ACADEMIC MASTER PLAN 2025-2030












UNIVERSITY OF GUAM

UNIBETSEDÅT GUÅHAN

Academic Master Plan 2025-2030

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Message from the President

Håfa Adai!



I am pleased to present the Academic Master Plan (AMP) for the University of Guam. This document is designed to guide our educational initiatives over the next five years, a crucial step to ensuring that we continue to foster an environment that encourages life-long learning and personal and professional growth.

Providing our students with the tools they need to succeed remains a priority for UOG. As such, the AMP lays out the groundwork for enhancing the quality of our academic programs, expanding research opportunities, boosting alumni engagement, and strengthening our community ties and partnerships, among a multitude of other initiatives. Through these efforts, we hope to prepare our students to enter the workforce confidently and contribute meaningfully to an ever-evolving world.

In addition to helping shape the educational experience at UOG, the AMP reinforces the strategic pillars of our Tulos Mo'na strategic plan and fulfills recommendations laid out by the WASC Senior College and University Commission. The AMP demonstrates our commitment to institutional accountability, academic excellence, and continuous assessment, all of which are essential to maintaining our WASC accreditation. By meeting these standards, we ensure that our educational practices remain aligned with the highest national standards, reaffirming the value and integrity of degrees earned from our institution.

Moving forward with the implementation of the Academic Master Plan, I encourage everyone in our community to keep working together to achieve its goals. The ongoing support and collaboration are vital as we continue to shape the future of education at UOG to transform lives and advance communities.

Biba, Tritons!

Dr. Anita Borja Enriquez
President

Message from the Senior Vice President

Håfa Adai,



It is with great pride that I present the University of Guam's (UOG) Academic Master Plan (AMP) 2025-2030. Grounded in our institutional mission and values, as well as the Tulos Mo'na strategic plan, the AMP is a comprehensive roadmap for the growth and advancement of UOG's academic programs. It is also an opportunity to shape our vision for the next five years as we continue to prioritize and address the diverse needs of our students.

From improving advisement protocols and reimagining program sequences that will encourage four-year graduation rates, to incorporating AI technologies into our courses and increasing alumni engagement, this plan is a vital step in fostering a supportive, impactful learning environment for our students. They are, after all, at the core of what we do as an institution. As such, in addition to preparing them to succeed in their classes, it is also our responsibility to ensure that they are ready to succeed in today's workforce and have the ability to lead, innovate, and give back to their communities.

I would like to extend my gratitude to all the administrators, faculty, staff, and planning committees from the various academic and research units who have played a role in the development of the AMP. The time, resources, expertise, and insight you have invested into this collaborative endeavor are invaluable.

As we set this Academic Master Plan into motion, I invite all members of the UOG community to remain engaged by offering feedback and participating in the exciting work ahead. Together, we can create a future that reflects the best of who we are and who we want to become.

Biba UOG!

Dr. Sharleen Santos-Bamba
Senior Vice President and Provost
Academic and Student Affairs

TABLE OF CONTENTS

INTRODUCTION: UNIVERSITY OF GUAM ACADEMIC MASTER PLAN 2025-2030 **2**

COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES (CLASS) ACADEMIC MASTER PLAN **6**

I. Executive Summary 6

II. Undergraduate Program Plans 21

III. Minor and Support Program Plans 63

IV. Graduate Program Plans 83

V. Notes 92

COLLEGE OF NATURAL AND APPLIED SCIENCES (CNAS) ACADEMIC MASTER PLAN **94**

I. Executive Summary 94

II. Undergraduate Program Plans 96

III. Minor and Support Program Plans 123

IV. Graduate Program Plans 127

MARGARET PEREZ HATTORI-UCHIMA SCHOOL OF HEALTH ACADEMIC MASTER PLAN **146**

I. Executive Summary 146

II. Undergraduate Program Plans 147

SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION (SBPA) ACADEMIC MASTER PLAN **168**

I. Executive Summary 168

II. Undergraduate Program Plans 178

III. Graduate Program Plans 213

SCHOOL OF EDUCATION (SOE) ACADEMIC MASTER PLAN **234**

I. Executive Summary 234

II. Overall Program Plan 240

III. Notes 248

SCHOOL OF ENGINEERING (SENG) ACADEMIC MASTER PLAN **250**

I. Executive Summary 250

II. Undergraduate Program Plan 251

UNIVERSITY LIBRARIES (UL) ACADEMIC MASTER PLAN **262**

I. Executive Summary 262

II. Graduate Program Plan 263

APPENDIX A **266**

APPENDIX B **268**

INTRODUCTION:
UNIVERSITY OF GUAM
ACADEMIC MASTER PLAN 2025-2030

The Academic Master Plan (AMP) is a strategic initiative managed by the Office of the Senior Vice President, Academic and Student Affairs and designed to direct the efforts to organize, assess, and improve the University of Guam's (UOG) academic growth over the next five years. This comprehensive plan functions as a guide for the institution's educational priorities by aligning academic programs, faculty professional development, and available resources with UOG's mission of *Ina, Deskubre, Setbe – To Enlighten, To Discover, To Serve.*

The AMP supports UOG's Tulos Mo'na 2024-2029 Strategic Plan, particularly the first two pillars:

- *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 *Inadåhi yan Inagofli'e*
- *Strategic Pillar 4* - Optimize UOG's financial health and sustainable growth

In this endeavor to continue to drive the institution towards academic excellence, the University reaffirms its commitment to meet the evolving needs of its students and community in Guam, the Micronesia region, and beyond.

Goals

The primary goal of the AMP is to enhance UOG's academic quality and institutional excellence. Students who attend UOG have a rigorous, well-rounded educational experience that prepares them for personal and professional success. The AMP also seeks to achieve:

- Student-Focused Education: To foster a learning environment that takes into consideration the diverse backgrounds, needs, and goals of students
- Faculty Development and Support: To encourage the professional growth of faculty members, ensuring they are equipped to address evolving advancements and challenges within their subject areas and in their classrooms
- Program Excellence and Expansion: To strengthen existing academic programs and introduce new programs in response to emerging fields and industry demands
- Strategic Partnerships: To form and strengthen collaborations between the University's various academic units, as well as with external organizations and other higher education institutions, to increase educational opportunities and pathways for employment and workplace development

The AMP is comprised of program-specific AMPs developed by the respective academic units. The program-specific AMPs outlined the same four goals surrounding academic excellence, innovative and creative scholarly research, student success, and community engagement. The

academic units decided what each of the goals entailed, as well as the specific objectives, strategies, timeline, resources, and outcome indicators associated with the goals.

Furthermore, the academic units were asked to integrate the following directives as they planned their program-specific AMPs:

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

An additional directive was later introduced as a follow up to the first listed directive of reducing the overall credit requirement for graduating with a baccalaureate degree. The additional directive is the reduction of the upper-division credit requirement from 40 credits to 36 credits.

Timeline

Under the direction of Dr. Sharleen Santos-Bamba, Senior Vice President and Provost (SVPP) of Academic and Student Affairs, the development of the AMP commenced in 2024, following the appointment of Dr. Anita Borja Enriquez as the 12th President of UOG and the development of the Tulos Mo'na Strategic Plan. Plans for the AMP were announced at Faculty Development Day on February 16, 2024. An official memorandum regarding the expectations of the AMP was sent to UOG administrators, deans, and associate deans on February 20, 2024 (see Appendix A).

Preparations for the AMP occurred over the course of three semesters, from Fañomnåkan 2024 to Fañomnåkan 2025. Implementation of the AMP begins Fanuchånan 2025 (see Figure 1). Specific tasks were scheduled for completion during each semester.

The progress of the AMP will be monitored throughout the five years of implementation. Programs will provide annual reports on the progress of their plans. This will allow for continuous evaluation and refinement of the plans to ensure that key objectives and goals are being met.

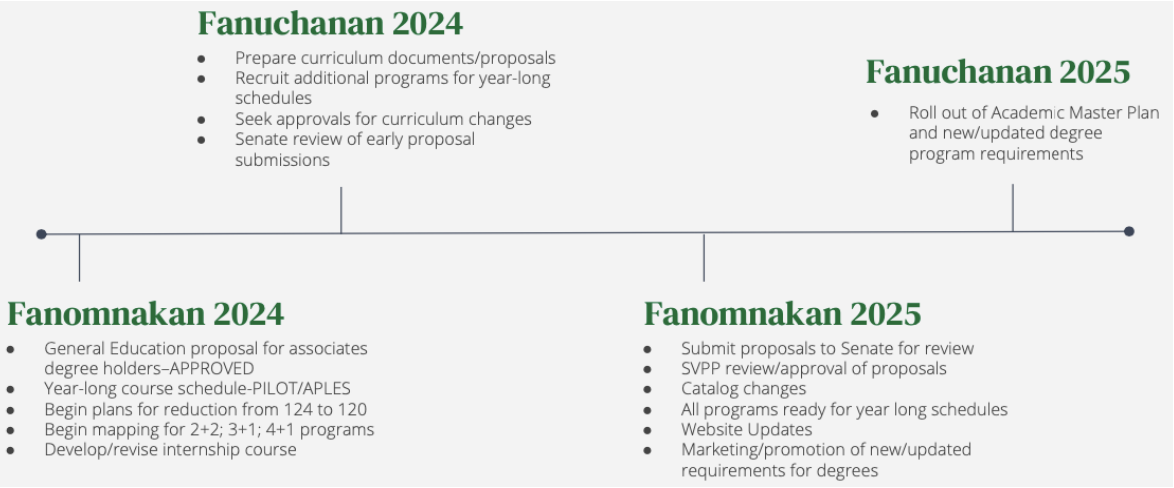


Figure 1: Timeline of AMP planning.

Methodology

The development and implementation of the AMPs requires a collaborative approach among UOG administrators, faculty, and staff, as well as dedicated time and resources for successful follow-through.

Upon appointment, Sharleen Santos-Bamba, SVPP engaged in conversations with faculty, students, and administrators about UOG, aspirant institutions, student expectations, and the ongoing debate on the value of a college degree. Equipped with data on enrollment and regional and national trends, the SVPP made the decision to convene faculty and administrators together to develop an Academic Master Plan, a strategic move following the Western Association of Schools and Colleges–Senior College and University Commission offsite review.

To ensure that all UOG units affected by the AMPs had appropriate representation and input, various working groups comprised of critical faculty and administrators were engaged throughout the planning process:

- Steering Committee: Senior Vice President and Provost, Vice Provosts, Deans' Council, Recommended Faculty Members
- Academic and Student Affairs Units: Deans, Associate Deans, Division Chairs or Academic Affairs Committee (AAC)
- Divisions: Division Chairs, Program Chairs, Program Faculty
- Academic Programs (Major/Minor) and Research Units: Program Chair, Program Faculty
- Review and Endorsement: Faculty Senate

At the division and academic and research unit levels, discussions were held in the division meetings to allow faculty the opportunity to provide their input on their programs' AMPs and deliberate on possible curriculum changes. The faculty also held retreats to further discuss and work on their respective AMPs.

An Academic Master Plan committee was formed and chaired by Sharleen Santos-Bamba, SVPP. The committee was comprised of at least one representative from each academic unit, as well as from pertinent offices at UOG:

- Leslie Aquino (College of Natural and Applied Sciences)
- Debra Cabrera (College of Liberal Arts and Social Sciences)
- Mary Cruz (College of Liberal Arts and Social Sciences)
- Christopher Garcia-Santos (College of Liberal Arts and Social Sciences)
- Kathrine Gutierrez (School of Education)
- Hiroshan Hettiararchchi (School of Engineering)
- Marlena Pangelinan (Office of Institutional Effectiveness)
- Yvette Paulino (Margaret Perez Hattori-Uchima School of Health)
- Pamela Peralta (Office of Research and Sponsored Programs)
- Laurie Raymundo (Marine Lab)
- Roland San Nicolas (University Libraries)
- Michelle Santos (School of Education)
- James Sellmann (College of Liberal Arts and Social Sciences)
- Monique Storie (University Libraries)
- Martha Suez-Sales (School of Business and Public Administration)
- Maika Vuki (College of Natural and Applied Sciences)
- Yuming Wen (Water and Environmental Research Institute)

The AMP committee met biweekly to provide updates on the progress of the program-specific AMPs. The committee members served as liaisons for their respective academic units and programs, sharing their faculty members' questions, concerns, and feedback regarding the AMPs. They were also responsible for submitting the final AMP documents for their programs.

The deadline for the first draft of the program-specific AMPs was set for December 2024. The plans were reviewed, and feedback was provided to each program for the drafts. The programs revised and sent updated versions of their AMPs. Final drafts were submitted in February 2025.

The final AMP document was endorsed by the UOG Faculty Senate and subsequently approved by the UOG Board of Regents in an official resolution on May 29, 2025 (see Appendix B).

Program-Specific Academic Master Plans

Program-specific AMPs were submitted from various programs in the two colleges, four schools, and one research unit at UOG:

- College of Liberal Arts and Social Sciences (CLASS)
- College of Natural and Applied Sciences (CNAS)
- Margaret Perez Hattori-Uchima School of Health (SOH)
- School of Business and Public Administration (SBPA)
- School of Education (SOE)
- School of Engineering (SENG)
- University Libraries (UL)

While most of the plans applied to undergraduate degree programs, several graduate degree programs also submitted their AMPs, though they were not required to do so.

COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES (CLASS) ACADEMIC MASTER PLAN

I. Executive Summary

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.

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 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 programs, and two (2) new micro credentials that prepare students to excel in diverse professional fields, engage in meaningful service to our communities.

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.

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 students (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 in 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, 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, which 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, and numerous government agencies and community organizations.

Vision & Mission

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	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. 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.
General Education requirements deemed satisfied with an associate degree earned from any U.S. accredited institution	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.
Internship as a core requirement for all degree programs	The following programs have an internship course as a requirement for their degree program: • CHamoru Studies: CHamoru Studies for Education track • Communication and Media • Micronesian Studies: Professional track • Political Science • Psychology/Clinical Psychology The following programs have an internship course that is an elective for their degree program: • Anthropology • History • Sociology The following programs have proposed internship courses that are waiting review and approval: • CHamoru Studies: CHamoru Studies track • English

	• Fine Arts (The pilot course will be offered in Fañomnåkan 2025) • Philosophy (The pilot course will be offered in Fañomnåkan 2025)
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 Fanuchånan 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.

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 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 that 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 support 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 - Funding to reopen ISA Psychological Services Center and hire a Clinic Director/Licensed Clinical Psychologist	- Student Learning Outcomes assessments - Thesis rubric scores - Job placement post-graduation

		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

- 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 - Presentations in regional contexts

- 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, hiring of IT staff and TAs, and infrastructure upgrades (e.g. WiFi, technology, including computers for faculty, in the Computer Center, and in the Writing Center), redesigned furniture in the classrooms, and to purchase generators	- Number of courses using AI tools - Improved research project quality

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

- 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; 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	- Number of events held - Attendance rates
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 student 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 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
Strengthen student advisement systems to improve retention and support for academic success.	Continuous	- Dedicated faculty advisors - Administrative support - Funding to increase TA hours and hire an assessment coordinator, academic	- Retention rates - Student satisfaction

		advisor, and administrative aide; reopen ISA Psychological Services Center - funding to hire Clinic Director/Licensed Clinical Psychologist and counselors; fix or replace air conditioning units; replace elevators; and renovate bathrooms	

- 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 programs and partnerships	- 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

- 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.	Fañomnåkan 2026	- Administrative support - Alumni engagement - Funding to hire an assessment coordinator, design tracking system, and to host professional	- Alumni feedback - Number of graduates tracked

		development workshops	

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, expand outreach activities, and for load allocations for faculty to develop programs	- Number of MOUs signed - Increased regional student enrollment
Engage local organizations in collaborative projects and internships that	Ongoing	- Administrative support - MOUS with organizations	- Number of community internships completed

support community development.			- 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

- 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.

II. Undergraduate Program Plans

Program: 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 - 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 - 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 - Sustainable funding to support immersive research	Biannual field school, enhancing hands-on research and student cultural immersion
Incorporate a one-week AI seminar into the AN101 course, demonstrating AI's relevance in anthropological research and methodologies.	Semester-based	- AI free software tools - Dedicated seminar materials	- Enhanced student understanding of AI's role in anthropology - 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 - 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 - Successful completion of collaborative research projects
In collaboration with the numerous anthropologists and archaeologists in Guam and the broader Micronesian region, facilitate a biannual Anthropology Conference in Guam.	Biannual	- Faculty coordinators - Administrative support - Promotional materials, - Partnerships with local anthropologists, 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 - 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 - TA program coordinator - Feedback mechanisms	- Improved academic performance - 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 - 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.	Fañomnåkan 2026	- Selection of an online platform - Proposed blend of virtual and face-to-face activities - Dedicated moderation team	- Increased peer-to-peer collaboration on research and job opportunities - 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 - Positive feedback from internship providers and participants
Create a Community Advisory Board to provide input on	Annually	- Administrative support	- Regular meetings of the advisory board - Integration of

program development, identify community needs, and help ensure the College's efforts align with regional goals.		- Funding for meetings and partnerships with local organizations to identify key community members	community feedback into programs

Program: CHAMORU STUDIES

Goal 1: Academic Excellence

Strategies	Timeline	Required Resources	Outcome Indicators
Develop internships with the Guam Museum, the Kumisión, and Guam Preservation Trust.	One year	- MOU with partners (organizations, institutions, etc.) - Creation of comprehensive syllabus for course	- Number of students who take internship course - Evaluation of 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 of courses that 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 done asynchronously 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	Identification and tracking of 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 a year	- Venue - Money for prizes and translation	Tracking of the creation of translated or original games in CHamoru
Host a Brown Bag hour for CHamoru	Weekly	Venue	- Tracking of the creation of brown bag topics

language engagement.			- Number of attendees for each brown bag hour
Expand outreach to the NMI.	Yearly	- Institutional partnerships - Joint activities	- MOUs signed with NMI institutions - Compiled joint activity ideas
Actively work with community stakeholders and students to determine needs.	Every semester	Coordination of meetings/events	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	- Tracked 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 - Advocating for student participation	Tracking of annual panel theme and participants (particularly students)
Encourage CM students to submit abstracts for conferences.	Every semester	Mentorship to help review the writing of student abstracts	CM student conference acceptances/ presentations
Publish student work (from capstone course, CM340, or CM412) in the *Undergraduate Research Journal*.	Every Fañomnåkan semester	- Mentoring for students through the publication process - Student papers in good shape for publication - CM faculty mentors	- CM student submissions to *URJ* - 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	Number of events, attendees, and 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	Number of recruitment events and people who 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	Attendance of meetings
Embed a language nest in every course.	10hrs/CM or CMED course/semester	Instructor commitment to the activity	Number of CM and CMED courses incorporating language nests into their semester activities
Seek funding for student scholarships.	Every semester	- Fundraising efforts - Outreach to businesses and philanthropists	- Guidance on how to create the scholarship - Money dedicated to scholarships
Encourage the maintenance of student organization, Mañe'lon Marianas.	Every semester	Faculty advisors, dedicated students	- Tracking of student organization meetings - Number of members - List of officers
Gather feedback from graduating students and alumni (e.g. through surveys).	Yearly	Survey	Tracking of student success post-graduation

