty presentations and publications

GOAL 2 (cont.)

Objective 2

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Consider how to engage in locally and regionally relevant conversations and how they impact student research.	Ongoing	Faculty time and collaboration	Report

Objective 3

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
See Goals 1 and 4.			

GOAL 3: STUDENT SUCCESS

Objective 1

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Request data about students who repeat EN110 and EN111, including transfer students and those who repeat multiple times	Ongoing	Faculty time, administrative support	Report
Identify needs for tutor support in EN111 and resources required to provide that support.	Ongoing	Faculty time, tutor time, administrative support	Report
Research challenges online students face.	Ongoing	Faculty time, Possibly Center for Online Learning (COLL) assistance in data collection	Report
Consider effectiveness and challenges of previous high school satellite EN110 course.	AY 2025-2026	Faculty time, enrollment and grade data from course, administrative support	Report
Strengthen and maintain ongoing extracurricular support, including Writing Center, EPT, and Instructional Support	Ongoing	Faculty time, administrative support, funding	Report
Explore how full year Composition scheduling addresses marginalized students and equity.	Ongoing	Faculty time, administrative support, scheduling and student success data	Report
Determine the characteristics of a locally or regionally inspired textbook produced in-house.	Ongoing	Faculty time, administrative support, funding	Report

GOAL 3 (cont.)

Objective 1 (cont.)

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Expand awareness of the Part A/Part B EN110/EN111 delivery.	Ongoing	Faculty time, administrative support	Enrollment
Obtain timely and accurate information about the number of sections of EN110 and EN111 needed.	Ongoing	Faculty time, administrative support, enrollment data including waiting list	Enrollment
Explore adoption of new reading program for EN110 students.	Ongoing	Faculty time, administrative support	Faculty feedback
Continue student-instructor conferencing.	Ongoing	Faculty time	Report

Objective 2

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Consider possibilities for experiential learning, perhaps as part of outreach.	AY 2026-2027	Faculty time, administrative support	Report

Objective 3

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Consider whether and how alumni engagement relates to Composition.	AY 2026-2027	Faculty time, administrative support, data	Report

GOAL 4: COMMUNITY ENGAGEMENT

Objective 1

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Strengthen and maintain LAC/ARC framework for outreach.	Ongoing	Funding, faculty time, administrative support	Report of participation of partner teachers from feeder schools, UOG colleagues, and relevant education community stakeholders

Objective 2

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Review Composition's inventory of outreach activities.	Ongoing	Faculty time, administrative support	Report

Objective 3

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Explore assessment strategy for engagement across campus and with community partners.	AY 2026-2027	Faculty time, administrative support	Report

CRITICAL THINKING

GOAL 1: ACADEMIC EXCELLENCE

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
<p>OBJ1: Integrate Cultural Elements into Assignments</p> <p>Strategy: Integrate cultural elements into assignments and projects by incorporating an IW value and theme into each.</p>	Ongoing	None	<ol style="list-style-type: none"> 1. Students demonstrate the use of cultural elements in their assignments. 2. A revised syllabus reflecting the integration of cultural elements. 3. Students' assignments show clear connections to Island Wisdom (IW) values.
<p>OBJ2: Organize a Debate Event</p> <p>Strategy: Organize a debate event where CT program students debate local issues in a pro/con format, similar to a spelling bee. pro and con teams. Further brainstorming is needed regarding the scheduling and management of debate times both inside and outside of class.</p>	1 year	Calibration workshops with other CT instructors, additional brainstorming for scheduling.	<ol style="list-style-type: none"> 1. Students demonstrate improved debate skills. This will be determined using rubric assessing argument structure, clarity, and evidence use during debates. 2. Students demonstrate understanding of at least one current island issue. 3. Students show the ability to approach issues from an interdisciplinary or multidisciplinary perspective.

GOAL 1 (cont.)