Goal 4: Community Engagement

Strategies	Timeline	Required Resources	Outcome Indicators
Establish MOU with Maga'låhen Hurao	One year	MOU	- Tracking number of MOUs signed

Charter School, GDOE Faneyåkan Sinipok Program, and other community organizations (e.g. the Kumision i Fino' CHamoru).			- Commitments made in each MOU
Host Oran Fino' CHamoru.	2x/semester	- Community guest speakers - Access to computer	- Tracking number of events per semester - Number of attendees per event
Integrate service activities into all CM and CMED courses.	Every semester	Active student engagement	- Tracking of service activities - Student reflections on how they feel they contributed to the community
Host Puengen Minagof.	Yearly (December)	CM language faculty and student collaboration	Tracking of the event's successes (student engagement with the language and community presence)
Host Inacha'igen i Fino' CHamoru.	Yearly (March)	- Committed steering committee members - Funding	Tracking of the event's successes and shortcomings
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 of relationships with partners - Determining what strategies should be changed and/or maintained

Program: 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 - 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	Fañomnåkan 2026	Faculty training in interdisciplinary teaching	- Student enrollment from across disciplines - Course evaluations - Surveys

beneficial to CHamoru and Micronesian initiatives.			
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 - Transportation for high school visits	Increased number of applications to Communication and Media programs
Establish a student-run PR agency serving local non-profits.	Fanuchånan 2026	- Seed funding - 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

Program: 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 members - 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 - Student survey about satisfaction with applied learning opportunities in Literature, Writing, and Linguistics

Goal 1: Academic Excellence | Objective 2

Strategies	Timeline	Required Resources	Outcome Indicators
Establish 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 - Curriculum development funds for faculty retreats	Report
Continue and expand support for research opportunities and trave 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 - Development of certification pathways	Report

Goal 1: Academic Excellence | Objective 3

Strategies	Timeline	Required Resources	Outcome Indicators
Establish the use of an e-display in the EC Atrium/DEAL office that displays student and faculty creative, research and scholarly activities	AY25-26	- Funding for equipment - Funding and time for faculty/staff to regularly update the e-display	Report and next steps

and community outreach projects in literature, linguistics, composition/writing.			
Establish DEAL-specific awards for students who contribute to literature, linguistics, and writing/ composition projects that engage with local communities.	Ongoing	- Administrative support - Funding for award recognition events	Presentation of annual awards highlighting significant contributions to Pacific literary and linguistics scholarship at the CLASS Awards Ceremony
Establish 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 and resources - Faculty release time to establish/organize the reading club	- 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: Academic Excellence | Objective 4

Strategies	Timeline	Required Resources	Outcome Indicators
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.	Ongoing	- Funding for access to AI tools for text and language analysis - Faculty training. - Ad hoc faculty committee to revise student learning outcomes statements to include AI and career preparedness	Revised student learning outcomes statements that include AI and career preparedness outcomes

Develop AI workshops specifically tailored for DEAL students, focusing on ethical AI usage in literary, composition, linguistics research.	Continuous	Funding for workshops and external speakers	Regular AI workshops attended by DEAL students and faculty

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	- Funding and time for a series of faculty retreats (ongoing) to conduct assessment - Funding for cultural experts in IW and collaboration with regional scholars - Funding and time for research - Access to regional knowledge systems - Faculty mentorship	- Attendance at professional development events - Courses embedding IW principles - Feedback from students and community on cultural relevance
Develop methods to assess course content and teaching practices.	Continuous	- Faculty funding and time for assessment - Cultural experts in IW - Collaboration with regional scholars - Funding and time for research - Access to regional knowledge systems - Faculty mentorship	Report

Goal 2: Innovative Creative and Scholarly Research | 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 - Research alignment with local needs

Establish 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 (regularly assigned faculty load assignment to coordinate community partnerships) - Outreach funding - Collaborative research platforms - Student involvement in regional research	- Report - Research projects addressing local needs and the 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 (regularly assigned faculty load assignment to coordinate community partnerships)	- Number of internships created - Student and institutional feedback - Regional impact of student work

Goal 2: Innovative Creative and Scholarly Research | Objective 3

Strategies	Timeline	Required Resources	Outcome Indicators
Develop/implement 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.	Continuous AY25-26: Exploration/Research AY26-27: Implementation AY27-28: Assessment/Revision	- Funding and time for faculty and staff to explore, plan, and implement - Funding to explore marketing resources such as software tools - Dedicated web team staff member to maintain DEAL website - Marketing team collaboration - Staff support to organize community events - Funding for community outreach events and marketing resources	Report and next steps

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.	Continuous	- Funding to host conference - Conference planning staff support - Funding for interdisciplinary collaboration - Speaker invitations	- Conferences held - Conference attendance

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 - Faculty time 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 - Collaboration with regional colleges - Marketing materials	Number of transfers into BA English with specializations in Literature, Linguistics/ESL, and English for Education
Strengthen relational community building among DEAL students and faculty.	Continuous	- Funding for student events - Faculty load assignments	- Student participation in events - Student surveys on retention and community
Develop Creative Writing, Professional	Continuous	- Faculty resources to design certificates	Report

Writing, or Literary Studies Certificates.		- Online course delivery tools	

Goal 3: Student Success | 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: Student Success | 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.			

Goal 4: Community Engagement | Objective 2

Strategies	Timeline	Required Resources	Outcome Indicators
See Goal 2, Objective 2 and Objective 3.			

Goal 4: Community Engagement | 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

Program: 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 - Support for event registration	Professional exhibitions and performances
Encourage/support faculty to apply for local CAHA, regional Creative West awards, and other grant opportunities.	2-3 years	- Faculty time - Grant writing support	Awarded funding
Incorporate AI in AR390 and embed AI 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 Studies and Micronesian Studies.	2-3 years	- Meetings with CH and MSP faculty - Forms developed - Identified 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

Form closer integration between communication, media and fine arts for outreach and public relations.	Ongoing	Support from IMC and CO398 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 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	A way of tracking that leverages existing faculty and staff resources	Annual updates
Ensure 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 - Agreements and rubrics to be finalized for more ongoing relationships	Students completing internships

Bring performances directly into the schools.	Annually	Sustainable school tours developed by Music and Theatre on an annual basis	- Annual performances - Possibly improved enrollment
Continue strong Art-a-thon program to elementary and secondary schools.	Ongoing	Recent alumni involvement	Community presence on campus
Creation of a post-undergraduate incubator workspace for students.	2-3 years	- Emeritus faculty leadership - Space - Coordination	Functional workspace for alumni

Goal 4: Community Engagement

Strategies	Timeline	Required Resources	Outcome Indicators
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 - 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 beyond CLASS student travel grants, which are not enough for students to afford the travel	Students exhibiting and performing in competitive venues

Program: 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 one-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 (HI313). 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.	Fañomnåkan 2025	None	Increased number of HUMA students taking courses with the division
Align capstone to ARC.	Fañomnåkan 2025	None	Students presenting at ARC
Integrate AI guidelines into HI313.	Fañomnåkan 2025	- Load allocation - Online training support	Assessment
Create student awards.	December 2024	None	Students 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	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 for 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 FY101 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

Program: PHILOSOPHY

Goal 1: Academic Excellence

Strategies	Timeline	Required Resources	Outcome Indicators
Leverage AI technologies and digital humanities tools to enhance research, writing, and the study of philosophy.	1 year	Opportunity to explore available AI resources and their uses in the classroom	Integration of AI into classroom use by students - 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) - 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 (possible requirement for capstone).	1-2 years	- Knowledge of undergraduate philosophy journals and their submission requirements - Development of scaffolded (by course level) co-curriculum devoted to academic writing	- Student submissions to undergraduate journals - Requirement for capstone
Revamp CLASS newsletter to focus on programs; news items written by faculty (perhaps cycle through the CLASS areas by semester/year).	<1 year	Time for faculty to write program showcases	Publication of updated newsletter
Design interdisciplinary learning communities that connect philosophy with environmental studies, technology, public policy, and other relevant fields.	2-3 years	- Design or leverage existing infrastructure for co-teaching in this way - Development of formal learning communities program - Course offerings	Launch of learning communities

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 thorough guest lectures, site visits;	1-2 years	Introduction to knowledge keepers on island	Use of guest speakers in philosophy classes

engage with Indigenous knowledge keepers through guest lectures and site visits to provide students with experiential learning opportunities, while faculty enhance their research through collaborative fieldwork and community-based studies.		- Time to integrate island wisdom throughout philosophy curriculum - Money for honoraria and events	
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 (e.g. webpage, Facebook, Instagram, etc.).	Completed	N/A	N/A
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	2-3 years	Time to redesign introductory/popular	Redesigned courses

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.		Gen Ed courses to have specific focus (e.g. a section of PI102 that focuses on environmental philosophy)	
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 pass applications through GERC	Listed courses

Goal 4: Community Engagement

Strategies	Timeline	Required Resources	Outcome Indicators
Host public lectures, symposia, and community events that focus on global and Indigenous philosophies.	>1 year	- Money for honoraria and events - Time to identify issues and recruit potential speakers - Time to manage logistics, etc.	Speaker series with - Online registration platform like 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 like 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) - 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)
Expand and continue to develop philosophy camp and other community events.	1-3 years	- Introduction to gatekeepers and decision makers - Time to plan event logistics - Reliable budget to support events	Increased number of camps and community events with - Online registration platform like 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 like 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) - 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)

Program: POLITICAL SCIENCE

"A Note on the Political Science Program AMP" can be found in the "Notes" section at the end of this chapter.

Goal 1: Academic Excellence

Strategies	Timeline	Required Resources	Outcome Indicators
Develop an interdisciplinary track in International Relations (IR) as a prelude to an International Studies major.	Program change submitted in January 2025 hoping for inclusion in 2025-26 catalog for IR track	- Faculty time from other programs for cross-listed courses - Predictable coverage of international relations courses (in the long run, this requires filling three full-time faculty)	Students in IR track
Explore discipline-specific AI applications including by attending American Political Science Association Teaching and Learning Conference.	Deferred pending availability of resources	- 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)	No indicators can be identified until program has the resources to engage in this activity
Incorporate simulation games, especially into International Relations courses.	Ongoing in PS215 but deferred for upper division	- Subscriptions to games - Time for training activities - Full-time IR faculty member as this is the area most amenable to simulation games	Syllabi
Include assignments using generative AI to test conceptual understanding of students.	Planned for PS326 in 2025/26	- Training in generative AI platforms which requires faculty having time, requiring in the long run, three full-time faculty - Subscription costs	- Creation of and scores for AI assignments in PS326 - For other courses, this is deferred until training is available

Facilitate intellectual exchange among faculty and students by joint panels at conferences including CLASS ARC.	Initially planned for ARC 2025 but may be deferred due to resource shortages	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	- Panels - Papers - Publications
In-house publications or colloquia to showcase Political Science faculty and student research.	Initially planned for AY 2024/2025 but deferred due to resource shortages	- For colloquia: Space, funding for posters, refreshments - For journals: web resources - For both: predictable coverage of international relation courses which in the long run requires three full-time faculty	Students and faculty publications and presentations

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 - IR courses covered which requires in the long run, three full-time faculty	- Curriculum units - Conference presentations - 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 - IR courses covered which requires 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 - IR courses covered which requires in the long run, three full-time faculty	- Syllabi - Quality of capstone papers
Develop 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 - IR courses covered which requires in the long run, three full-time faculty	- Course listing - Enrollment
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 - Time for faculty to engage with students - IR courses covered which requires 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 - IR courses covered which requires 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 - IR courses 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 research profile to include international relations	Papers published and presented
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	- International relations expert to supplement existing expertise in comparative politics and course relief to develop proposals and the project - 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 - Enrollment figures
Include Political Science brochures in CLASS outreach.	Continuous	Administrative support	- Brochures - Enrollment figures
Participate in recruitment events.	Ongoing	Administrative support	- Sign-in lists - Enrollment figures
Create an inter-disciplinary	See Goal 1	See Goal 1	See Goal 1

International Relations Track to attract more students.			
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 SVPP to address the problem of programs stipulating courses to fill GE categories without listing them as requirements, which drives down our enrollment by making courses ineligible to fulfill those GE categories.	Overdue; dependent on SVPP's availability	Support of SVPP and CLASS deans	- Program changes in other programs - Increased enrollment in PS GE courses
Publicize successes of recent PS graduates in securing employment and graduate school admission.	AY25-26	- Funding for posters - Time - Administrative support for contacting alumni	- Posters - Enrollment
Work with the Political Science Student Association to create and circulate posters about course offerings.	AY25-26	- Funding for posters - Time - Student volunteer time	- Posters posted - Enrollment
Host regular social activities to build community among majors.	Ongoing	- Funding for food - Space to meet	- Attendance - Retention figures
Explore more internships including	Deferred pending availability of resources	- Money and time to travel to off island sites	Variety of internships

off-island, especially in the summer.		- Third faculty member to ensure IR courses are covered	

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, as current faculty are overstretched - Third faculty member is essential to help establish partnerships in the Philippines	Internships
Develop a civic engagement workshop for the community.	Deferred pending availability of resources	- Ensuring IR courses are covered to allow existing faculty to continue to meet these obligations - Third faculty member is essential for grant-funded activities	No indicators can be identified until there are resources to engage in this activity
Offer expert commentary on international affairs (a podcast).	Deferred pending availability of resources	- Funding for podcast - Permanent IR faculty member	Links and/or recordings

Program: 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 for 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	- Increased 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 trainers, venue, and refreshments	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
Continue to develop a culture of research in the program. Conduct of research with students Create	Continuous	Funding for research assistants, supplies and equipment, and conference attendance	- Number of publications - Number of presentations in scientific conferences

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).			
Organize Focus Group Discussions (FGD) with various social groups in the community to identify possible areas of research.	2025	Funding for FGDs	- Number of conducted, presented, and published research that brings the voices of the local communities to the forefront - Number of FDGs - Number of attendees at FGDs - Evaluation form for FGD attendee feedback
Provide culturally relevant research training and support to students. 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	- Participation in the workshops - Enrollment in the relevant classes

Promote collaborative research across different disciplines. Encourage students and faculty to collaborate with researchers in other programs, divisions, and colleges.	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.	Continuous	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.	Fañomnåkan 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

Goal 4: Community Engagement

Strategies	Timeline	Required Resources	Outcome Indicators
Faculty continue active membership in Guam Psychological Association and other	Continuous	Funding for joint activities, conferences, etc.	Faculty attendance and participation

professional organizations.			
Extend outreach by starting a YouTube channel, podcast or vlogs online.	Fañomnåkan 2025	Funding for equipment	Engagement statistics (views, subscribers, shares, etc.)
Initiate collaborative community projects and grants activities to meet needs of community, and practicum and internship placements that support students' training and built capacity for services on island.	Continuous	- Administrative support - MOUs	Number of initiatives

Program: 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 and 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 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; rstablish relationships with other programs.	Continuous AY 2025-2026	Administrative support	- Increased cross-listed courses - Identified acceptable electives across programs - Developed interdisciplinary courses
Establish formal recognition of student and alumni.	AY 2025-2026	- Funding for refreshments and honorarium - CLASS Lecture Hall	Award ceremony
Schedule brown-bag/workshop sessions for students and faculty. *Note on topic of AI: 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 - Provided 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
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	Number of students in active and completed internships
Promote Sociology Club community programs.	Ongoing	Administrative support	Number of active and completed community programs partnership
Establish an advisory group.	AY 2025-2026	Web support	List of members and their contact information

III. Minor and Support Program Plans

Program: 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 - 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

Encourage conference attendance and mini-symposium presentations.	Annually or semi-annually	- Faculty time - Event planning - Travel funding	Increased number of faculty who participate in and present at conferences

Goal 1: Academic Excellence | 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

Goal 1: Academic Excellence | 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: Academic Excellence | Objective 4

Strategies	Timeline	Required Resources	Outcome Indicators
Continue EN111 Information Literacy	Ongoing	- Faculty time - Collaboration	- Student assessment - Instructor feedback

collaboration with RFK Library.			
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: Innovative Creative and Scholarly Research | 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 - Collaboration	Report

Goal 2: Innovative Creative and Scholarly Research | 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 - Possible Center for Online Learning (COLL) assistance in data collection	Report
Review 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	Ongoing	- Faculty time - Administrative support - Funding	Report

inspired textbook produced in-house.			
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

Goal 3: Student Success | 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

Goal 3: Student Success | 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	- Faculty time - Administrative support - Funding	Report of participation of partner teachers from feeder schools, UOG colleagues, and

			relevant education community stakeholders

Goal 4: Community Engagement | Objective 2

Strategies	Timeline	Required Resources	Outcome Indicators
Review Composition's inventory of outreach activities.	Ongoing	- Faculty time - Administrative support	Report

Goal 4: Community Engagement | 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

Program: CRITICAL THINKING

Goal 1: Academic Excellence

Strategies	Timeline	Required Resources	Outcome Indicators
Integrate cultural elements into assignments and projects by incorporating an IW value and theme into each. (**Objective 1**: Integrate Cultural Elements into Assignments)	Ongoing	None	- Students demonstrate the use of cultural elements in their assignments - A revised syllabus reflecting the integration of cultural elements - Students' assignments show clear connections to Island Wisdom (IW) values
Organize a debate event where CT program students debate local issues in a pro/con format, similar to a spelling bee with pro and con teams (further brainstorming is needed regarding the scheduling and management of debate times both inside and outside of class) (**Objective 2**: Organize a Debate Event)	1 year	- Calibration workshops with other CT instructors - Additional brainstorming for scheduling	- Students demonstrate improved debate skills. This will be determined using rubric assessing argument structure, clarity, and evidence use during debates - Students demonstrate understanding of at least one current island issue. - Students show the ability to approach issues from an interdisciplinary or multidisciplinary perspective
Organize a forum at the end of the semester for students to engage with community issues, collaborate, and network with community experts.	1 year	- Calibration with CT instructors - External community experts	- Students engage with at least one community issue. - Students demonstrate improved collaboration and networking skills (this will be assessed with a

(**Objective 3**: Organize a Semester-End Forum)			rubric assessing 10 categories ranging from Topic Selection & Relevance, Teamwork & Collaboration, and a Reflection and Self-Evaluation) - Forum showcases student contributions to community challenges

Goal 2: Innovative Creative and Scholarly Research

Strategies	Timeline	Required Resources	Outcome Indicators
Reassess and revise the pre/post-test to enhance its cultural responsiveness and relevance to students; incorporate culturally relevant pedagogical practices; tailor content to students' lived experiences; address educational equity and bias; foster a more inclusive and open classroom environment; use data to implement targeted interventions; engage in continuous professional development. (**Objective 1**: Culturally Responsive Pre/Post-Test)	1 year	Consultation with cultural experts and faculty	- A revised Pre/Post-test that reflects cultural relevance - Students demonstrate improved understanding of culturally relevant content

Goal 3: Student Success

Strategies	Timeline	Required Resources	Outcome Indicators
Create a directory of student organizations for instructors to	Fañomnåkan 2025	Collaboration with community	Directory of student organizations that is regularly used and

engage students in on-going UOG organizations and campus life. (**Objective 1**: Exposure to on-campus student organizations through in-class recruitment club invitations)		organizations and internal faculty	available to instructors

Goal 4: Community Engagement

Strategies	Timeline	Required Resources	Outcome Indicators
Develop and implement a community-based service-learning project for students to apply critical thinking skills to local issues. (**Objective 1**: Service- Learning Project)	Fañomnåkan 2025	Directory of networks, organizations, or agencies to collaborate with	- Successful implementation of the service-learning project - Students engage with local organizations and apply their learning to real-world issues
Create a directory of SOs for instructors to connect with and engage students in relevant community projects. (**Objective 1**: Exposure to Service Opportunities)	Ongoing	Collaboration with community organizations and internal faculty	- A directory of SOs that is regularly used by instructors - Students participate in community service-learning projects

Program: GEOGRAPHY

Goal 1: Academic Excellence

Strategies	Timeline	Required Resources	Outcome Indicators
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: Agriculture Biology and Applied Biology Graduate Programs in Environmental Science.	As soon as possible within Fanuchånan 2024	Series of meetings with concerned CNAS faculty/departments/ program	Harmonized/ aligned courses of both CNAS and Geography Program
Beef up/refurbish the Geography Lab's computer infrastructure to enable the conduct of short-term/non-formal training courses in Geospatial Technologies (GIS and Remote Sensing).	May 2025- Dec. 2025	Grants for computers and related IT equipment	- Regular conduct of short-term trainings - Trained local manpower (engineers and construction staff) in geospatial skills and technologies - Funds generated from short-term trainings/ seminars
Revamp Geography minor credits from 22 credits to 19 credits.	Fanuchånan 2024 to May 2025	Communications with AAC/UOG Senate	Streamlined Geography minor credits
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.	Immediately	Allocation/reallocation of budget to support new faculty hires	- Increased enrollment in Geography courses -2 hired tenured or non-tenure faculty to teach Human/Social Geography courses

Goal 2: Innovative Creative and Scholarly Research

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

Goal 3: Student Success

Strategies	Timeline	Required Resources	Outcome Indicators
Creation of a "Geography Learning	Fañomnåkan 2025 and onwards	Further enhancement of Geography Lab's	- Students feel and have a sense of

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 "kenkyushitsu" model among Japanese universities.		facilities (i.e. PCs for image and geospatial processing)	"belonging" and loyalty - At least 1 research assistant retained/ hired on an annual basis - Creation of a safe space for students to conduct and focus on their research - Students able to share experiences, techniques, as well as "in-coaching" from senior students
Creation of Geography Program Society and an Alumni Association (GPS and GPSAA - interim names).	Immediately	- Hangout area or Geography Learning Hub as mentioned earlier (possibly the Geography Lab for now) - Internet presence through website and social media	- Directory or database of current and past Geography student minors that might prove useful for tracking those who have graduated - Conduct alumni homecomings to track down career developments among alumni

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	- Informed high school students about the Geography Program (its lab, the wealth of information they can learn, etc.)

		Dean (coordination and liaison with schools and other educational and public entities)	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

Program: 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, conference programs, etc. - Travel and CSR grants awarded
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	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	Ongoing	Funding provided by Dean's office	CFES report

publishing in peer-reviewed journals and presenting papers in international and national conferences.			
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
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	- Number of students who applied for the exchange program - 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 and Engagement office 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

Program: 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.	Fañomnåkan 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	- Identified acceptable electives across programs - Developed interdisciplinary courses on the region
Establish formal recognition of WGS students and alumni during the CLASS awards.	Fañomnåkan 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 webpages
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 - Community well-being
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 - Community-based engagement

IV. Graduate Program Plans

Program: 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	Continuous	- Grant funding for research assistants, supplies, and equipment - Conference	- Number of publications - Number of presentations in scientific conferences

faculty in conducting research projects.		attendance - Administrative support	
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; offer workshops on research methods, data analysis, and academic writing.	Continuous	- Funding for research workshops and seminars - Administrative support	Workshop attendance and participation
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

Program: ENGLISH

See CLASS 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

Goal 1: Academic Excellence | 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 - Elective listing

Program: 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 and 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

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	Off-island travel funding	- 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)	- Increased enrollment from undergraduates - Student

			preparedness for proseminar courses
Develop internships by building more partnerships.	In progress/ Fañomnåkan 2025	None	Increased 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.	Fañomnåkan 2025-Fanuchånan 2026	None	- Revised syllabi - 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.	Fañomnåkan 2025-Fañomnåkan 2026	- Support from administration - Possible travel funding	- Government support for scholarships/ program funding - Increased enrollment of FAS citizens
Increase student involvement (promotion, staffing) in fairs/public events/	Fañomnåkan 2025-Fañomnåkan 2026	None	Increased enrollment

conferences, recruitment, etc.			
Create awareness of the program through online advertisements and faculty engagement with the community through events and radio/internet presence.	Fañomnåkan 2025-Fañomnåkan 2026	Funding for advertising costs	Program entrance interviews and student surveys to identify how students found out about the program

V. Notes

A Note on the Political Science Program AMP

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 the three program 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 the program has 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 the program do engage in research or service activities, those may not support or be credited to the program. Moreover, many adjuncts do not have terminal degrees. With only one of the 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 the 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. 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 the ability to meet items 6, 7, and 8 has been severely compromised.

The program's AMP, therefore, is a somewhat attenuated and highly contingent master plan. Some of the goals 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 the personnel shortage be resolved, the program will be happy to submit an expanded plan.

COLLEGE OF NATURAL AND APPLIED SCIENCES (CNAS)
ACADEMIC MASTER PLAN

I. Executive Summary

CNAS: A Center of STEM Excellence in the Western Pacific
The College of Natural and Applied Sciences at the University of Guam has positioned itself as a leader in STEM education across the Western Pacific region. As the home of USDA Land Grant programs and most STEM disciplines, CNAS offers comprehensive undergraduate and graduate education tailored to regional needs while maintaining global standards.

Remarkable Growth and Achievement
Over the past five years, CNAS has experienced extraordinary growth, with several programs more than doubling their enrollment. The college consistently produces university valedictorians, particularly from its Bio-Chemistry Dual degree track, demonstrating the exceptional quality of its academic offerings. This success stems from both strong faculty and growing student interest in medical professions, graduate studies, environmental sciences, and data sciences.

Diverse Undergraduate Programs
CNAS offers baccalaureate degrees across five major areas, each showing significant development:

- **Biology**: The largest program with approximately 220 majors and 37 annual graduates, structured into three specialized tracks: Integrative Biology, Bio-Medical, and Applied Biology. The program has become a primary pipeline for students pursuing medical degrees at US institutions.
- **Chemistry**: Recently reorganized into four tracks (Chemistry, Pre-Pharmacy, Dual degree Biology-Chemistry, and Forensic Science), this program averages 40 majors and 9 graduates annually. The dual degree track has been particularly successful in producing academic high-achievers. The annual high school titration competition has become an annual fixture event.
- **Agriculture and Life Sciences**: Following major reorganization into four specialized tracks (Agriculture and Natural Resources, Tropical Agriculture Production, Human Nutrition and Food Science, Family, Community & Resource Development), this program maintains about 50 majors and 8 annual graduates. It has established articulation agreements with regional institutions like COM-FSM and received substantial grant funding for international exchanges with Taiwanese universities for both faculty and students.
- **Computer Science**: Recently doubled enrollment through a 2+2 pathway with Guam Community College and updated its curriculum to incorporate modern technology topics.
- **Mathematics**: Beyond supporting approximately 25 majors, this program has significantly enhanced campus-wide math support through its Math Tutor Lab, while successfully obtaining grants for a UOG based REU dealing with coding education and organizing annual Math-Day outreach events for local schools.

Expanding Graduate Education
CNAS has strengthened its advanced degree offerings, including:

- **Biology**: The longest-serving master's program averages 7 graduates yearly, with nearly half continuing to doctoral programs and 58% remaining in regional professional positions.
- **Environmental Science**: Produces approximately 3 graduates annually, with 12% pursuing doctoral degrees and several serving as faculty across Micronesia.
- **Sustainable Agriculture, Food and Natural Resources**: Shows steady enrollment increases while averaging 2 graduates yearly. Some of the recent graduates are now serving in the Land Grant mission across the region.
- **Data Science**: Recently established in 2024, this program has already generated significant interest and aims to develop a Data Science Center and certificate programs.

Military Science Leadership
The ROTC program has distinguished itself nationally, earning the prestigious MacArthur Award and commissioning an average of 12 officers annually into various branches of military service.

Forward Vision
CNAS envisions itself as "the shining star for Academic excellence in STEM education" in the Western Pacific region. With its successful restructuring of degree programs, high-impact community outreach, introduction of new academic offerings, and recruitment of qualified faculty, the college is well-positioned to advance the university's mission in STEM education, establishing UOG as a regionally dominant and globally recognized institution.

II. Undergraduate Program Plans

Program: AGRICULTURE AND LIFE SCIENCES

Goal 1: Academic Excellence
Elevate a community of scholars within the College that supports the University, Guam, and Micronesia.

- Objective 1: Deliver quality degree programs that are relevant to local community, nationally competitive, and recognized globally.
- Objective 2: Graduate students skilled in problem-solving, critical thinking, communications, and lifelong learning for successful careers.
- Objective 3: Promote readiness of students for graduate and/or professional programs, and the workforce.
- Objective 4: 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
Develop and maintain industry-aligned curricula with international standards while incorporating local applications. **(Objective 1, 2, 3)**	2027-2029	- ALS faculty - Full time instruction faculty for each of the four ALS tracks (timeline TBD for full time instruction faculty, dependent on budget availability) - CNAS Media Team to help create survey forms and track students - Tracking system/ database	- Data from alumni affairs regarding students successfully graduated and employed within their respective field - Data from alumni affairs regarding if their respective graduate degree increased their pay or helped them receive a promotion - Employer feedback that the student is well prepared in their field - Regional/National: Have a successfully recognized (accredited) degree program/track (possibly Ag industry specific)

Review four ALS tracks to meet 120 credit requirements. **(Objective 2)**	Currently under review	- ALS faculty - Curriculum committee - CNAS advisor	Recommended 3 of 4 tracks fall within the 120 credits
Publicly recognize faculty and students. **(Objective 4)**	2024-2029	- ALS faculty - CNAS Media Team	- Media release for faculty recognition - Recognize through a CNAS media press release one top student from capstone class per year exemplifying research excellence - Student-led STEM conference - Recognition award for Thesis Paper

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.

- Objective 1: Build a culture of research excellence that respects local knowledge, and foster greater opportunities for faculty and students.
- Objective 2: Collaborate with local and regional communities to identify programmatic and research needs and priorities.
- Objective 3: Enhance the visibility of the ALS division through conferences, publications, and community outreach and engagement.

Strategies	Timeline	Required Resources	Outcome Indicators
Conduct a needs assessment with local industry partners and community leaders to identify emerging workforce needs and research priorities. **(Objective 2)**	2024-2029	ALS faculty and staff	- Identified top workforce needs and research priorities - Needs assessment report - Increased list of potential internship partners for ALS students to work with for required internship
Create opportunities for ALS faculty to work across campus	2024-2029	Research retreats hosted by ORSP	- Number of interdisciplinary research projects/

with integrated projects. **(Objective 3)**			grants involving ALS faculty - Number of faculty from other departments collaborating with agriculture faculty - Number of joint publications across departments
Boost participation in relevant conferences and increase publications. **(Objective 1)**	2024-2029	Media assistance/ coordination	- Farmer Focus Conference (Guam and region) - Publication growth (shown in WPTRC/ Extension annual report)

Goal 3: Student Success
Transform the student experience to achieve successful outcomes and positive impacts during and beyond the academic journey.

- Objective 1: Increase recruitment and retention of students in our degree programs.
- Objective 2: Integrate experiential learning, through internships, into the curriculum and promote opportunities that allow students and faculty to contribute to community well-being.
- Objective 3: Assist the Administration in tracking CNAS alumni 3-5 years post-graduation.
- Objective 4: Strengthen partnerships with regional community colleges and local high schools by developing a comprehensive 2+2 articulation program, enhancing seamless student pathways from high school through to a four-year degree.

Strategies	Timeline	Required Resources	Outcome Indicators
Develop articulation agreements with regional colleges (e.g. College of Micronesia). **(Objective 4)**	In progress	- Faculty Advisors - Dormitory rooms for incoming students	5 successfully recruited students into ALS program per academic year
Include internships in the program. **(Objective 2)**	2024-2029	Internship coordinator	Completed project/ paper based off of internship research continued in required

			capstone course (min. 3 students a year)
Create opportunities to link students with role model professionals through extension programs. **(Objective 2)**	2024-2029	Partners personnel time and resources	- Creation and upkeep of a list of the number of students in the exchange program - Creation and upkeep of a list of the number of student mentorship from faculty in other institutions

Goal 4: Community Engagement
Build a strong foundation of responsive and mutually beneficial community engagement.

- Objective 1: Develop and implement community-based programs that leverage CNAS's expertise.
- Objective 2: Foster a culture of partnership by recognizing and responding to local and regional concerns.
- Objective 3: Grow the community partnership towards sustainability.

Strategies	Timeline	Required Resources	Outcome Indicators
Implement community-based programs that leverage ALS expertise. **(Objective 1, 2)**	2024-2029	Faculty commitment and partnerships	- Showcase student capstone projects that are linked to community needs; leverage media tracking and assessment data - Number of faculty serving on community advisory boards, taskforce, review panels for grant, nonprofit boards, etc. - Number of MOUs that show collaboration - Number of collaborations with faculty across campus on grant submission, MOUs - Community needs

			assessments to inform program development
Promote life-long learning opportunities for the community. **(Objective 2, 3)**	2024-2029	CNAS Media Team	- Develop tools (e.g. online learning modules) - Develop certificate program - Offer CCU credits
Foster student involvement in community service. **(Objective 2, 3)**	2024-2029	Community engagement curriculum to promote real world problem solving and promote social responsibility	Student participation in service-learning projects or internships that benefit local communities
Expand community outreach and leverage digital media. **(Objective 1)**	2024-2029	CNAS media assistance/ coordination	- Increased social media presence - Increased community events

Program: BIOLOGY

Goal 1: Academic Excellence
Elevate a community of scholars within the College that support the University, Guam, and Micronesia.

- Objective 1: Foster Continuous Learning – Provide professional development and research opportunities for faculty and students to enhance teaching and scholarship.

- Objective 2: Promote Interdisciplinary and Cultural Integration – Develop programs and research that integrate biology with other fields and incorporate Guam and Micronesian knowledge systems.

- Objective 3: Celebrate and Apply Scholarly Contributions – Recognize outstanding academic achievements and support research addressing community needs.

- Objective 4: Utilize Advanced Technology – Equip the department with modern tools and train faculty and students in cutting-edge technologies for teaching and research.

Strategies	Timeline	Required Resources	Outcome Indicators
Integrate inquiry-based learning, including hands-on experiments, research projects, and problem-solving exercises. **(Objective 1, 4)**	Months-years	- Budget for faculty and faculty development - Updated lab facilities - Institutional support	- Student engagement (higher attendance and academic performance) - Graduate success with feedback metrics - Retention and growth
Engage in interdisciplinary course development, diverse guest lectures and clubs. **(Objective 2, 3, 4)**	Months-years	- Faculty and cultural advisors - Technology and institutional support to encourage curriculum flexibility and partnerships promoted by exchange programs - Faculty development opportunities	- Enrollment metrics - Student-improved adaptability, cultural awareness, and problem-solving skills measured by self-reported surveys and/or faculty assessments
Review Biology major requirements with revised GE Direction Building to make each track 120	Aug.-Nov. 2024 (Program has already devised a plan)	- Biology faculty - CNAS AAC	- Plan completed - Program paperwork submitted to AAC when appropriate

credits or less; prepare program change paperwork if needed. **(Objective 1)**			

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.

- Objective 1: Integrate Island Wisdom into Research and Education – Incorporate Guam and Micronesian traditional ecological knowledge into research projects and curricula to create culturally relevant and globally informed academic experiences.

- Objective 2: Partner with Communities to Shape Research Priorities – Collaborate with local and regional stakeholders to co-develop research agendas that address shared challenges and opportunities.

- Objective 3: Increase Visibility through Scholarly Outreach – Promote faculty and student research through publications, conferences, and community engagement to highlight the department's contributions and impact.

Strategies	Timeline	Required Resources	Outcome Indicators
Engage in community consultation. **(Objective 1, 2)**	Ongoing	- Faculty facilitators - Community coordinators - Student assistants	Community engagement measured by surveys and community feedback
Promote collaborative grant applications and transparent reporting. **(Objective 1, 2)**	Ongoing	- Faculty facilitators - Community coordinators - Student assistants	- Research alignment measured by content analysis of proposals and strategic plans - Funding success measured by funding rate or financial reports
Promote collaborative research opportunities. **(Objective 3)**	Ongoing	Community members to collaborate directly with researchers to identify key local biological challenges	- Community participation and research impact - Grant success
Leverage CNAS PR, ORSP, and RCUOG to promote and recognize Biology faculty and	Ongoing	Biology faculty, WPTRC, CNAS Dean, ORSP, RCUOG	Biology program's creative and research staff proportionally represented in CNAS

undergrads already engaged in relevant research. **(Objective 3, 4)**			and UOG
Offer publication incentives and scholar recognition program highlighting community application projects. **(Objective 1, 2, 3)**	Months-years	- Funding for physical space - Publication fees - Symposium to promote collaborative projects with local organizations	- Research impact measured by citation analysis, incorporation of research findings into policies/practices, and academic or industry collaboration - Community engagement measured through partnership, participation in outreach programs, and improvements in community well-being (e.g. health outcomes, educational attainment) - Recognition metrics

Goal 3: Student Success

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

- Objective 1: Boost Recruitment and Retention – Implement targeted outreach, mentorship programs, and academic support services to attract and retain diverse, high-potential students.
- Objective 2: Enrich Learning Through Hands-On Experiences – Integrate internships, fieldwork, and service-learning opportunities into the curriculum to prepare students for careers while addressing community needs.
- Objective 3: Strengthen Alumni Engagement – Develop robust alumni tracking and engagement programs to build lasting connections, gather feedback, and showcase graduate achievements.