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
<p>OBJ3: Organize a Semester-End Forum</p> <p>Strategy: Organize a forum at the end of the semester for students to engage with community issues, collaborate, and network with community experts.</p>	1 year	Calibration with CT instructors, external community experts.	<ol style="list-style-type: none"> 1. Students engage with at least one community issue. 2. Students demonstrate improved collaboration and networking skills. This will be assessed with a rubric assessing 10 categories ranging from Topic Selection & Relevance, Teamwork & Collaboration, and a Reflection and Self-Evaluation. 3. The forum showcases student contributions to community challenges.

GOAL 2: INNOVATIVE CREATIVE AND SCHOLARLY RESEARCH

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
<p>OBJ1: Culturally Responsive Pre/Post-Test</p> <p>Strategy: Reassess and revise the Pre/Post-test to enhance its cultural responsiveness and relevance to students.</p> <ol style="list-style-type: none"> 1. Incorporate culturally relevant pedagogical practices 2. Tailor content to students' lived experiences 3. Addressing educational equity and bias 4. Foster a more inclusive and open classroom environment 5. Use data to implement targeted interventions 6. Engage in continuous professional development 	1 year	Consultation with cultural experts and faculty.	<ol style="list-style-type: none"> 1. A revised Pre/Post-test that reflects cultural relevance. 2. Students demonstrate improved understanding of culturally relevant content.

GOAL 3: STUDENT SUCCESS

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
<p>OBJ1: Exposure to on-campus student organizations through in- class recruitment club invitations</p> <p>Strategy: Create a directory of student organizations for instructors to engage students in on-going UOG organizations and campus life.</p>	Faňomnåkan 2025	Collaboration with community organizations and internal faculty.	1. Directory of student organizations that is regularly used and available to instructors

GOAL 4: COMMUNITY ENGAGEMENT

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
<p>OBJ1: Service Learning Project</p> <p>Strategy: Develop and implement a community-based service learning project for students to apply critical thinking skills to local issues.</p>	Faňomnåkan 2025	Directory of networks, organizations, or agencies to collaborate with.	<p>1. Successful implementation of the service learning project.</p> <p>2. Students engage with local organizations and apply their learning to real-world issues.</p>
<p>OBJ1: Exposure Service Opportunities (SOs)</p> <p>Strategy: Create a directory of SOs for instructors to connect with and engage students in relevant community projects.</p>	Ongoing	Collaboration with community organizations and internal faculty.	<p>1. A directory of SOs that is regularly used by instructors.</p> <p>2. Students participate in community service-learning projects.</p>

GEOGRAPHY

GOAL 1: ACADEMIC EXCELLENCE

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
<p>Review/revise/revamp curriculum of CNAS and make Geospatial-related courses such as but not limited to Introduction to Remote Sensing and Introduction to GIS as required/core courses under the following CNAS Programs:</p> <ul style="list-style-type: none"> • Agriculture • Biology and Applied Biology • Graduate Programs in Environmental Science 	<p>As soon as possible within Fanuchãnan 2024</p>	<p>Series of meetings with concerned CNAS faculty/ departments/ program</p>	<p>Harmonized/Aligned courses of both CNAS and Geography Program</p>
<p>Beefing-up/Refurbishment of the Geography Lab's computer infrastructure to enable the conduct of short-term/non-formal training courses in Geospatial Technologies (GIS and Remote Sensing).</p>	<p>May 2025-December 2025</p>	<p>Grants for Computers and related IT equipment</p>	<p>Regular conduct of short-term trainings</p> <p>Trained local manpower (engineers and construction staff) in geospatial skills and technologies</p> <p>Funds generated from short-term trainings/seminars</p>
<p>Revamping of Geography minor credits from 22 credits to 19 credits.</p>	<p>Fanuchãnan 2024 to May 2025</p>	<p>Communications with AAC/UOG Senate</p>	<p>Streamlined Geography minor credits</p>

GOAL 1 (cont.)