Strategies	Timeline	Required Resources	Outcome Indicators
Outreach to H.S. level advisors. **(Objective 1, 2)**	Ongoing	- Faculty and biology student clubs - UOG recruitment campaigns	Increased first year applications measured via survey or application volume

Make connections with H.S. via "career days" **(Objective 1, 2)**	Ongoing	- Faculty and biology student clubs - UOG recruitment campaigns	-Strong performance by public schools for applications measured through survey or application volume. -Growth in recruitment efforts and outcomes measured through survey or application volume.
Require one of Biology's service-learning course credits be allocated to an internship as per Tulos Mo'na goal for professional internship. **(Objective 2, 3)**	2025	- Biology faculty - CNAS AAC	Change accepted by AAC
Implement mandatory undergraduate faculty advisement for Junior-Senior Biology majors each semester. **(Objective 1, 2)**	2025	Biology faculty, CNAS enrollment specialists for coordination of advisement	All students advised prior to registration
Lobby UOG and CNAS administration for more faculty and expanded facilities to accommodate increased student enrollment. **(Objective 1)**	2025 and beyond	- Biology faculty - CNAS Dean - UOG administration	When a new science building or other new facilities are built

Goal 4: Community Engagement
Build a strong foundation of responsive and mutually beneficial community engagement.

- Objective 1: Strengthen Local and Regional Partnerships – Foster and sustain collaborative relationships with organizations to address shared goals in education, research, and community development.

- Objective 2: Launch Community-Centered Programs – Design and execute initiatives that utilize the department's expertise to meet community needs, such as environmental sustainability and public health projects.
- Objective 3: Evaluate and Evolve Engagement Strategies – Regularly assess the effectiveness of community engagement efforts to ensure they remain impactful, mutually beneficial, and adaptable to emerging priorities.

Strategies	Timeline	Required Resources	Outcome Indicators
Continue Charter Day promotion and engagement. **(Objective 3)**	Already implemented	- Biology Faculty - CNAS Associate Deans, - Biology Club	Continued participation in Charter Day
Offer service-learning opportunities for H.S. students in the Biology program **(Objective 1, 2, 3)**	Ongoing	- Faculty and biology student clubs - UOG recruitment campaigns	- Enhanced interest from prospective students measured by self-reported surveys - Growth in student recruitment

Program: CHEMISTRY

Goal 1: Academic Excellence
Elevate a community of scholars within the College that supports the University, Guam, and Micronesia.

- Objective 1: Deliver quality degree programs that are relevant to the local community, nationally competitive, and recognized globally.
- Objective 2: Graduate students skilled in problem solving, critical thinking, communications, technology, and lifelong learning for successful careers.
- Objective 3: Promote responsible and practical application of knowledge to our island community and Pacific region.
- Objective 4: Promote readiness of students for graduate and/or professional programs and the workforce.

Strategies	Timeline	Required Resources	Outcome Indicators
Develop M.Sc. Program in Chemistry and have students work on master's thesis that is focused on island needs. **(Objective 1, 2, 3, 4)**	- Submit proposal for review: Fall 2025 (go through the different committees) - Program kick off: Fall 2026	- New graduate level courses - Additional Faculty - Additional instrumentation	- Number of students enrolled in the program - Number of graduates per year - Number of job placements on island
CNAS Awards of the year (at the college level) for both faculty and students in CNAS. **(Objective 1)**	Starting Academic Year Fall 2025-26	Budget for prizes (financial awards)	- Improved teaching (as per faculty evaluation) - Improved student performance
Incorporate "limited" use of AI in the syllabi to make sure our students are "AI-literate." **(Objective 1, 2, 4)**	Starting Spring 2025	Information sessions (through library), free webinars, and online resources on "ethical" use of AI	Students becoming versatile in the use of different AI tools and doing so ethically (maintaining academic integrity), assessed via surveys and questionnaires
Use of standardized tests (e.g. American	Starting Spring 2025	- Purchase of ACS Exams (general,	Comparison of our students' average

Chemical Society tests). **(Objective 1, 4)**		organic, analytical, physical) - Faculty involvement	with the U.S. national average

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.

- Objective 1: Build a culture of research excellence that respects local knowledge, and foster greater opportunities for faculty and students
- Objective 2: Collaborate with local and regional communities to identify programmatic and research needs and priorities.
- Objective 3: Enhance the visibility of the College through conferences, publications, and community outreach and engagement.
- Objective 4: Leverage technology in the development and implementation of research projects

Strategies	Timeline	Required Resources	Outcome Indicators
Develop research proposals that are relevant to Guam and Micronesia - Research on diseases prevalent on Guam - Sustainability-related research - Research utilizing local resources - Research addressing local problems **(Objective 1, 2)**	Starting Spring 2025	- Instrumentation - Lab supplies - Grant writing and administration Services	- Funded grants - Conference presentations - Publications
Initiate collaborations with local research labs (WERI, Marine lab, ALS), local clinics/hospitals, diagnostic labs, government agencies (GWA, EPA, Crime lab), University of	Starting Spring 2025	- Faculty effort in initiating such collaborations and inviting potential collaborators to give seminars (in person or virtual) - Faculty can organize a workshop	- Number of collaborative agreements - Number of joint grant submissions - Number of awarded grants - Amount of funding

Hawaii and other large institutions in the U.S. mainland and in the region (Japan, Korea, Taiwan) **(Objective 1, 2, 3)**		or symposium with a theme that is of interest to UOG faculty and of relevance to Guam - Some financial support from the administration may be needed - Faculty can apply for grants specifically to help with these workshops	awarded through these grants
Serve as reviewer for grant agencies, scientific journals, abstracts for national and international conferences. **(Objective 3)**	Starting Spring 2025	Faculty participation	Number of manuscripts, grants, abstracts reviewed
Engage with students in learning and applying the proper and ethical use of AI in research to help in generating research ideas and also in compiling successful grant applications. **(Objective 4)**	Starting Spring 2025	- Webinars - Workshops - Classroom engagement - Access to licensed AI-tools	- Number of students who are AI-literate - Quality of work that involved AI-use
Exposing and training students in the use of advanced instrumentation. **(Objective 4)**	Starting Fall 2025	Training workshops involving advanced instrumentation available at DNS, ALS, WERI, and Marine Lab	- Number of students capable of running these instruments - Extent of independence exhibited by students operating the advanced instrumentation

Goal 3: Student Success

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

- Objective 1: Increase recruitment and retention in our degree programs.
- Objective 2: Integrate experiential learning, through internships, into the curriculum and promote opportunities that allow students and faculty to contribute to community well-being.
- Objective 3: Support the Administration in tracking CNAS alumni 3-5 years post-graduation.
- Objective 4: Strengthen partnerships with regional community colleges and local high schools by developing a comprehensive 2+2 articulation program, enhancing seamless student pathways from high school through to a four-year degree.

Strategies	Timeline	Required Resources	Outcome Indicators
Have a STEM Day for high school students at UOG, maybe during the National Chemistry Week. **(Objective 1)**	Starting Fall 2025 (Annual)	- Access to lab and instrumentation - Faculty to take the lead (with help from Chem Club and Chem juniors and seniors) - Possible involvement of other student clubs	Number of students who end up choosing to enroll in the Chemistry Program at UOG (recruitment)
Start exit questionnaire for graduating students (providing post-graduation plans and private email addresses). **(Objective 3)**	Starting Spring 2025	- Faculty participation - Academic Advisor - Administrative Assistant	Completion rate of the compiled data of student contact information and plans (post-graduation)
Compile alumni information for graduates of the last 5 years. **(Objective 3)**	Spring 2025 (one semester)	Allocate 0.1-0.15 FTE (initial list compilation will take some time and will require the suggested FTE for 1 semester and at most 2 semesters. Once list is secured, updating it annually should not be time consuming and won't require any	Completion rate of the compiled data of student contact information and plans (post-graduation)

		FTE. Can be done with the help of an administrative assistant)	
Restart the Annual Chemistry Forum, opening it to both UOG students and the community at large **(Objective 1, 2, 3)**	Starting Spring 2025 (annual, every Spring semester)	- Faculty CFES, service - Chem Club - Prizes for trivia games - Involvement of the Chemical Society of Guam (CSG)	- Number of students who attend the forum - Survey completed by the attendees whether this was beneficial
Start partnership with GCC and Northern Marianas College to initiate a 2+2 program for B.Sc. degree in Chemistry **(Objective 4)**	Discussions to start Spring 2025; potential program launch in AY 2025-2026	- Faculty engagement - Advisement officers from involved institutions	- Signed MOU - Actual creation of the program - Number of students enrolled in the program - Number of students graduating from the program
Promote and enhance internship experience for students to prepare them for the workplace, graduate school, and professional schools **(Objective 2)**	Starting Spring 2025	- EPA - GWA - Crime Lab - Hospitals/clinics - Pharmacies - WERI - Marine Lab - Environmental companies - Faculty will be required to serve as liaisons between students and places of internship	- Number of students participating in these programs - Feedback received from the internship places regarding the students' performance and readiness to join the workforce or pursue advanced studies

Goal 4: Community Engagement
Build a strong foundation of responsive and mutually beneficial community engagement.

- Objective 1: Foster a culture of partnership by recognizing and responding to local and regional concerns.

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

- Objective 3: Assess and adjust engagement strategies to ensure mutual benefits and responsiveness.
- Objective 4: Grow the community partnership towards sustainability

Strategies	Timeline	Required Resources	Outcome Indicators
Encourage more public high schools to participate in the ongoing titration competitions and the Chemistry Olympiad by offering help and expand existing outreaches to high schools and initiate such outreaches to middle schools. **(Objective 1, 2, 3)**	Spring 2025-Spring 2030	- Lab chemicals and glassware for schools that lack these (possible short-term loans of glassware) - Help from Chem Club - Students taking CH400 - Funds for prizes and refreshments	- Increased participation in the competition - Public schools showing good standing in the competition - Titration: Lab results scored and winners recognized in 3 categories - Olympiad: Exams marked and top scorers recognized (Both will be tracked to determine trends)
Establish good relationships with GDOE chemistry teachers by organizing workshops **(Objective 1, 2, 3)**	Starting Spring 2025	- Chemical Society of Guam (CSG) -Chemistry faculty	- Number of workshops organized - Number of teachers who attend these workshops
Strengthen program's relationship with Guam EPA and local environmental companies with the goal to create internship and service-learning opportunities. **(Objective 1, 2, 3)**	Starting Spring 2025	EPA	- Number of internships available for students - Number of students taking the service-learning course and giving back to the community
Establish good relationships with local doctors interested in research to help program get a better	Starting Spring 2025	Physicians and clinics	- Help with collection of biological fluids and tissue specimens for research purposes

idea of the clinical needs of the community so program can better direct research plans to address those issues. **(Objective 1, 2, 3)**			- Help with providing clinical data that will be used for research purposes (with potential benefit to the community from the research work)
Establish a new relationship with GWA (water testing and treatment) with the goal to create internship and service-learning opportunities. **(Objective 1, 2)**	Starting Spring 2025	GWA	- Number of internships available for students - Number of students taking the service-learning course and giving back to the community
Have a STEM Day for high school students at UOG (possibly during the National Chemistry Week) to increase awareness of the role of chemistry in society. **(Objective 1, 2, 3)**	Starting Spring 2025 (annual)	- Access to lab and instrumentation - Faculty to take the lead (with help from Chem Club and Chem juniors and seniors)	Survey completed by attendees
Encourage students to take CH400 (Chemistry Service-Learning) and contribute to the community, and identify and engage with organizations where students can work to help the community (e.g., schools, pharmacies, diagnostic labs, GWA, EPA, crime and environmental labs, etc.). **(Objective 1, 2, 3)**	Starting Spring 2025	Chem majors working under faculty guidance	- Number of students involved - Number of places students complete their service-learning - Feedback from those places

Program: COMPUTER SCIENCE

Goal 1: Academic Excellence
Elevate a community of scholars within the College that supports the University, Guam, and Micronesia.

- Objective 1: Deliver quality degree programs that are relevant to the local community, nationally competitive, and recognized globally.
- Objective 2: Graduate students skilled in problem solving, critical thinking, communications, technology, and lifelong learning for successful careers.
- Objective 3: Promote responsible and practical application of knowledge to our island community and Pacific region.
- Objective 4: Promote readiness of students for graduate and/or professional programs and the workforce.

Strategies	Objectives	Timeline	Required Resources	Outcome Indicators
Review Computer Science major requirements with revised GE Direction Building to determine if within 120 credits.	1	Aug.-Nov. 2024 for division approval	- CS faculty - CNAS academic advisor	- Review completed -Any program change paperwork submitted to AAC by Dec. 2024
Build pathways to high-demand industry careers through new courses and advisement.	1, 2, 4	Aug. 2024-Dec. 2025 for any new courses	CS faculty	- New course paperwork submitted to AAC by Dec. for next AY - Updated advisement plans
Review 2+2 curriculum, 2023 CS curriculum guidelines, and local/ regional industry needs to identify areas where curriculum should be updated/modified.	1, 3, 4	Aug. 2024-May 2026	- CS faculty - CNAS academic advisor	- Report on curriculum review - Updates to curriculum, if needed
Develop Cybersecurity Operations certificate or minor program under CS, with goal of meeting requirements for NSA Center of Academic	1, 2, 4	Aug. 2024-May 2026	- CS faculty -DMCS chair -NCAE partners	Program and course paperwork submitted to AAC by Oct 2025 for full approval by May 2026

Excellence in Cyber Defense (NCAE-CD).				
Review ABET accreditation standards and devise strategy to achieve accreditation; begin accreditation process.	1, 2, 4	Aug. 2024 – May 2026	- CS faculty - DMCS chair	Strategy developed to pursue ABET accreditation and accreditation process started

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.

- Objective 1: Build a culture of research excellence that respects local knowledge, and foster greater opportunities for faculty and students.
- Objective 2: Collaborate with local and regional communities to identify programmatic and research needs and priorities.
- Objective 3: Enhance the visibility of the College through conferences, publications, and community outreach and engagement.
- Objective 4: Leverage technology in the development and implementation of research projects.

Strategies	Objectives	Timeline	Required Resources	Outcome Indicators
Use community input to drive CS group projects that improve students' programming skills, practical knowledge (e.g. AI software project).	1, 2, 3, 4	Aug. 2024-May 2029	- CS faculty - Community partners	- Improved skills in programming and knowledge - Increased number of projects based on community research priorities
Expand summer math research program to include CS/AI-related topics.	1, 4	Aug. 2024-July 2025	- Math, CS, Physics faculty - Grant funding	- Participation numbers - Completion of CS/AI-related projects
Pursue grants/funding to support CS-related experiential learning or research opportunities.	1, 2	Aug. 2024-May 2029	- CS faculty - CNAS, ORSP staff	- Submission of proposals - Awards or funding received

Showcase scholarly work by faculty and students via division colloquia; local and off-island conferences; annual reports; DMCS website; other outlets for community outreach and engagement.	1, 3	Aug. 2024-May 2029	- Math, CS faculty - DMCS chair - CNAS Dean's Office - CNAS Marketing Team	- Number and types of articles posted - Number and types of presentations

Goal 3: Student Success
Transform the student experience to achieve successful outcomes and positive impacts during and beyond the academic journey.

- Objective 1: Increase recruitment and retention in our degree programs
- Objective 2: Integrate experiential learning, through internships, into the curriculum and promote opportunities that allow students and faculty to contribute to community well-being.
- Objective 3: Support the Administration in tracking CNAS alumni 3-5 years post-graduation.
- Objective 4: Strengthen partnerships with regional community colleges and local high schools by developing a comprehensive 2+2 articulation program, enhancing seamless student pathways from high school through to a four-year degree.

Strategies	Objectives	Timeline	Required Resources	Outcome Indicators
Showcase CS program via high school college fairs, UOG events like Charter Day, UOG social media, and other outreach opportunities.	1	Aug. 2024-May 2029	- CS faculty - CNAS academic advisor -CNAS marketing team	Increased enrollment from local high schools, with surveys to track how students heard of CS program
Engage GCC 2+2 students earlier in GCC timeline to familiarize students with UOG advisors and faculty.	1, 4	Aug. 2024-May 2029	- CS faculty - CNAS academic advisor	- Increased transfer rate from GCC to UOG for 2+2 program - Increased retention of GCC transfers
Make CS498: Internship a mandatory requirement for the CS major.	2	Oct.-Jan. 2025 for division approval	CS faculty	Course change request paperwork submitted to AAC by Jan. 2025

Work with industry partners to formalize career pathways for CS internship opportunities (e.g. CS internship – Web Development; CS internship – Database, etc.) that are priorities for the community.	1, 2	Nov. 2024 – May 2025 for partnerships	- CS faculty - UOG Career Development Office – internship opportunities	- MOUs/MOAs in place, if needed - Internship career pathways identified with corresponding partners
Create and maintain database to track math and CS students and accomplishments during and after completion of the program.	3	Oct. 2024 – May 2029	- Input from students, faculty - Staff or faculty to set up and maintain database	Database established (ability to track students)
Develop policy for accepting Advanced Placement – Computer Science exam results.	1	Nov. 2024 – May 2025	- CS faculty - CNAS academic advisor	New policy added to catalog

Goal 4: Community Engagement
Build a strong foundation of responsive and mutually beneficial community engagement.

- Objective 1: Foster a culture of partnership by recognizing and responding to local and regional concerns.
- Objective 2: Develop and implement community-based programs that leverage CNAS's expertise.
- Objective 3: Assess and adjust engagement strategies to ensure mutual benefits and responsiveness.
- Objective 4: Grow the community partnership towards sustainability.

Strategies	Objectives	Timeline	Required Resources	Outcome Indicators
Build relationships with local and regional industry and community partners to identify needs that can be addressed by CS students for Senior Project, Internships, summer research, etc.	1, 2, 4	Aug. 2024-May 2029	CS faculty	Development / maintenance of partnerships

Encourage faculty to participate in community boards on behalf of CNAS programs.	1, 3, 4	Aug. 2024-May 2029	CS faculty	List of faculty participating in community boards, which boards they are a part of, and term limits
Expand the Math Day concept to CS.	1, 2	Jan. 2025-May 2029	CS, Math faculty	Implementation of CS-themed outreach events
Integrate outreach under 4H program.	1, 2, 4	Jan. 2025 – May 2029	- CS, Math faculty - 4H organizers	Start of outreach events through 4H

Program: MATHEMATICS

Goal 1: Academic Excellence
Elevate a community of scholars within the College that supports the University, Guam, and Micronesia.