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Establishment of a “ Tano Siyensya (Earth Science) Prize ”, which seeks to give honorary and/or monetary award/prize to graduate and or undergraduate students .	Biennial	Grants to cover awards (monetary)	Highly-motivated students who may crave a career in the Earth Sciences Monetary prize of \$5,000
Hiring of new faculty to augment/support social science-related/human Geography courses being offered, to more effectively deliver knowledge among students.	Immediate	Allocation/reallocation of budget to support new faculty hires	Increased enrollment in Geography courses Hire two (2) Tenured or Non-Tenure faculty to teach Human/Social Geography courses

GOAL 2: INNOVATIVE CREATIVE AND SCHOLARLY RESEARCH

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
<p>Conduct of “end-of-semester” public seminars (particularly for GE480/580 Introduction to Remote Sensing and GIS) where students can showcase their research.</p>	<p>Ongoing</p>	<p>Marketing and public information/communication support from Office of the Dean</p>	<p>Informed and educated public and student population Enhanced public speaking skills of students</p>
<p>Encourage co-authorships with students in research and journals as well as conferences.</p>	<p>Fañomnåkan 2025 and onwards</p>	<p>Budget for students to be able to accompany their supervisors in international conferences</p>	<p>Exposure of students to international conferences Establishment of international networks and collaborators in the same field of research</p>
<p>Develop interdisciplinary modules/research that cross between and among Micronesia and Anthropology/ Archaeology Programs that would capitalize on Geospatial technologies.</p>	<p>Ongoing</p>	<p>Series of meetings with MARC and Anthropology/ Archaeology Programs</p>	<p>Development of research that use imaging technologies, Geospatial technologies in cultural, archaeological and anthropological studies</p>

GOAL 3: STUDENT SUCCESS

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
<p>Creation of a “Geography Learning Hub” for research students (i.e. RAs or research assistants) to chill, linger and hang around, and conduct their research in a “laboratory” atmosphere. This is a copycat of “<i>kenkyushitsu</i>” model among Japanese universities.</p>	<p>Fañomnâkan 2025 and onwards</p>	<p>Further enhancement of Geography Lab’s facilities (i.e. PCs for image and geospatial processing)</p>	<p>Students feel and have a sense of “belonging” and loyalty. At least one (1) research assistant retained/hired on an annual basis</p> <p>Creates a safe space for students to conduct and focus on their research</p> <p>Students able to share experiences, techniques as well as “<i>in-coaching</i>” from senior students</p>
<p>Creation of Geography Program Society and an Alumni Association (GPS and GPSAA - interim names).</p>	<p>Immediately</p>	<p>Hangout area or Geography Learning Hub as mentioned earlier (possibly the Geography Lab for now)</p> <p>Internet presence through website and social media</p>	<p>A directory or database of current and past Geography student minors that might prove useful for tracking those who have graduated</p> <p>Conduct alumni homecomings to track down career developments among alumni</p>

GOAL 4: COMMUNITY ENGAGEMENT

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Conduct Geography Open Houses and/or Promotional Caravans/Seminars around the island and Micronesia.	Ongoing (GIS Day in November and Charter Day in March annually) Quarterly (for travel around Marianas/ Micronesia)	Travel funds Per Diem Marketing support from Office of the Dean (coordination and liaison with schools and other educational and public entities)	Informed public about the Geography Program (its lab, the wealth of information they can learn, etc.) Monitoring through event attendance records
Conduct a Geography Summer Camp aimed at high school students (senior and junior).	Annually every Finakpo' (May-July)	Grants to cover students' educational materials/resources for the camp Marketing support from Office of the Dean (coordination and liaison with schools and other educational and public entities)	Informed high school students about the Geography Program (its lab, the wealth of information they can learn, etc.) in preparation for their entry into UOG Monitoring through event attendance records
Conduct Invitational Career talks among grade schools and high schools and STEM-related events.	Twice a year or towards mid-Fañomnåkan or graduation month	Marketing support from Office of the Dean (coordination and liaison with schools and other educational and public entities)	Informed high school students about the Geography Program (its lab, the wealth of information they can learn, etc.) in preparation for their entry into UOG Monitoring through event attendance records

JAPANESE LANGUAGE

GOAL 1: ACADEMIC EXCELLENCE

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Encourage colleagues and students to seek scholarships or grants that nurture professional growth and scholar achievement.	Ongoing	CSR grants and travel grants offered by AAC and University	CFES plans; program self-study; list of publications, presentations, exhibits, performances, productions, Travel and CSR grants awarded; conference program, and so on
Foster students with high Japanese language skills who can contribute to the local community.	Ongoing	Support from the Dean's office to open the upper-level Japanese language courses	List or number of students who applied for the exchange program, number of students who minor in the Japanese language
Produce more fluent speakers/communicators of Japanese language with good knowledge of its culture who will be instrumental in the tourism industry and in secondary schools in Guam.	Ongoing	Support from the Dean's office to open the upper-level Japanese language courses	The number of students who enrolled in upper-level Japanese language courses
Motivate faculty to develop online course materials and hybrid courses.	Ongoing	Funding provided by the Dean's office and CSR grants	List of OLL development and updated contents of Moodle shells

GOAL 2: INNOVATIVE CREATIVE AND SCHOLARLY RESEARCH

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Improve our research capacity by publishing in peer-reviewed journals and presenting papers in international and national conferences.	Ongoing	Funding provided by Dean's office	CFES report
Stay in communication with companies that employ students who have the Japanese language skills.	Ongoing	Email	CFES report, emails that show communication with companies

GOAL 3: STUDENT SUCCESS

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Assess language mechanics regularly, including kanji recognition, vocabulary, and sentence structure, through quizzes and exams a strong foundation in the language.	Ongoing	Textbooks/references Quizzes and exams Instructor resources	Results of quizzes and exams
Evaluate students' receptive skills by listening to exercises and reading tasks to measure comprehension of spoken and written language.	Ongoing	Textbooks/references Quizzes and exams Audio equipment in the classroom Instructor resources	Results of quizzes and exams

GOAL 3: STUDENT SUCCESS

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Assess students' ability to demonstrate understanding of linguistic expressions and cultural knowledge through writing assignments, essays, and journals on various topics.	Ongoing	Textbooks/references (Quizzes and exams) Instructor resources	Students' performance
Measure students' communicative ability to discuss various topics fluently and accurately in Japanese through one-on-one conversations using Oral Proficiency Interviews (OPI).	Ongoing	(Quizzes and exams) Instructor resources	Results of OPI
Increase the number of students who pursue the Japanese language minor program and foster students with high Japanese language skills who can contribute to the local community.	Ongoing	Support from the Dean's office to open the upper-level Japanese language courses	List or number of students who applied for the exchange program, number of students who minor in the Japanese language
Improve student success through academic support by advising students to study in Japan through UOG's exchange program.	Ongoing	Updated information on the exchange program from Global Learning and Engagement office	The number of students who applied for the exchange program and the number of students who enrolled in upper-level Japanese language course

GOAL 4: COMMUNITY ENGAGEMENT

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Engage with local Japanese community events, such as the annual Japan Autumn Festival and cultural activities hosted by the Cultural Club of Japan.	Ongoing	Email	Number of UOG students participated in the event; reflection papers written by students
Establish a conversation partner program where students are paired with native Japanese speakers, such as exchange students, to enhance language proficiency and deepen cultural understanding through meaningful dialogue and shared experiences.	Ongoing	Communication with the Global Learning & Engagement to recruit Japanese exchange students	Class performance Task sheets
Provide workshops focused on Japanese business etiquette, professional communication, and cultural expectations in corporate environments for preparing internships, volunteer roles, or future employment with Japanese companies and, thereby, enhancing their career opportunities.	When resources are available	Instructor resources Time to prepare (Load allocation)	Evaluation participated by workshop participants