- Objective 1: Deliver quality degree programs that are relevant to the local community, nationally competitive, and recognized globally.
- Objective 2: Graduate students skilled in problem solving, critical thinking, communications, technology, and lifelong learning for successful careers.
- Objective 3: Promote responsible and practical application of knowledge to our island community and Pacific region.
- Objective 4: Promote readiness of students for graduate and/or professional programs and the workforce.

Strategies	Objectives	Timeline	Required Resources	Outcome Indicators
Review Math major requirements with revised GE Direction Building to determine if within 120 credits; prepare program change paperwork, if needed.	1	Aug.-Nov. 2024 for division approval	- Math faculty - CNAS academic advisor	- Review completed - Any program change paperwork submitted to AAC by Dec. 2024
Develop math internship course in alignment with Tulos Mo'na goals to provide students with professional experience in mathematics-related jobs.	1, 2, 4	Aug.-Nov. 2024 for division approval	- Math faculty - CNAS academic advisor	New course request, outline, and syllabus ready for AAC by Dec. 2024
Institutionalize Math Tutor Lab operations by: a) identifying sustainable funding b) hiring managers into formal job descriptions c) improving engagement between Math faculty and tutor lab for more effective tutoring.	1, 2, 3	Aug. 2024-May 2025 for funding and hiring; Aug. 2024-ongoing for engagement	- DMCS chair - CNAS Dean's Office - VPAF - UOG HRO - Math faculty	- Identification of funding stream - Hiring of at least FT manager - Increased usage and satisfaction ratings from tutees

Consider revision of current Math program capstone requirements (MA411: Abstract Algebra I and MA422: Intro to Analysis II).	1, 2, 3, 4	Aug. 2024-May 2026	Math faculty	- Decision on whether to revise capstone made by Dec. 2024 - Development of new capstone with paperwork submitted to AAC by Dec. 2025 for approval by May 2026, if needed

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.

- Objective 1: Build a culture of research excellence that respects local knowledge, and foster greater opportunities for faculty and students
- Objective 2: Collaborate with local and regional communities to identify programmatic and research needs and priorities.
- Objective 3: Enhance the visibility of the College through conferences, publications, and community outreach and engagement.
- Objective 4: Leverage technology in the development and implementation of research projects.

Strategies	Objectives	Timeline	Required Resources	Outcome Indicators
Maintain and seek new funding when needed for Summer Math Research Program; engage faculty who wish to mentor student research teams; improve recruitment, especially at high school level.	1, 3	Aug. 2024 - May 2029	Math, CS, and other CNAS faculty	- Grants awarded - Number of applicants per program - Number of participants in summer program
Provide support to students and faculty to conduct research with Guam Cancer Grant and other research programs impacting local and regional communities.	1, 2, 3	Aug. 2024-May 2029	- Math, CS, and other CNAS faculty - CNAS Dean's Office	- Number of students conducting paid or unpaid research - Types of research faculty and students engage in

Showcase scholarly work by faculty and students via division colloquia; local and off-island conferences; annual reports; DMCS website; other outlets for community outreach and engagement.	1, 3	Aug. 2024-May 2029	- Math, CS faculty - DMCS chair - CNAS Dean's Office - CNAS Marketing Team	- Number and types of articles posted - Number and types of presentations
Pursue grants/funding to support math-related experiential learning or research opportunities.	1, 2, 4	Aug. 2024-May 2029	- Math faculty - CNAS, ORSP staff	- Submission of proposals - Awards or funding received

Goal 3: Student Success
Transform the student experience to achieve successful outcomes and positive impacts during and beyond the academic journey.

- Objective 1: Increase recruitment and retention in our degree programs.
- Objective 2: Integrate experiential learning, through internships, into the curriculum and promote opportunities that allow students and faculty to contribute to community well-being.
- Objective 3: Support the Administration in tracking CNAS alumni 3-5 years post-graduation.
- Objective 4: Strengthen partnerships with regional community colleges and local high schools by developing a comprehensive 2+2 articulation program, enhancing seamless student pathways from high school through to a four-year degree.

Strategies	Objectives	Timeline	Required Resources	Outcome Indicators
Showcase Math program via high school college fairs, UOG events like Math Day and Charter Day, UOG social media, and other outreach opportunities.	1, 2, 4	Aug. 2024-May 2029	- Math faculty - CNAS academic advisor - CNAS marketing team	Increased enrollment from local high schools
Revitalize and maintain student participation in student club EMC^2 (Engineering, Math, and Computer Science Club). Encourage club	1, 2, 3	Aug. 2024-May 2029	- Math, CS faculty - CNAS academic advisor	- Club membership numbers and participation in volunteer opportunities - New club

initiatives and club volunteerism in UOG events and community outreach.				initiatives
Create and maintain database to track math and CS students and accomplishments during and after completion of the program	1, 3	Oct. 2024-May 2029	- Input from students, faculty - Staff or faculty to setup and maintain database	Database established (ability to track students)
Consider new courses or revision of existing courses to draw new majors or minors to the Math program, such as an "Orientation to the Math Major" 100- or 200-level course or industry project-based 400-level course.	1, 2, 4	Oct. 2024-May 2026	- Math faculty - CNAS academic advisor	Course paperwork to AAC by Dec 2024 or Dec. 2025 for approval by following May
Consider revision of 5 credit courses to 3 or 4 credits.	1, 2	Oct. 2024-May 2026	- Math faculty - CNAS academic advisor - Administration support for tutor lab and TAs	- Program consensus on whether to revise course - Course revision paperwork submitted to AAC, if needed

Goal 4: Community Engagement
Build a strong foundation of responsive and mutually beneficial community engagement.

- Objective 1: Foster a culture of partnership by recognizing and responding to local and regional concerns.
- Objective 2: Develop and implement community-based programs that leverage CNAS's expertise.
- Objective 3: Assess and adjust engagement strategies to ensure mutual benefits and responsiveness.
- Objective 4: Grow the community partnership towards sustainability.

Strategies	Objectives	Timeline	Required Resources	Outcome Indicators
Strengthen partnerships with local K-12 schools, particularly high schools, for engagement in math outreach such as Math Day or Charter Day Math Showcase.	1, 2, 3	Aug. 2024-May 2029	- Math faculty - Student and alumni volunteers	- Targeted levels of participation met for math outreach events - Development of network of math teachers or counselors across K-12, especially middle and high schools
Expand Math and CS program outreach efforts to targeted high school classes.	1, 2,3	Aug. 2024-May 2029	- Math and CS faculty - Student and alumni volunteers - High school teachers	- Number of outreach events conducted - Impact of outreach on UOG STEM recruitment using post-event attitude surveys and surveys of new majors of how they heard of program
Develop or support opportunities for high school students to participate in UOG summer math programs, such as Young Scholars Research Experience in Mathematics (YSREM) or 4- H STEM.	1, 2, 3, 4	Aug. 2024-May 2029	- Math faculty - Funding for high school participants	- Math-centered programs conducted for high school students - Number of applicants - Number of participants - Funding obtained to conduct programs
Collaborate with SOE Secondary Education Program and local secondary schools on math teacher preparation and pipeline to GDOE job placement.	1, 2, 3, 4	Aug. 2024-May 2029	- Math and SOE faculty - GDOE administrators and math teachers	- Increased number of students in Secondary Ed, Math track and improved Praxis scores - Successful job placement of graduates

III. Minor and Support Program Plans

Program: MILITARY SCIENCE AND LEADERSHIP (ROTC)

Goal 1: Academic Excellence
Elevate a community of scholars within the College that supports the University, Guam, and Micronesia.

- Objective 1: Deliver quality degree programs that are relevant to local community, nationally competitive, and recognized globally.
- Objective 2: Graduate students skilled in problem-solving, critical thinking, communications, and lifelong learning for successful careers.
- Objective 3: Promote responsible and practical application of knowledge, using the latest technology, for our island community and Pacific region.
- Objective 4: Promote readiness of students for graduate and/or professional programs, and the workforce.

Strategies	Timeline	Required Resources	Outcome Indicators
USACC Program of Instruction (POI) updates to reflect a constantly changing environment. **(Objective 1, 4)**	Yearly	- UOG Cadre participation in yearly POI updates with USACC at FKKY to ensure relevance - POI that reinforces decision making where no clear answer is obvious, and the situation is ambiguous	- Commission 12 or more officers on a 5-year average - Retain above 93% of contracted juniors and seniors on a 5-year average
Highlight Excellence – Distinguished Military Graduates (DMGs) of the University of Guam ROTC program. **(Objective 2)**	Ongoing	Leverage local media/ social media	Increasing average number of DMGs from UOG from an average of 1 per year to 2 or more per year on a 5-year average

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.

- Objective 1: Collaborate with local and regional communities to identify programmatic and research needs and priorities.

Strategies	Timeline	Required Resources	Outcome Indicators
Each MSL level designs a scholarly research project that is regionally focused and addresses leadership attributes and competencies (Be, Know, Do) of the Army Leadership Requirements Model (ALRM). **(Objective 1)**	Ongoing	Time	Future officers from UOG ROTC contribute to the Army profession through research designed to advance the profession
Build "thinkers" in the profession who contribute to advancing the profession in a positive way. **(Objective 1)**	Ongoing	Time	Encourage cadets/ students to seek publication in a professional military journal

Goal 3: Student Success
Transform the student experience to achieve successful outcomes and positive impacts during and beyond the academic journey.

- Objective 1: Increase recruitment and retention of students in our degree programs.
- Objective 2: Integrate experiential learning, through internships, into the curriculum and promote opportunities that allow students and faculty to contribute to community well-being.
- Objective 3: Assist the Administration in tracking CNAS alumni 3-5 years post-graduation.
- Objective 4: Build strong connections with the regional community colleges by developing 2+2 degree articulation program.
- Objective 5: Enhance student pathways from local high schools and regional community colleges.

Strategies	Timeline	Required Resources	Outcome Indicators
Outreach and recruitment of students from DoDEA schools in Japan and Korea. **(Objective 1)**	Beginning FY 26 through FY 29 (recently pitched to Commander to increase enrollment efforts)	Program funding from USACC for recruitment trips to Japan and Korea DoDEA Schools	- 1-2 enrollments each year from DoDEA schools abroad (total) - Number of national ROTC scholarship applications from those schools
Continue CNMI recruitment efforts. **(Objective 1, 4)**	Ongoing	Funding already programmed	Increased national scholarship applications from CNMI
Promote internship applications from UOG ROTC to USACC opportunities ranging from Defense, Cyber, other government agencies to medical fields. **(Objective 2)**	Ongoing	Time	2-3 internships granted to cadets
Create an ROTC alumni newsletter (semester edition). **(Objective 3)**	Beginning AY 25-26 with AY 24-25 pilot program	Distro lists updated (managed by cadet leadership)	- Increased participation of UOG ROTC alumni in campus events - Number of alumni who sign up for newsletter
Guest instruction for ROTC MSL 100-200 level classes with Northern Marianas College in alignment with 2+2 pathway. **(Objective 4)**	TBD	Approval from USACC leadership	One weekend a month during semester to instruct NMC students on MSL 100-200 level classes with those students then transitioning to UOG to complete their degree and MSL 300-400 level classes

Inculcate the characteristics of Honorable Service, Military Expertise, Trust, Stewards of the Profession, and Esprit De Corps into the cadets **(Objective 1, 3)**	Ongoing	- Time - POI	- Future Senior Leaders of the Army representative of the region who are dedicated professionals - Maintained and updated alumni lists - Highlight what our former Cadets are doing and how they are giving back to their communities

Goal 4: Community Engagement
Build a strong foundation of responsive and mutually beneficial community engagement.

- Objective 1: Foster a culture of partnership by recognizing and responding to local and regional concerns.

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

Strategies	Timeline	Required Resources	Outcome Indicators
Give back to the community by supporting local events and community service projects. **(Objective 1, 2)**	Ongoing	Time	- Increased cadet community service projects to two yearly - Number of Cadets who participate in each service event

IV. Graduate Program Plans

Program: BIOLOGY

Goal 1: Academic Excellence
Elevate a community of scholars within the College that supports the University, Guam, and Micronesia.

- Objective 1: Create an amazing place to study marine science.
- Objective 2: Achieve sustained support for research and education excellence.
- Objective 3: Engage our stakeholders.
- Objective 4: Create and maintain a great place to work.

Strategies	Objectives	Timeline	Required Resources	Outcome Indicators
Increase faculty diversity with more regional and local candidates.	1, 2, 3, 4	5 years	- Faculty positions - Registry of suitable local scholars - Better visa support - Targeted job announcements - Competitive salaries	- More diverse faculty in every possible way, e.g. gender, race, etc. - More regional and local faculty
Increase local grad student enrollment and graduation.	1, 2, 3	5 years	- Undergrad ML biology course - Targeted recruitment - Research internships - Tuition waivers, assistantships, and scholarships	More local graduates
Update MS curriculum (e.g. incorporate AI)	1, 4	3 years	- Possible Micronesian Studies and MARC collaborations - Possible restructuring of CNAS graduate programs	- Revised syllabi - Possible new course options

Integrate Biology undergraduates by offering research internships.	2, 3	3 years	- Research personnel (~1 credit = 45h = 5-10 advising hours) - Sufficient infrastructure - Internship funding (consumables, possible bench fees)	- 3 ML undergraduate or pre-graduate interns per year - ML internship credit hours - Standardized orientation for all interns
Update the graduate program curriculum to meet student needs.	1	Spring 2025-Spring 2026	- Graduate program-level planning meetings - Feedback from Dean's office - Feedback from graduate students (current alumni)	Curriculum that meets students' needs

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.

- Objective 1: Build a culture of research excellence that respects local knowledge, and foster greater opportunities for faculty and students.
- Objective 2: Collaborate with local and regional communities to identify programmatic and research needs and priorities.
- Objective 3: Enhance the visibility of the College through conferences, publications, and community outreach and engagement.
- Objective 4: Leverage technology in the development and implementation of research projects.

Strategies	Objectives	Timeline	Required Resources	Outcome Indicators
Engage in attracting innovative research projects.	1, 2, 3, 4	5 years	- ORSP - Modern research facilities and infrastructure - Students	- Grant awards - Publications - Conference presentations - Workshops - Student success

Facilitate interdisciplinary research within and beyond the ML/CNAS.	1, 2, 3, 4	Continuous	- More internal dialogue about research	Increased number of joint proposals
Foster a culture that values risk-taking and supports unconventional research ideas alongside foundational research.	1, 2, 3, 4	Continuous	- Financial support (grant funding, seed funding) - Leadership commitment	Expanded breadth and types of publications (e.g. high impact journals and foundational)
Infuse research with advanced technology.	3, 4	Continuous	Collaboration with IT and Mathematics departments	More large-scale studies (e.g. big metadata processing)
Increase the integration of island wisdom: indigenous ecological knowledge and strategic geographic location with global knowledge, scientific advances and technology.	1, 2, 3	Continuous	Local agencies	- Development of partnerships with local agencies - New partnerships with local organizations

Goal 3: Student Success
Transform the student experience to achieve successful outcomes and positive impacts during and beyond the academic journey.

- Objective 1: Increase recruitment and retention.
- Objective 2: Integrate experiential learning into the curriculum and promote volunteer opportunities that allow students and faculty to contribute to community well-being.
- Objective 3: Expand alumni engagement and tracking 3-5 years post-graduation.

Strategies	Objectives	Timeline	Required Resources	Outcome Indicators
Graduate Bio faculty to engage in undergraduate education through tailored courses.	1, 2	Course developed by Spring 2026; possibly offered annually	Graduate faculty that (team) teach upper-level undergraduate courses	Increased number of students who participate in internships and/or enter the graduate program
Offer research internship opportunities (e.g. for recruitment)	1, 2	Possible start in Spring 2025 and every semester	Support from undergraduate program faculty to evaluate student	Increased number of students who participated in internships enter the

		afterward	weekly reports and final reports	graduate program
Offer professional development opportunities for mentors	1	Annual	Support from UOG admin to organize and run professional development workshops (possibly part of faculty development day)	- Student advisors/ mentors gain access to the resources to address challenges in student mentoring - Increased number of students seeking advisement/ mentorship - Student satisfaction rates of advisement/ mentorship through interviews or surveys
Require academic course plan and progress reports from students that will be reviewed by advisor/ program.	1	Planning phase from Spring 2025-Fall 2025; each semester afterward	Grad program committee that assists in review and feedback on student's plans and progress reports (possibly taken on by the Grad Bio recruitment committee)	Students' graduate progress through program and on-time graduation
Alumni symposium series where alumni present on their paths in academia or other careers.	3	Annual	- Coordinating support by admin staff - Attendee survey (demographics, feedback for improvement, suggestions for future topics)	At least 20 alumni should be present, ideally 50+

Goal 4: Community Engagement

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

- Objective 1: Implement the Science Communication strategy to increase community engagement.

- Objective 2: Increase our presence (partnership) in the community by increased participation in government and community-led initiatives.

- Objective 3: Upgrade infrastructure to increase our availability to local agencies and improve visitor experiences.

- Objective 4: Increase production of outreach materials, both hard copies and digital.

Strategies	Objectives	Timeline	Required Resources	Outcome Indicators
Hire a science-communication specialist.	1	Ongoing	Consistent funding	Hired sci-comm specialist implementing sci-comm strategy
Collaborate with EPSCOR/Sea Grant/CIS outreach.	1	Ongoing	- Time - Funding	Production of one outreach item/event per year, stemming from multiple entities
Increase faculty engagement in science communication.	1	Ongoing	Completed science projects/ programs	At least one outreach item for every 2 science products (e.g. papers)
Outreach by Biology graduate students.	2	Ongoing	- Funding - Tuition waiver - Science-based materials	Increased number of community events with student participation
Engage with agencies and community initiatives.	2	Ongoing	Identified suitable science products for community outreach	Increased presence in local and community planning and management bodies
Increase public seminars	2	Ongoing	- Time - Sci-results - Workshops - Fundings	At least one public event per semester
Renovate wet lab areas	3	Before the end of 2026	- Funding - Grants	Increased number of non-ML people using the labs
Increase interactive and aquarium tanks	3	Before the end of 2027	- Wet-lab outreach coordinator - UOG undergraduate internship program (Scholarship funding and associated student outreach requirements)	Increased number of people who visit the tanks for outreach and education

Increase social media presence.	4	Ongoing	Novel science and dedicated staff	Number of social media outreach and associated followers
Increased production of tangible outreach media.	4	Ongoing	Connection between sci-comm and artist/graphic artist	Posters, stickers, brochures, and other printed outreach media
Increased e-resources via website and other linked online platforms.	4	Ongoing	Connection between sci-comm and artist/graphic artist and web host	- Web-based resources and repository to support outreach - Increased number of downloads or site visits
Increase the program's social media presence.	1, 3	Weekly/ biweekly posts	Admin support to coordinate with science communicators across campus to gather stories for dissemination	Improved engagement metrics over time

Program: ENVIRONMENTAL BIOLOGY

Goal 1: Academic Excellence
Elevate a community of scholars within the College that supports the University, Guam, and Micronesia.