WOMEN AND GENDER STUDIES

GOAL 1: ACADEMIC EXCELLENCE

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
To further develop the WGS Regional Research Center and to work closely with faculty in the Micronesian Studies Program and at the Micronesian Area Research Center.	Continuous	Micronesian and Pacific Islands publications, photos, and archival materials	Undergraduate student research on regional topics focusing on the achievements of Micronesians and the advancement of all genders in the region Publications in undergraduate student journals.
Participation in a local (e.g. the CLASS Annual Research Conference), regional, or international conference	Faņomnåkan 2025-2029	Funding for presentation materials	Student participation in conference
Further develop relationships with other colleges/schools, including UOG, the College of Micronesia, Palau Community College, College of the Marshall Islands, and the College of the Northern Mariana College.	Continuous	Administrative support	Identify acceptable electives across programs Further develop interdisciplinary courses on the region
Establish formal recognition of WGS students and alumni during the CLASS awards.	Faņomnåkan 2025-2029	CLASS Lecture Hall	Recognition certificates

GOAL 2: INNOVATIVE CREATIVE AND SCHOLARLY RESEARCH

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Improve program's webpage by including program faculty's creative, scholarly, and service activities.	AY2024-2025	IT support	Updated web-pages
Engage in research mindful of the needs and issues critical to cultural diversity in Guam, Micronesia, and the Pacific Islands.	Continuous	Scholarships	Increased regional scholar-based partnerships, networking, and leadership roles for students

GOAL 3: STUDENT SUCCESS

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Provide minors and certificate students a gender-focus curriculum that will enhance their major field of study.	Continuous	Continued development of WGS curriculum Greater access to AI	Approved program and course changes
Host speaker panel through WG490 Capstone Course which include community-based organizations.	Fanuchånan 2025	CLASS lecture hall	Recruitment, retention, alumni engagement, and community well-being

GOAL 3 (cont.)

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Involve alumni in recruitment/retention efforts and mentoring of current students which may include presentations on their current work position.	Continuous	List of program alumni	Number of alumni engaged with the program

GOAL 4: COMMUNITY ENGAGEMENT

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Continue to contact local and regional organizations for partnerships and collaborations.	Continuous	Administrative support	Enhanced local and regional partnerships
Promote student internships in the community and region.	Continuous	Community support	Enhanced internship placements and completions
Encourage students taking the WG490 Capstone Course to conduct research on community-based organizations, building websites, and constructing annotative bibliographies on community-based research in the region.	Continuous	Scholarships	Academic scholarship and community-based engagement

APPENDIX C: GRADUATE PROGRAM PLANS

CLINICAL PSYCHOLOGY

GOAL 1: ACADEMIC EXCELLENCE

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Provide tailored advisement and supportive mentoring to help students achieve excellence in their coursework.	Continuous	Dedicated office space for faculty-student mentoring; administrative support	Student Learning Outcomes Assessments Number of advisement and mentoring sessions
Provide tailored advisement and supportive mentoring to help students achieve excellence in their clinical work.	Continuous	Dedicated office space for faculty-student mentoring; administrative support	On-site community supervisors' evaluation of clinical work
Provide tailored advisement and supportive mentoring to help students achieve excellence in their Master's thesis research.	Continuous	Dedicated office space for faculty-student mentoring; administrative support	Master of Science in Clinical Psychology (MSCP) Thesis Rubric scores
Promote active engagement in scholarly activities (e.g., CLASS colloquia, CLASS ARC, regional and international conferences).	Continuous	Funding to support sponsoring and attending scholarly events.	Number of faculty and students who present and attend scholarly activities

GOAL 2: INNOVATIVE CREATIVE AND SCHOLARLY RESEARCH

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Continue to develop a culture of research in the program where graduate students can collaborate with faculty in conducting research projects.	Continuous	Grant funding for research assistants, supplies and equipment, conference attendance; Administrative support	Number of publications; Number of presentations in scientific conferences
Continue to develop a culture of research in the program through encouraging graduate students to present at scientific conferences.	Continuous	Grant funding for scientific conferences; Administrative support	Number of presentations in scientific conferences
Continue to develop a culture of research in the program through publishing research with graduate students.	Continuous	Grant funding for publication writing workshops; Administrative support	Number of publications
Encourage students to conduct innovative Master's thesis research addressing the behavioral health needs of Guam, Micronesia, and the Asia Pacific region.	Continuous	Grant funding for student research; administrative support	Number of completed Master's theses, MSCP Thesis Rubric scores
Provide culturally relevant research training and support to students. <ul style="list-style-type: none"> • Offer workshops on research methods, data analysis, and academic writing. 	Continuous	Funding for research workshops and seminars; Administrative support	Workshop attendance and participation

GOAL 2 (cont.)

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Promote excellence in research through collaboration across disciplines, with colleagues at other universities, and with community partners.	Continuous	Grant funding for interdisciplinary research; administrative support	Number of publications; Number of presentations in scientific conferences

GOAL 3: STUDENT SUCCESS

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Conduct annual MSCP Information Session/Open House every Spring semester to support student recruitment.	Continuous	Funding; Administrative support	MSCP Information Session/Open House attendance
Maintain MSCP website to reach prospective graduate students.	Continuous	Tech support; Administrative support	Website engagement statistics
Provide career mentoring to ensure student success in obtaining jobs in clinical psychology after graduation.	Continuous	Dedicated office space for faculty-student mentoring; Administrative support	Number of students obtaining jobs in clinical psychology; Alumni survey results
Provide graduate school mentoring to help students achieve success with doctoral school applications.	Continuous	Dedicated office space for faculty-student mentoring; Administrative support	Number of students accepted into doctoral school; Alumni survey results
Monitor student success through alumni surveys.	Continuous	Program assessment; Administrative support	Alumni survey results

GOAL 4: COMMUNITY ENGAGEMENT

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Maintain and expand practicum and internship placement settings in the community.	Continuous	MOUs; Administrative support	Number of student placements
Develop practicum and internship placement settings in the CNMI, Palau, FSM, and RMI.	Continuous	MOUs; Administrative support	Number of student placements
Promote faculty and student collaboration on community service projects addressing community needs (e.g., I Pinangon, VAWPP, Circle of Care).	Continuous	External grant funding to support service projects; Administrative support	Number of grants received; Number of community members served
Ensure MSCP curriculum is designed to train students to meet the behavioral health workforce needs in Guam, Micronesia, and the broader Asia-Pacific region.	Continuous	Program assessment; Administrative support	Alumni survey results
Maintain active engagement in the community (e.g., maintain membership in the Guam Psychological Association; attend community conferences, workshops, and trainings; collaborate with colleagues working in community agencies).	Continuous	Administrative support for faculty to devote time to community engagement	Faculty attendance and participation

ENGLISH

See Appendix A: Undergraduate Program Plans: English.

In addition to the plan described in the English Undergraduate Program Plan, the following are specific to the English Graduate Program.

GOAL 1: ACADEMIC EXCELLENCE

Objective 1

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Explore/research ways to formalize student mentorship into a program where undergraduate and graduate students collaborate with faculty on research projects related to composition/ writing, literacy, literature, and linguistics.	Continuous	Faculty time to develop a program for student support (regular load assignments); Administrative support for research funding to support mentorship and research collaboration.	Increased student involvement in research, leading to co-authored publications.