- Objective 1: Deliver quality degree programs that are relevant to the local community, nationally competitive, and recognized globally.
- Objective 2: Graduate students skilled in problem solving, critical thinking, communications, technology, and lifelong learning for successful careers.
- Objective 3: Promote responsible and practical application of knowledge to our island community and Pacific region.
- Objective 4: Promote readiness of students for graduate and/or professional programs and the workforce.

Strategies	Objectives	Timeline	Required Resources	Outcome Indicators
Review and evaluate the current EV Program (strengths, gaps, and areas of growth) for improvement.	1, 2, 3, 4	Sept. 2025-Aug. 2026	WERI faculty	Changed curriculum
Plan for new program development to support local community demands, and cultivate students for national competitiveness— student participation through published works in national/international conferences.	1, 2, 3	AY 2025-AY 2026	WERI faculty	- Recognition of the current needs, which may be identified through stakeholder meetings or current event issues - Creation of new/ supplemental (project dependent) graduate courses
Introduce and involve students to every interagency partners/ stakeholders' meetings, conferences, and areas of interests involving water resources, environmental concerns, and education to develop acquaintances	4	2025-2029	EV program faculty	Follow-up and tracking of post-graduation success through whereabouts, contacts, employment, and possible collaboration

in the private and government sectors, awareness, and knowledge.				projects

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.

- Objective 1: Build a culture of research excellence that respects local knowledge, and foster greater opportunities for faculty and students.
- Objective 2: Collaborate with local and regional communities to identify programmatic and research needs and priorities.
- Objective 3: Enhance the visibility of the College through conferences, publications, and community outreach and engagement.
- Objective 4: Leverage technology in the development and implementation of research projects.

Strategies	Objectives	Timeline	Required Resources	Outcome Indicators
Enhance the visibility of current water- and environment-related issues and recommend feasible solutions through research projects to increase public and stakeholder awareness of critical water and environmental issues.	1, 2, 3, 4	2025-2029	WERI, CNAS, and SENG faculty (project dependent collaboration and shared availability of funds from any mentioned department)	- WERI annual advisory council meeting to recognize the current issues - Number of publications to describe the current water-related issues - Presentations of the up-to-date research outputs to local/regional conferences
Conduct research programs to a comprehensive understanding of possible water-related threats and to advance a thorough understanding of potential water-related threats by conducting research programs.	1, 3, 4	2025-2029	WERI, CNAS, and SENG faculty (collaboration projects)	Number of publications that address potential water-related issues

Identify, include, and participate in cultural/ historic preservation of delineated/study areas in research (e.g. work with Kumisión i Fino' CHamoru in naming refined watershed/basin areas).	1	2025-2029	WERI faculty	Online Web MApps or addressed or labeled in published literature
Create more research based WERI and GHS online hydrologic databases, Web MApps, and MAppFx data visualization products, online interactive applications, including the WERI website development for worldwide information dissemination.	4	2025-2029	- Guam Hydrologic Survey Program and USGS 104-B - Published work data - Interagency data sharing	- Availability of online data via database repository - Technical report library - Web MApp - MAppFx products

Goal 3: Student Success

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

- Objective 1: Increase recruitment and retention in our degree programs.
- Objective 2: Integrate experiential learning, through internships, into the curriculum and promote opportunities that allow students and faculty to contribute to community well-being.
- Objective 3: Support the Administration in tracking CNAS alumni 3-5 years post-graduation.
- Objective 4: Strengthen partnerships with regional community colleges and local high schools by developing a comprehensive 2+2 articulation program, enhancing seamless student pathways from high school through to a four-year degree.

Strategies	Objectives	Timeline	Required Resources	Outcome Indicators
Participate in any CNAS internal research conference to introduce/ share EV Program and WERI research.	1, 2, 4	2025-2029	CNAS faculty	CNAS internal research conference

Track EV alumni to maintain an active connection with mentors and researchers (include alumni research expertise with research studies).	3	2025-2029	WERI (CNAS) faculty and alumni 3-5 years post-graduation	Enhanced EV alumni network
Develop job fair series with the CNAS (or EV) alumni to promote the recruitment by alumni—provide career opportunities for graduates.	1, 2, 3	2025-2029	- WERI, CNAS faculty - Administrative support for venues, A/V, and materials needed	Job fair attendance sheet
Provide graduate internship opportunities—further enhance graduate employability, resume, experience/competence, and professional development.	1, 2, 4	2025-2029	WERI faculty and local agencies	- Number of internship participants - Creation of graduation requirements
Include providing undergraduate internships opportunities at WERI—hands on experience for conducting scientific research analysis and reporting.	1, 2, 4	2025-2029	WERI, CNAS, and SENG faculty	- Creation of research projects with undergraduates - Number of internship participants

Goal 4: Community Engagement

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

- Objective 1: Establish and nurture partnerships and collaborations with local and regional organizations.
- Objective 2: Develop and implement community-based programs that leverage the College's expertise.
- Objective 3: Assess and adjust engagement strategies to ensure mutual benefits and responsiveness.
- Objective 4: Grow the community partnership towards sustainability.

Strategies	Objectives	Timeline	Required Resources	Outcome Indicators
Strengthen and maintain partnerships for local and regional water-related concerns to ensure coordinated action and effective solutions for addressing water/ environmental related challenges.	1, 2, 3, 4	2025-2029	WERI faculty	- Number of implemented projects (through WERI annual advisory council meetings) - Number of grant through regional/ local stakeholders - Data and published information access online - Interagency outreach and education through advisory meetings, workshops, and activities

Program: DATA SCIENCE

Goal 1: Academic Excellence
Elevate a community of scholars within the College that supports the University, Guam, and Micronesia.

- Objective 1: Deliver quality degree programs that are relevant to the local community, nationally competitive, and recognized globally.
- Objective 2: Graduate students skilled in problem solving, critical thinking, communications, technology, and lifelong learning for successful careers.
- Objective 3: Promote responsible and practical application of knowledge to our island community and Pacific region.
- Objective 4: Promote readiness of students for graduate and/or professional programs and the workforce.

Strategies	Objectives	Timeline	Required Resources	Outcome Indicators
Review and refine course offerings to improve program versatility and quality.	1, 2, 3, 4	Ongoing; Aug. 2024-May 2029	Data Science faculty	New courses added
Investigate feasibility and demand for graduate certificate program, particularly among working professionals.	1, 2, 3, 4	Aug.-Dec. 2024	- Data Science faculty - Staff support	Results of investigation

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.

- Objective 1: Build a culture of research excellence that respects local knowledge, and foster greater opportunities for faculty and students.
- Objective 2: Collaborate with local and regional communities to identify programmatic and research needs and priorities.
- Objective 3: Enhance the visibility of the College through conferences, publications, and community outreach and engagement.
- Objective 4: Leverage technology in the development and implementation of research projects.

Strategies	Objectives	Timeline	Required Resources	Outcome Indicators
Engage community partners as clients for capstone course in statistical research and consulting.	1, 2, 3, 4	Ongoing; Aug. 2024-May 2029	- Data Science faculty - Staff support	MSDS students working on projects relevant to local and regional communities, with tracking of students' projects and presentations
Encourage students to participate in conferences to share results of their work; assist with funding where possible.	1, 3	Ongoing; Aug. 2024-May 2029	Funding for travel to conferences	- Number of students - Number of conferences
Pursue grants/funding to support Data Science-related experiential learning or research opportunities.	1, 2, 3, 4	Aug. 2024-May 2029	- MSDS faculty - CNAS, ORSP staff	- Submission of proposals - Awards or funding received (*Note: Already secured a grant from AIM-AHEAD for lung cancer prediction using AI)
Showcase scholarly work by faculty and students via annual reports, DMCS website, other outlets for community outreach and engagement.	1, 3	Aug. 2024-May 2029	- Math, CS, MSDS faculty - DMCS chair and MSDS chair - CNAS Dean's Office - CNAS Marketing Team	- Number and types of articles posted - Number and types of presentations

Goal 3: Student Success
Transform the student experience to achieve successful outcomes and positive impacts during and beyond the academic journey.

- Objective 1: Increase recruitment and retention in our degree programs.
- Objective 2: Integrate experiential learning, through internships, into the curriculum and promote opportunities that allow students and faculty to contribute to community well-being.
- Objective 3: Support the Administration in tracking CNAS alumni 3-5 years post-graduation.
- Objective 4: Strengthen partnerships with regional community colleges and local high schools by developing a comprehensive 2+2 articulation program, enhancing seamless student pathways from high school through to a four-year degree.

Strategies	Objectives	Timeline	Required Resources	Outcome Indicators
Create and maintain database to track MSDS students and accomplishments during and after completion of the program.	3	Oct. 2024-May 2029	- Input from students, faculty - Staff or faculty to setup and maintain database	Database established (ability to track students)
Determine feasibility of 4+1 BS-MS program for Math and DS, a pathway to graduate studies.	1, 4	Aug. 2024-May 2026	- Math and DS faculty - Support from OIE	- Feasibility study conducted -New 4+1 program implemented
Apply for NSF Grant Data Science Corp, which would allow Math and DS faculty to work with high school students and provide them training in data science. This hopefully will help create a pipeline of students interested in data science from high school through to the master's program.	1, 2, 4	June 2025, or June 2026 if not successful by 2025	Support from ORSP with grant application	Submitted proposal

Goal 4: Community Engagement
Build a strong foundation of responsive and mutually beneficial community engagement.

- Objective 1: Foster a culture of partnership by recognizing and responding to local and regional concerns.
- Objective 2: Develop and implement community-based programs that leverage CNAS's expertise.
- Objective 3: Assess and adjust engagement strategies to ensure mutual benefits and responsiveness.
- Objective 4: Grow the community partnership towards sustainability.

Strategies	Objectives	Timeline	Required Resources	Outcome Indicators
Engage in data science capacity building efforts with regional community colleges (NMC, PCC).	1, 2, 3, 4	Oct. 2024-Aug. 2025	PIPCHE supplement	- Network created for data science education - Outreach events

				conducted
Engage community leaders and partners to determine data analysis needs that can be addressed by MSDS students.	1, 2, 3, 4	Aug. 2024-May 2029	- MSDS faculty - Community partners	Network created for sharing data analysis needs with MSDS program
Establish Data Science Center designed to complement the MS in Data Science program and bolster the region's data science capabilities.	1, 2, 3, 4	Sept. 2024-Aug. 2025	- PIPCHE Supplement - OIT staff - MSDS faculty - Office space for the Data Science Center	- Initial phase of setup and configuration of Data Science Center completed under PIPCHE supplement funding - MSDS students using data from Data Science Center
Apply for NSF Grant Data Science Corp. Under this grant, we aim to establish partnerships with high school and middle school teachers, providing them with data science training. The grant's primary objective is to utilize local data, collaborating with local agencies to address their data science needs effectively.	2, 4	Jun. 2025, or Jun. 2026 if not successful in 2025	Support from ORSP with grant application	Submitted proposal
Establish informative website for Data Science Center.	2, 3	Dec. 2025	Staff support	- Creation of the website - Number of visitors to the website

Program: SUSTAINABLE AGRICULTURE, FOOD, AND NATURAL RESOURCES

Goal 1: Academic Excellence
Elevate a community of scholars within the College that supports the University, Guam, and Micronesia.

- Objective 1: Deliver quality degree programs that are relevant to the local community, nationally competitive, and recognized globally.
- Objective 2: Graduate students skilled in problem solving, critical thinking, communications, technology, and lifelong learning for successful careers.
- Objective 3: Promote responsible and practical application of knowledge to our island community and Pacific region.
- Objective 4: Promote readiness of students for graduate and/or professional programs and the workforce.

Strategies	Timeline	Required Resources	Outcome Indicators
Review and refine course offerings to improve program versatility and quality.	Ongoing; Aug. 2024-Aug. 2025	SAFNR faculty	- Report of curriculum review - Adjustment of the program
Investigate feasibility and demand for adjustment of graduate program.	Ongoing; 2025-2026	SAFNR faculty and academic advisor	- Survey template - Database of student feedback
Consider online program.	5-year plan	- Online certificate - Potential incentives for SAFNR faculty to be certified	Number of faculty being online teaching certified
Seek potential dual degree program with other institutions.	2024-2029	- SAFNR faculty - Outside institution connections	MOU contract

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.

- Objective 1: Build a culture of research excellence that respects local knowledge, and foster greater opportunities for faculty and students.
- Objective 2: Collaborate with local and regional communities to identify programmatic and research needs and priorities.
- Objective 3: Enhance the visibility of the College through conferences, publications, and community outreach and engagement.
- Objective 4: Leverage technology in the development and implementation of research projects.

Strategies	Timeline	Required Resources	Outcome Indicators
Better communication with Marketing and Communications to highlight and celebrate academic achievement of ALS/SAFNR students.	2024-2029	- Media team - UOG's MarCom team - SAFNR faculty (committee)	Number of press release or article highlighting ALS/SAFNR students
Create (bi)annual grey literature.	2024-2029	- Media team - SAFNR program chair - RFK library	(Bi)annual grey literature
Incorporate the reflection of 2 years teaching plan/courses that involves island wisdom/culture into program assessment.	2024-2029	Assessment and Curriculum Committee	Program assessment report
Build strong research topics with local relevance.	2024-2029	SAFNR faculty	- Publication numbers in the regional journal - Successful special projects that focus on local topics

Goal 3: Student Success
Transform the student experience to achieve successful outcomes and positive impacts during and beyond the academic journey.

- Objective 1: Increase recruitment and retention.
- Objective 2: Integrate experiential learning into the curriculum and promote volunteer opportunities that allow students and faculty to contribute to community well-being.
- Objective 3: Expand alumni engagement and tracking 3-5 years post-graduation.

Strategies	Timeline	Required Resources	Outcome Indicators
Align undergraduate program curriculum to better prepare UOG undergraduate for courses in the SAFNR program.	2025-2026	- Curriculum Committee - SAFNR faculty	Ratio of graduate students from UOG/ students from other institutions
Development of an Annual Alumni Survey that will be administered by the program chair.	Jan.-May 2025	Program Chair	- Survey template created - Contact list of alumni contacted and responses
Generate a Student Achievement tab on the SAFNR webpage.	2024-2029	Media team	A tab on the webpage to promote and highlight student success
Integrate field experience in the graduate course (e.g. internship, etc.).	2026-2027	Collaborator organization to host the internship	- Number of internship opportunities - Number of collaborating organizations

Goal 4: Community Engagement
Build a strong foundation of responsive and mutually beneficial community engagement.

- Objective 1: Establish and nurture partnerships and collaborations with local and regional organizations.
- Objective 2: Develop and implement community-based programs that leverage the College's expertise.
- Objective 3: Assess and adjust engagement strategies to ensure mutual benefits and responsiveness.
- Objective 4: Grow the community partnership towards sustainability.

Strategies	Timeline	Required Resources	Outcome Indicators
Encourage more collaboration among and outside the SAFNR program with faculties including committee.	2024-2026	Faculty	Increase publication of multi-institution authors
Encourage collaboration among different regional institutions and organizations.	2024-2029	Faculty	Numbers of grant with outside collaborator
Conduct an assessment of current community engagement.	2026-2026	- Program Chair - Advisors	General assessment of community engagement
Develop a communication platform to engage stakeholders.	2025-2027	Program Chair	Seminar/webinar

MARGARET PEREZ HATTORI-UCHIMA SCHOOL OF HEALTH ACADEMIC MASTER PLAN

I. Executive Summary

Mission
The Margaret Perez Hattori-Uchima (MPHU) School of Health is committed to improving the health, fitness, personal, and social well-being of the people of Guam and the Western Pacific. To realize this mission, the School of Health:

1. Delivers programs designed to prepare graduates for their professions: nursing, social work, exercise science and health promotion, public health, and pre-physical therapy. The school provides ongoing educational development for members of the respective professions. The School fosters collaboration among the disciplines and facilitates inter-professional education.
2. Engages in collaborative research and creative endeavors focused on the needs of the people of Guam and the Western Pacific.
3. Promotes the advancement of social and economic justice and the empowerment of the community. Promotes community service of students and faculty.

Overview
The MPHU School of Health programs are highly valued within UOG, throughout the island and region. Faculty are engaged and well connected to the healthcare and social service systems on Guam, and are a resource to the region. Highly collaborative partnerships have been developed and sustained resulting in high quality programs, research, and community service endeavors. External accreditation for the Nursing and Social Work programs has been well maintained and adds to the value for our students and the community. Over the next five years, the School will achieve the following [timeline]:

- Deem General Education requirements satisfied with an associate degree earned from any U.S. accredited institution [Immediately]
- Make internship (Health Science), leadership and independent nursing (Nursing), and field placement (Social Work) a core requirement [Immediately]
- Create a full year plan for course scheduling [February 2025]
- Have a schoolwide advisory council to support the Dean and the academic programs [Fañomnåkan 2025]
- Reduce credits to graduate from 124 to 120 for all academic programs [Fanuchånan 2025]. ***Note: Nursing Program will begin Fanuchånan 2026, following accreditation site visit.***
- Increase enrollment and retention [2024 – 2029]
- Create pathways for transfer students and associate degree holders; increase program articulation with regional colleges for seamless transfer [2024 – 2029]
- Pursue grant opportunities [2024 – 2029]
- Monitor evolution of AI and incorporate into programs curricula [2024-2029]

II. Undergraduate Program Plans

Program: HEALTH SCIENCE

Goal 1: Academic Excellence
Elevate a community of scholars within the College that supports the University, Guam, and Micronesia.

- Objective 1: Enhance student proficiency in core competencies through targeted instruction and assessment.

- Objective 2: Increase student participation in collaborative health research by leveraging existing faculty resources.

Strategies	Timeline	Required Resources	Outcome Indicators
Administration of the Health Sciences Reasoning Test	HS216- pre-test HS498- post-test	License for the online HSRT	70% of students will increase their individual HSRT scores by their senior year as compared to their scores in HS216
Incorporate students into existing faculty projects.	Ongoing	- RA or TA funding - Grant funding	Number of students who are involved in faculty projects

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.

- Objective 1: Create research-derive health education resources to reach underserved populations in Guam and the Pacific Islands.

- Objective 2: Create a community outreach initiative where students develop content to promote health education and/or interventions.

- Objective 3: Implement a monitoring and evaluation framework to assess the health of University students.

Strategies	Timeline	Required Resources	Outcome Indicators
Develop culturally and age-appropriate health education resources.	Ongoing in HS216, HS200, HS451, and HS498	- Community partners - CANVA or other software - Printing services	100% of students will develop a health education resource on the health issue of their choice

Collect data using the PICCS survey.	Senior year in HS416 (Fall) and HS451 (Spring)	- Qualtrics software - Microsoft Excel - SPSS	- 150 students will complete the PICCS survey - Annual Health Profile report will be made publicly available
Establish a health intervention based on data-driven research.	Senior Year – HS451	- PICCS Survey - Resources for HART Fair - Community partners	100% of students will develop a health intervention meant to address health disparities

Goal 3: Student Success
Transform the student experience to achieve successful outcomes and positive impacts during and beyond the academic journey.

- Objective 1: Increase recruitment and retention.
- Objective 2: Integrate experiential learning into the curriculum and promote volunteer opportunities that allow students and faculty to contribute to community well-being.
- Objective 3: Expand alumni engagement and tracking 3-5 years post-graduation.

Strategies	Timeline	Required Resources	Outcome Indicators
Promote advisement through SOH student advisor and HS faculty advisors; expand availability of faculty advisors in the intercession and summer.	Ongoing	- SOH advisor time - Additional HS faculty	All HS students should be declared and have been advised before the end of the semester when the initial HSRT is completed.
Develop HS program admissions.	2026	Faculty time	Increased HS major declaration
Develop 2+2 with regional colleges beginning with Northern Marianas College.	2026	Faculty time	Increased student enrollment from Northern Marianas College
Facilitate alumni reunion and	Begin 2025	- Create alumni committee	At least one alumni event per year

engagement through various SOH activities.		- Rewards	
Solicit alumni support with post-graduation tracking.	Begin 2025	- Alumni committee - Survey software	Updated post-graduation tracking

Goal 4: Community Engagement
Build a strong foundation of responsive and mutually beneficial community engagement.

- Objective 1: Develop and deliver community health workshops through collaboration with local organizations.

- Objective 2: Establish formal partnerships with at least two local healthcare providers to facilitate practical clinical experiences.

- Objective 3: Design wellness programs/interventions targeting the university and surrounding community that focuses on physical and mental health.

Strategies	Timeline	Required Resources	Outcome Indicators
Establish MOUs with local clinics, NGOs, and government agencies.	Senior Year for HS students; ongoing implementation of the MOUs	- MOUs - Liability insurance for students - Gifts for site supervisors	90% of students will complete a clinical internship or practicum by their senior year
Create individual capstone projects that incorporate health research.	Final semester of senior year	Site preceptors and supervisors	100% of students will work with their supervisors to complete a research project

Program: NURSING

Goal 1: Academic Excellence
Elevate a community of scholars within the School that supports the University, Guam, and Micronesia.

- Objective 1: To offer professional nursing education to the culturally and academically diverse population in the region.

- Objective 2: Promote and develop interdisciplinary initiatives that integrate diverse perspectives, scientific knowledge and evidence-based practice curriculum.

- Objective 3: Promote and develop the academic use of simulation /technology in the program and courses.

Strategies	Timeline	Required Resources	Outcome Indicators
Objective 1:			
Provide non-nurses, licensed nurses, and graduate nurses with undergraduate studies in nursing.	2025-2030	- Adequate classrooms - LRC - Computers at SOH computer laboratory - Clinical sites - Faculty - Preceptors	- Number of graduates each year (40-60) - NCLEX pass rate >90% - Identified pathway for transfer students and associate degree holders and clear program articulation with GCC and other regional colleges - Achieved faculty and student ratio recommended by the board and the national standards
Implement, evaluate, and refine the curriculum to produce culturally competent, caring nurses who think creatively and critically, and meet professional nursing standards.	Ongoing	Exposure to diverse populations for care, including but not limited to homeless coalition, health fairs, conferences with volunteer faculty overseeing these experiences, providing culturally sensitive orientation	Students will have 8.0 or above on their EF6 for PLO-Culture and Caring

		to students prior to their clinical exposure.	
	Spring 2027	None	- Enhanced clinical learning experiences outside Guam (Micronesia, Philippines, Japan, Korea, Taiwan) for NU415, NU419 or special project course - Course development (elective)
Reduce the total credit requirement for undergraduate program from 124 credits to 120 credits.	Fall 2026	None	- Program completion rate - 120 credits implementation
Objective 2:			
Foster interdisciplinary learning environment between the school (HS, SW and Nursing).	Ongoing	- Stakeholder meetings to develop a learning environment - Community partners - Faculty advisors - SNAG	HS/Nursing and SW curriculum incorporating interdisciplinary activities into the program or course requirements (Homeless Annual PIT Count Outreach; Community Assessment: NU403)
Provide shared simulation and learning environment.	Spring 2026	- LRC - LRC staff - Faculty	- Courses identified wherein these interdisciplinary learning activities will be offered and evaluated - Increased use of simulation at the LRC (competency skills demonstration and return demonstration - Pass rate at skills check-off exams

Increase capacity building of adjunct faculty.	Ongoing	- Funds for annual adjunct faculty conference - Scholarship	- Attendance of preceptors and adjunct faculty at annual conference - Scholarship offered and received - Total number of adjunct faculty monitored annually
Objective 3:			
Upgrade the simulation environment with current technology.	Spring 2025 (pilot-testing)	Funds for V-sim	- V-sim usage - Training of faculty and staff - Students' positive evaluation of the V-sim
Incorporate simulation in all nursing practicum courses.	Spring 2026	- LRC - LRC staff - Faculty	- Usage rate of LRC - Incorporation of simulation activities in all clinical practicum course syllabi (e.g. Health Assessment and NU409: Mental Health)
Manage, maintain and update equipment, materials and other resources of the LRC.	Ongoing	- LRC staff - Supplies, - Programs (V-sim)	- Properly functioning equipment - Appropriate supplies procured in timely manner - Resources (e.g. books, videos) kept updated (5 years or less)

Goal 2: Innovative Creative and Scholarly Research
Strengthen the School's capacity to collaboratively generate Island Wisdom-centered knowledge and solutions with our community, island, region, and the world.

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

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

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

- Objective 4: Foster scholarly and research activities 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
Objective 1:			
Enhance students' research appreciation and experience: - 200 level - students will be introduced to nursing research - 300 level - students will participate in an in-person research activity - 400 level - students will be presenting research work at a conference	Fall 2025	University library resources and database	- 200 level: Literature review literature on any health research. - 300-level: Class engagement (attendance and participation) in the senior students in the research presentations - 400-level: Senior students' poster presentation at the university and community settings
Involve faculty and preceptors in mentoring student research.	Ongoing	- Faculty - Preceptors - Community partners	- Number of research projects that faculty/ students are engaged in (e.g. PIPCHE, BUILD, DPHSS) - Publications - Presentations at research conferences
Objective 2:			
Expand partnerships with the region in research grants through the SOH nursing program. These grant funded programs facilitate expansion of partnerships in the Micronesian community including	2025-2030	- Grant-writing training - Research mentors - Community partners - Research workload allocation	- Number of grants submitted - Increased number of students and faculty who participate in research and grant work - Increased number of collaborations with partners in the region

the FSM, ROP, and RMI (e.g. CHAMPS, PIPCHE).			
Develop nursing research through education programs, community outreach, and collaborative work (e.g. with Guam Cancer Care, Homeless Coalition, Guam Cancer Coalition, GNA, AHEC).	Ongoing	- Sponsors, stakeholders, partners - Funding source for research work, cost of doing research, conferences registration, and trips - Workload allocation	- Participation of students and faculty in research work - MOUs/MOAs with partners - Conferences attended as attendees and resource speakers - Publications
Expose students to a wide range of clinical/practicum/ research and evidence-based practices (the program has existing partnerships with the four acute care hospitals, Guam Behavioral Health and Wellness, US Naval Hospital and the Dept. of Public Health and Social Services and other health care agencies).	Ongoing	- Partner agencies - Preceptors - Faculty - Nursing Advisory Council (NAC)	- Students earn 8.0 or above on their EF6 for PLO-Research - Number of change projects in these partner facilities (NU 419) - Nursing Advisory Council (NAC) meetings twice a year - Number of students who complete capstone course NU415: Independent Nursing at various health agencies
Increase relationships with community partners such as Guam Cancer Coalition and Guam Homeless Coalition for research and clinical experiences.	Ongoing	- Orientation and training for both student and faculty/ staff volunteers - Community partners	Students and faculty engagement with community partners (e.g. board membership, grant proposal submissions, Annual Homeless PIT count participation)
Objective 3:			
Cover expenses for faculty attending local and regional healthcare	Ongoing	- Program funds - Scholarships	Certificate of attendance at these conferences

conferences, such as GNA and GMA.			
Support one nurse faculty member per year to attend their specialty conference on island (e.g. Pediatric Nursing Conference).	2025-2030	- Program funds to cover registration and travel - Faculty scholarships	- Certificate of attendance - Conducted sessions by faculty both with students and faculty (sharing of highlights of the conferences attended)
Provide experts to mentor faculty in research and grant writing.	2025-2030	- Research mentors - Funds to attend trainings/workshops on research skills enhancement	- Number of training courses attended - Identification of research mentors - MOA/contracts between research mentors and mentees
Support faculty research and grant work.	2025-2030	- Faculty load allocation - Research partners - Research mentors	- Workload allocation - Increased faculty involvement in research projects and grant work - Publications
Objective 4:			
Improve research capability of the community and region by having senior level students collaborate with nurse leaders in the community on a change project.	Ongoing	- Nurse preceptors/ leaders in capstone course NU419 (Internship course) - Partner agencies - Faculty	- Number of completed change projects - Number of nurse leaders precepting senior nursing interns
Nursing faculty will serve as mentors/ preceptors of nurses pursuing postgraduate studies in the community (e.g. master's and doctoral students on island).	Ongoing	Adequate number of Nursing faculty	- Number of contracts between nurse faculty and nurse mentees - Completion rate of mentored nurses (degree earned)

Goal 3: Student Success
Transform the student experience to achieve successful outcomes and positive impacts during and beyond the academic journey.

- Objective 1: Increase recruitment and retention.
- Objective 2: Integrate experiential learning into the curriculum and promote volunteer opportunities that allow students and faculty to contribute to community well-being.
- Objective 3: Expand alumni engagement as adjunct and clinical preceptors.

Strategies	Timeline	Required Resources	Outcome Indicators
Objective 1:			
Implement academic support to students by having a full-time academic advisement staff; improve faculty advisement processes through intrusive advisement in pre-nursing and nursing; provision of faculty load for tutoring of students in the major; availability of faculty advisor(s) in the intercession and summer.	2025-2030	- Academic advisor - FTE for tutorial - Faculty advisor during intercessions/ summer	- Sustained enrollment of at least 40-50 students per cohort in the next 5 years - Increased tenure-track faculty ranks from 2 (2024) to 4 by 2029 - 7 nursing faculty positions filled
Continue to offer summer mentorship program in acute care settings.	Ongoing	- Academic advisor - FTE for tutorial - Faculty advisor(s) during intercessions/ summer - Clinical sites - Preceptors - Faculty during intercessions/ summer - Funds to offer mentorship program	- Number of students in the mentorship program - Number of preceptors recruited - Number of mentorship programs offered
Help find appropriate resources and	Ongoing	- Orientation of students from Admissions and	- Expanded use of scholarship funds to sophomore nursing

financial support, as needed		Financial Aid Office - Scholarship grants	students (NTP, financial aids) - Number of students on scholarships/ financial aids
Provide continued NCLEX-RN Exam preparation support.	2025-2030	- Computer Assisted Instruction (CAI) program - SOH computer laboratory - Staff who proctors CAI - FTE for faculty who will oversee NCLEX preparation - NCLEX review materials	- Use of CAI throughout the curriculum with proctored exams - Exams weighed into the course grades - NCLEX pass rate
Objective 2:			
Student members of the Student Nurses Association of Guam (SNAG), with faculty and staff advisors, will actively engage in school activities and community outreaches.	Ongoing	- 2 SNAG advisors (faculty/staff) - SNAG office - Community partners	- Number of outreach activities - Completion rate of 2 hours per semester of community service for each SNAG member
Provision of opportunity for interdisciplinary health and wellness event among students and faculty to promote health and well-being of SOH programs (SW, Nursing, HS).	Spring 2025	- Funds to support sporting needs - Calvo Field House - SNAG, HSO, SWSA - Faculty advisors	- Annual Sports and Wellness Event of SOH to be participated by the 3 programs - Participation and attendance to the event - Positive evaluation from participants of the experience
Objective 3:			
Support interested nurses in obtaining graduate degrees to strengthen the program's adjunct faculty pool (e.g.	2025-2030	- Scholarship opportunities - Alumni pool	- Number of scholarships offered and received - Number of alumni in the adjunct faculty/ preceptor pool

GEDA, PROTECH Scholarship, NTP scholarships and PIHOA).			
Explore developing a master's program in nursing.	Fall 2028	- Curriculum development - Availability of qualified instructors - Classrooms - Offices - Instructional program	Creation of a postgraduate nursing curriculum

Goal 4: Community Engagement
Build a strong foundation of responsive and mutually beneficial community engagement.

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

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

Strategies	Timeline	Required Resources	Outcome Indicators
Objective 1:			
Maintain collaborations and partnerships with the following organizations: - Guam Nurses Association (GNA) - Nurse Advisory Council (NAC) - Guam Board of Nurse Examiners (GBNE) - Guam Cancer Coalition - Guam Homeless Coalition - Guam Memorial Hospital Authority (GMHA board)	Ongoing	Advisories and agencies	- MOUs, agreements, contracts - Attendance at meetings - Number of clinical groups assigned to the agencies - Membership as board of faculty

- Health Services of Pacific (HSP board).			
Objective 2:			
Provide training in the community for Basic Life Support (BLS), Crisis Prevention Intervention (CPI), ASIST-Suicide prevention, and Dementia Care.	Ongoing	- Funds for materials, supplies, and training kits - Financial support for recertification training of instructors (e.g. CPI, BLS) - Classrooms - Audiovisual aids	- Number of training courses provided - Number of trainers maintained - Trainers' certification kept current and updated - Number of participants in the courses
Utilize SOH LRC as a Simulation Center for staff development and activities for the community.	2025-2030	- LRC - Materials/supplies - AV-Aids - Equipment - Mannequins	- MOUs/MOAs - Documented simulation activities between SOH and community partners

Program: SOCIAL WORK

Goal 1: Academic Excellence
Elevate a community of scholars within the College that supports the University, Guam, and Micronesia.

- Objective 1: Engage in ongoing faculty development regarding educational policies and accreditation standards of the Council on Social Work Education.
- Objective 2: Secure adequate resources to meet accreditation standards.
- Objective 3: Integrate program assessment and review into ongoing program administration and development.

Strategies	Timeline	Required Resources	Outcome Indicators
Objective 1:			
Provide social work majors with an undergraduate social work degree from a CSWE accredited program.	Ongoing; 2025-2030	- Adequate classrooms - Practicum/ internship sites - Faculty - Field instructors - Administration support	- Number of graduates each year (15-30) - Identified pathway for transfer students and associate degree holders and clear program articulation with GCC and other regional colleges - Achieved faculty and student ratio recommended by CSWE national standards
Implement, evaluate, and refine the curriculum to produce culturally competent, caring social workers who think creatively and critically, and meet professional social work standards.	2025-2030	- Exposure to diverse populations for care provides culturally sensitive orientation to students prior to their practicum placement - Support for load allocations - Travel grants for students to have access to other parts of Micronesia	- Enhanced practicum learning experiences outside Guam (outer islands of Micronesia, Philippines, and Taiwan) - Updated and refined SW410: Social Work Development in Micronesia

Reduce the total credit requirement for program from 124 credits to 120 credits.	Fall 2026	None	- Program completion rate -120 credits implementation
Objective 2:			
Secure adequate resources to meet accreditation standards.	Ongoing	- Adequate classrooms - Practicum/ internship sites - Faculty - Field instructors - Administration support	- Hiring of 1 full-time administrative support person - Equipment is functioning properly - Appropriate supplies procured in timely manner - Resources (e.g. books, videos) kept updated (5 years or less)
Objective 3:			
Integrate program assessment and review into ongoing program administration and development.	Ongoing	Funds for the annual faculty and adjunct faculty conference to learn more about assessment tools from experts in the field	- Creation of a 5-year assessment plan - Re-evaluation of assessment tools

Goal 2: Innovative Creative and Scholarly Research
Strengthen the School's capacity to collaboratively generate Island Wisdom-centered knowledge and solutions with our community, island, region, and the world.

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

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

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

- Objective 4: Foster scholarly and research activities 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
Objective 1:			
Enhance students' research appreciation and experience: - 200 level - students will be introduced to social work research - 300 level - students will participate in an in-person research activity - 400 level - students will be presenting research work at a conference	Fall 2025	- University library resources and database - Social work/health care professional partners who will help provide opportunities for student research presentations (NASW).	200 level: Literature review literature on health research 300-level: Class engagement (attendance and participation) in the senior students in the research presentations 400 level: Senior students' poster presentation at the university and community settings
Faculty and field instructors will be involved in mentoring student research.	Ongoing	- Faculty - Field instructors - Community partners	- Number of research projects that faculty/students are engaged in - Publications - Presentations at research conferences
Objective 2:			
Expand partnerships with the region in research grants through the SOH social work program. These grant funded programs facilitate expansion of partnerships in the Micronesian community including the FSM and the Philippines.	2025-2030	- Grant-writing trainings - Research mentors - Community partners - Research workload allocation	- Number of grants submitted - Increased number of students and faculty who participate in research and grant work - Increased number of collaborations with partners in the region
Expose students to a wide range of clinical/ practicum/research	Ongoing	- Partner agencies - Field instructors - Faculty - Social work	- Social Work Advisory Council (SWAC) meetings twice a year - Number of students

and evidence-based practices. The program has existing partnerships with at least 20 social service agencies and would like to expand to 30-40 partnerships.		advisory council - NASW	who complete capstone course SW 485a/b at various social service agencies
Objective 3:			
Increase faculty participation in local and regional social work conferences.	2025-2030	- Program funds - Scholarships	Certificate of attendance at these conferences
Provide experts to mentor faculty in research and grant writing.	2025-2030	- Program funds to cover registration and travel - Faculty scholarships	- Certificate of attendance - Sessions conducted by faculty with both students and faculty (sharing of highlights of the conferences attended)
Support faculty and student research and grant work.	2025-2030	- Faculty load allocation - Research partners - Research mentors	- Workload allocation - Increase of faculty involvement in research projects and grant work - Publications
Objective 4:			
Improve research capability of the community and region by having senior level students collaborate with social work leaders in the community on a change project.	Ongoing	- Field Instructors in capstone course SW 485a/b (Internship course) - Partner agencies - Faculty	Number of field instructors mentoring senior social work interns
Increase the number of change projects between senior level students and social work leaders.	2027-2030	Adequate number of social work faculty	- Number of change projects between the social work field instructors and students - Completion rate of

			social work students (degree earned)
Social work faculty will serve as mentors/field instructors of social workers pursuing postgraduate studies in the community (e.g. master's in SW at UH Manoa).	Ongoing	Adequate number of social work faculty	- Number of contracts between the social work field instructors and students - Completion rate of social work students (degree earned)

Goal 3: Student Success
Transform the student experience to achieve successful outcomes and positive impacts during and beyond the academic journey.