Objective 2

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Expand the elective offerings in the graduate program to encourage interdisciplinary connections and promote graduate English thesis projects in languages, literatures, literacy, and cultural studies about Guam and Micronesia.	Continuous	Curriculum development funds; funding and time for faculty (load allocations/honoraria) for curriculum and research development.	Report and elective listing

MICRONESIAN STUDIES

GOAL 1: ACADEMIC EXCELLENCE

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Develop online courses that meet a standard of academic excellence.	Fañomnåkan 2025- Fañomnåkan 2026	Financial resources/ technical support. Grant opportunity being pursued	Region wide enrollment Maintenance of high standards (comps/capstones)
Encourage student participation in local/international conferences conference participation/publication.	Fañomnåkan 2025- Fañomnåkan 2026	None	Students presenting at ARC
Celebrate student achievement through student awards.	Fañomnåkan 2025	Funding for awards	Students presented awards
Create bridge between bachelor's and master's degrees.	Fanuchånan 2025	None	The bridge will be created.
Work with UOG undergraduate feeder programs to allow for cross-counting of grad credits for undergrad seniors. Work with regional community colleges that offer Associate in Arts in Micronesian Studies degrees and similar programs to provide pathways for community college students to go into UOG undergrad programs that feed Micronesian Studies.	Fañomnåkan 2025- Fañomnåkan 2026	Funds to meet with representatives of regional community colleges	Increased enrollment

GOAL 1 (cont.)

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Revise course offerings to reflect current student interests and societal needs.	Fañomnåkan 2025 - Fanuchånan 2025	None	Revised curriculum

GOAL 2: INNOVATIVE CREATIVE AND SCHOLARLY RESEARCH

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Design research projects in classes that engage the local and regional communities.	Fañomnåkan 2025- Fañomnåkan 2026	None	Student Research projects
Attend conferences and volunteer at Marianas History Conference.	Fañomnåkan 2025 – September 25 for MHC at UOG	Travel funding for off island	Connections forged across institutions. Innovative and Creative research projects/capstones.
Organize a yearly ARC panel for Micronesian Studies Students.	Fañomnåkan 2025- Fañomnåkan 2026	None	Conference participation
Develop field schools.	Fañomnåkan 2025-2026	Support to subsidize student costs	New field schools developed
Have first Micronesian Studies Conference.	Fañomnåkan 2026	Venue/travel costs, food, etc.	Conference
Study innovative capstone alternatives to thesis option beginning with modification of professional track.	Fanuchånan 2025	None	Report

GOAL 3: STUDENT SUCCESS

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Develop introductory/bridge course: MI 500	In progress/ Fañomnåkan 2025	None (Course has been mostly completed with existing resources)	Increase enrollment of from undergraduate Student preparedness for proseminar courses
Develop internships by building more partnerships.	In progress/ Fañomnåkan 2025	None	Increase in internship opportunities/job placement
Train students to apply for grants.	Fañomnåkan 2025- Fañomnåkan 2026	None: unless tied to a new course	Increased grant awards for students
Facilitate student persistence/graduation by fostering alumni mentorship relationship.	Fañomnåkan 2025- Fañomnåkan 2026	None	Increased student graduation rates
Track graduates as part of assessing program needs/market/value.	Fañomnåkan 2025- Fañomnåkan 2026	Support staff/student employment	Data that can be used to fine tune program to meet student needs

GOAL 4: COMMUNITY ENGAGEMENT

STRATEGIES	TIMELINE	REQUIRED RESOURCES	OUTCOME INDICATORS
Build community engagement into coursework by designating specific courses that will include community engagement.	Faňomnákan 2025- Fanuchánan 2026	None	Revised syllabi and/or new courses that incorporate community engagement
Promote internships.	Continual	None	Program visibility/post-graduation job placement
Build relationships with FAS governments to increase program regional visibility and support.	Faňomnákan 2025- Faňomnákan 2026	Support from administration/possibly travel funding	Governments support for scholarships/program funding, increased enrollment of FAS citizens
Increase student involvement (promotion, staffing) in fairs/public events/conferences, recruitment, etc.	Faňomnákan 2025- Faňomnákan 2026	None	Increased enrollment
Create awareness of the program through online advertisements and faculty engagement with the community through events and radio/internet presence.	Faňomnákan 2025- Faňomnákan 2026	Funding for advertisement costs	Program entrance interviews and student surveys can identify how students found out about the program