- Objective 1: Increase recruitment and retention.
- Objective 2: Integrate experiential learning into the curriculum and promote volunteer opportunities that allow students and faculty to contribute to community well-being.
- Objective 3: Expand alumni engagement as adjunct and clinical preceptors.

Strategies	Timeline	Required Resources	Outcome Indicators
Objective 1:			
Implement academic support to students by having a full-time academic advisement staff; improve faculty advisement processes through intrusive advisement in pre-social work and social work; provision of faculty load for tutoring of students in the major; availability of faculty advisor(s) in the intercession and summer.	2025-2030	- Academic advisor - FTE for tutorial - Faculty advisor during intercessions/ summer	Sustained enrollment of at least 20-30 students per cohort in the next 5 years

Improve faculty advisement processes through intrusive advisement in pre-social work and social work; provision of faculty load for tutoring of students in the major; availability of faculty advisor(s) in the intercession and summer.	Ongoing	- Academic advisor - FTE for tutorial - Faculty advisor during intercessions/ summer - Orientation of students from Admissions and Financial Aid Office - Scholarship grants	Increased number of students applying for scholarships
Objective 2:			
Student members in the Social Work Student Alliance (SWSA), with faculty and staff advisors, will actively engage in school activities and community outreaches.	Ongoing	- 2 SWSA advisors (faculty/staff) - Community partners	- Number of outreach activities - Completion rate of 2 hours per semester of community service for each SWSA member
Provision of opportunity for interdisciplinary health and wellness event among students and faculty to promote health and well-being of SOH 3 programs (SW, Nursing, HS).	Spring 2025	- Funds to support sporting needs - Calvo Field House - SNAG, HSO, SWSA - Faculty advisors	- Annual Sports and Wellness Event of SOH to be participated by the 3 programs - Participation and attendance to the event - Positive evaluation from participants of the experience
Objective 3:			
Support interested social workers in obtaining graduate degrees to strengthen the program's adjunct faculty pool.	2025-2030	- Scholarship opportunities - Alumni pool	- Number of scholarships offered and received - Number of alumni in the adjunct faculty/ field instructor pool

Goal 4: Community Engagement
Build a strong foundation of responsive and mutually beneficial community engagement.

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

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

Strategies	Timeline	Required Resources	Outcome Indicators
Objective 1:			
Maintain collaborations and partnerships with the National Association of Social Workers (NASW) and various social service agencies.	Ongoing	Advisories and agencies	- MOUs, agreements, contracts - Attendance at meetings - Membership as board of faculty
Objective 2:			
Facilitate a community needs assessment.	2027-2030	Funding to complete the community assessment	- MOUs - Agreements to include time frame and target dates
Provide training in the community for requested topics that are in the faculty expertise (e.g. self-care, stress management, trauma-informed care, group facilitation, etc.).	2029-2030; or upon completion of the community assessment	- Funds for materials - Supplies - Training kits. - Classrooms - Audiovisual aids.	- Number of training courses provided - Number of trainers maintained Trainers' certification kept current and updated

Goal 5: CHamoru-English Bilingual Division of Social Work
Transforming the Division of Social Work into bilingual UOG-Unit, using both official languages of Guam, CHamoru and English,

- Objective 1: Increase CHamoru language proficiency of all full-time program faculty.

- Objective 2: Develop curricular integration plan of both official languages of Guam, CHamoru and English.

Strategies	Timeline	Required Resources	Outcome Indicators
Objective 1:			
Explore and agree on CHamoru language proficiency assessment tools.	2025	None	DSW adoption of CHamoru language assessment instruments
Develop individual faculty and division learning plans.	2025	None	DSW adoption of CHamoru language assessment instruments
Establish baseline assessment of language proficiency of all full-time faculty.	2025	None	Baseline assessment reports of all full-time faculty
Faculty actively will engage in learning CHamoru, according to agreed upon learning plans, individually and collectively.	Ongoing; 2025-2030	Recognition in CFES	Annual increase in CHamoru language proficiency of full-time faculty
Objective 2:			
Research existing models of bilingual academic programs.	2025	None	Literature review report
Develop and implement developmental research projects pertaining to bilingual course offerings.	2026-2030	FTE allocations according to nature and scope of research projects	Conference presentation of research findings

SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION (SBPA) ACADEMIC MASTER PLAN

I. Executive Summary

MISSION
The mission of the School of Business and Public Administration (SBPA) is:

We are the regional center for education, development, service, and research in business and government. Our core values promote and foster sustainable, ethical, and socially responsible leadership.

The SBPA mission aligns with the University of Guam's Tulos Mo'na vision and mission, emphasizing transforming lives through the principles of *Inadahi* (care for self, others, and the environment) and *Inagofli'e* (living harmoniously together). SBPA integrates globally recognized business, criminal justice, and public administration principles with island-sensitive, real-world applications, preparing students for local and global professional success.

In its mission commitment to teaching, service, and research, SBPA is dedicated to the success of its students by providing quality bachelor's and master's degree programs in business administration, criminal justice, and public administration.

The school espouses the following core values that relate to its mission, its students, and its vision of the future:

- Academic quality: Critical thinking supported by strong fundamental skills
- Cultural diversity
- Social responsibility
- Lifelong learning and growth
- Strong work ethic: Teamwork, hard work, dedication, and continuous improvement
- Social and economic development of Guam and the Western Pacific region
- Graduates who can compete globally, think strategically, and respond to change

INTRODUCTION
Since its establishment in 1970, the School of Business and Public Administration (SBPA) has positioned itself as a credible and recognized name at the regional, national, and global levels. It is driven by its relevant and high-quality academic programs, solution-centric approaches, research impact, and high-level service commitments of its faculty and students. The influence and leadership of SBPA are evident in the practical, value-added engagement of its students and the successes of its alumni. SBPA prides itself on keeping pace with the changing needs of the local and regional environments. More importantly, SBPA anticipates and contributes to those needs in innovative and meaningful ways.

Today, rapid technological advancements, progressive innovation, data-driven decision-making,

and powerful analytics shape our response to change. SBPA nurtures a culture of collaboration both on campus and beyond. This culture of collaboration positions the School to provide intellectual leadership and practical solutions to emerging issues that affect the island and the region. It is committed to fostering intellectual capacity for the next generation of leaders and entrepreneurs who will lead our island and region as agents of change and value creators for our communities.

In developing this 2025-2030 Academic Master Plan, the School pursues a strategic direction that is premised on a dynamic new paradigm of pedagogy, competitive degree programs, innovative research, and valued service engagement that will be enduring and relevant for the future of our society.

We intend to design an academic master plan that projects an achievable, evolutionary, and transformative trajectory of change for SBPA and one that builds in revenue generating capacity to sustain SBPA's administrative autonomy to implement its strategic direction.

STRATEGIC PLANNING PROCESS

SBPA faculty developed a system for drafting the Academic Master Plan (AMP), ensuring a structured and collaborative approach.

The AMP's development began in the Fanuchånan (Fall) 2024 semester. A faculty member from the AMP committee drafted a preliminary template incorporating insights from previous academic master plans, including the *Good to Great* updates and *Para Huló* initiatives. This draft was shared with the Division Chairs, who were tasked with further developing the AMP for their respective programs.

To strengthen these efforts, mini-strategic planning sessions were held following monthly division meetings, ensuring a collaborative and comprehensive approach to the SBPA Academic Master Plan (2025-2030). Once finalized, the document was submitted to the Dean for review and feedback.

ACCOMPLISHMENTS

The School of Business and Public Administration achieved the following accomplishments.

Academic Quality

Toward strengthening academic quality across SBPA programs, the following accomplishments were achieved:

1. Professional Accreditation: Degree programs in business administration (BBA and BBAA) are scheduled for accreditation review and site visit in April 2025. The School anticipates an eight-year reaccreditation with the International Accreditation Council for Business Education (IACBE). The Master of Public Administration (MPA) degree program is accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) through August 2029. Review by the Commission on Peer Review & Accreditation (COPRA) is scheduled for August 31, 2029. NASPAA accreditation recognizes that a master's degree program in public and nonprofit policy,

affairs, or administration has undertaken a rigorous peer review process conducted by the Commission on Peer Review and Accreditation. All NASPAA-accredited programs have met the NASPAA Accreditation Standards for Professional Master's Degree Programs in Public and Nonprofit Policy, Affairs, and Administration.

2. Program Transformation: In 2018, the Business Administration program implemented a new Business Administration with pathways to replace the Business Administration with Concentration program. This effort was a response to the changing landscape of business programs. The new pathways recognized that students generally pursue education for upward career mobility (General pathways), to pursue professional certifications such as CPA, PMP, and PHR (Professional pathways), and to pursue continued higher education degree programs as well as internship and research opportunities (Honors pathways). This transformation also took into account the resource constraints of the School and identified a model that would optimize its existing capacity to meet the increasing demand of the business administration degree program. In 2019, the BS Criminal Justice degree program embarked on an articulation agreement with the Northern Marianas College. In collaboration with the Northern Marianas College (NMC), the University of Guam School of Business and Public Administration (SBPA) offers a 2+2 program for students interested in receiving a Bachelor of Science in Criminal Justice (BSCJ) degree. The 2+2 BSCJ Program is available to new and current NMC students or alumni who have already received an associate's degree and would like to continue their education, achieving a next-level degree.

3. Capstone Experience: Each degree program has identified a capstone course and an associated capstone experience. Exemplars include: a. The Capstone Competition for business administration programs (BBA and BBA Accounting) is modeled after "Shark Tank," where students pitch their innovative business ideas to a panel of industry leaders, faculty, and investors. b. The Criminal Justice program holds forums to address current events and issues. An example of their level of responsiveness and practicality is evident in the past year's projects that encompassed "Evidence-Based Analytics in the Criminal Justice System." c. PMBA students conducted a managerial analysis of Guam's public and private hospitals (GMH and GRMC), identifying key challenges and offering data-driven recommendations for improving operations and financial sustainability. d. The MPA Capstone experience has resulted in high-level engagement with government agencies and non-profit organizations. Capstone projects over the years received notable local, regional, and national distinctions including congressional, legislative, and judicial recognition, the UOG President's Award for Community Leadership, and the Governor's Latte Award, among many others. Capstone course experience has built in a trajectory toward professional affiliations and credentialing such as Certified Manager, Certified Emergency Manager (CEM), and the UOG Chapter of Epsilon Pi Phi Emergency Management Honor Society. The MPA hosts the biennial Western Pacific Conference on Public Administration and Policy Solutions as well as the highly attended Great Gubernatorial Debates every election year. e. The new Master of Accountancy program capstone experience in the first cohort held a research forum showcasing graduating students' research on various accounting topics. These were presented in a Zoom forum. Present were the executive director of the Guam Board of Accountancy, EY partners,

MAcc and business faculty, and others in the industry. In the second cohort, the research project was combined with the Professional MBA, and it was shown at a forum at Westin Hotel Guam on Dec. 7 with GMH and GRMC board and personnel present along with Speaker Therese Terlaje and faculty members.

4. Student opportunities that contribute quality to our undergraduate business programs include: student organization leadership and membership, all HR-course collaboration projects (mock job fair every semester), membership in professional organizations (AGA, AICPA, SHRM), and participation in professional meetings locally and nationally (e.g., AGA, SHRM, APAFS), research presentation in academic conferences (e.g., ICBEIT), participation in academic competitions (e.g., ICFC, Community Bank Case Competition), management of UOG portfolio (e.g., TI), and professional certifications (CPA, SHRM-CP, CFA).

Evidence of student opportunities includes:

- BA students' research presentations at ICBEIT
- BA/BAA students competing at ICFC
- BA student nominated by faculty and subsequently approved by the Guam Legislature to serve as a Board Member of the Guam Visitors Bureau
- BA/BAA students' attending APAFS
- BBAA and MAcc students attending the AICPA Leadership Workshop in Atlanta, Georgia (all expenses paid)
- BA students' participation in the Community Bank Case Competition
- BA students' participation in SHRM National and Local meetings
- BA/BAA Students who passed certification exams: CPA exams, SHRM-CP, and other professional certifications
- BBAA students' participation in the AGA Finance Case Challenge

At the November 2023 Division meeting, the Dean reported "New Direction" areas that have been emphasized:

- Regional Graduate and Undergraduate Programs, including UOG-GCC articulation/MOA, to facilitate transfer students to our BA/A programs, MPA, and MBA programs at NMC. Note that the MBA program and the PMBA hybrid (Friday online and Saturday on-ground) program are currently not accredited by IACBE. What is currently accredited are PMBA on-ground and PMBA online programs. Since the year before the Self-Study year, discussions have taken place for undergraduate 2+2 or 3+1 programs and graduate programs at the BA Division and Pacific Area Legal Studies (PALS) Divisions with regional partner colleges in Palau, FSM, and Marshall Islands.
- Workforce development partnerships, including opportunities for professional certifications and credentialing, including certificates in cybersecurity and executive leadership (non-profit administration), are being offered at the PALS Division of our school.
- Greater collaboration with the Research Corporation of UOG and the Facilities Management Services (FMS), including major renovations of the SBPA building aimed

at sustainability (Siemens project), providing professional meeting rooms (234, 260), increasing online instruction capability (hyflex-capable classroom), encouraging entrepreneurship (Café Serena operated by UOG) and greater student engagement (relocation of non-faculty advisors from the Dean's office to a more accessible room on the first floor; conversion of the faculty lounge to student study room).

In addition, the School of Business and Public Administration maintains the following external partnerships:

Business Advisory Board

The School of Business Advisory Board plays a pivotal role in strengthening industry-academic ties. Beyond financial support for student events, the board guides our strategic efforts to meet employer needs, support regional economic growth, and build long-term partnerships.

Student Internships

Internship opportunities are provided at the School of Business for both of our undergraduate programs: the Bachelor of Business Administration (BBA) Pathway and the Bachelor of Business Administration in Accounting (BBAA). These internships offer students the chance to gain practical experience in their major field of study. By offering these opportunities, the School of Business aims to create a positive experience for both the students and the host organizations.

Student internship opportunities are offered through two courses in the BBA program. Students are required to enroll in either BA-482A or BA-482B. These courses provide an experiential learning opportunity where students work individually or as part of a team in a technical or professional area. They are placed under the direct supervision of an individual experienced in a major area of business.

Depending on their BBA pathway, students select one of the following:

1. BA482a Business Service-Learning: Senior Team Field Project, which is available to students in General Business pathway.
2. BA482b Business Service-Learning: Business/Research Internship, which is available to students in the Business Professional pathway and the Business Honors pathway.
3. BA482c Business Service-Learning: Business Formation/Innovation/Transformation, which is available to students in the Business Honors pathway. Senior standing and consent of the instructor are required.

Students are expected to meet the following learning outcomes upon completion of this course:

- Identify characteristics of individual and group behavior in organizations operating in the Asia-Pacific region
- Recognize the impact of employees through internship
- Demonstrate skills in and appreciation of the important tasks involved in projects, jobs, businesses, and teams (if applicable)

Students in the BBAA program are required to enroll in BA405 – Accounting Internship. This course prepares students for entry into the accounting profession by providing practical experience with an accounting firm, industry firm, government agency, or not-for-profit organization. It is designed for graduating seniors who have demonstrated proficiency in both foundational and major coursework within the accounting program. To enroll in this course, students must be graduating seniors and have the instructor's consent.

Students are expected to meet the following learning outcomes upon completion of this course:

- Apply valuable exposure and experience in an area that will enhance their future career potential
- Apply previous accounting coursework to the day-to-day business needs and problems of the firm/organization
- Complete assignments that encourage in-depth reflection of the internship experience
- Communicate effectively in writing to a variety of audiences about the internship experience

Guest Lecturers/Speakers and Visiting Professors

The Guest Speaker Series, hosted by the Dean of the School of Business, offers students invaluable insights into diverse business areas from both regional and global perspectives. This initiative enhances the learning experience by bringing in speakers from a wide range of industries and backgrounds. Predominantly conducted in person, these sessions provide students with the unique opportunity to engage directly with the speakers and explore various viewpoints on topics that spark their interest. For the period under review, SBPA hosted the following speakers: Jon-Paul Daniel from Pandora Jewelry and Michael Ysrael – "The Accidental Hotelier."

Under Guam Public Law 32-191, which has been in effect since 2014, and with the financial support of the Guam Board of Accountancy, the Senator Herminia Dierking and John Phillips Visiting Accounting Professor and Lecturer Program was established. This program aims to enhance the accounting program at the University of Guam by providing students with access to specialized classes not otherwise available locally. Dr. Edward Conrad, identified through a faculty search, is the visiting professor. He brings over twenty years of teaching experience in accounting from the University of Akron and Cuyahoga Community College in Ohio. Dr. Conrad will teach both undergraduate and graduate courses at UOG in the Spring and Fall of 2024. Another visiting professor, Dr. Billy Morehead from Mississippi College, will also teach BA502 – Information Systems and Data Analytics for Accountants in the Master of Accountancy program this summer.

Partnerships and Collaboration Agreements with Business Firms/Organizations

The School of Business currently has cooperative agreements with CPA exam preparatory schools such as Proactive Toronomon Accounting School and CPA Excellent Partners Co. Ltd. in Tokyo, Japan, and Golden Education in Shanghai, China. These offerings are non-degree courses designed exclusively to assist students in these countries in meeting the specific criteria required by selected states for test-taking. While not part of our standard program offerings, these courses uphold the same level of quality and rigor.

Professionally Active Student Organizations

Participation in student organizations can enrich a student's university experience in multifaceted ways, from professional development to personal growth and enjoyment. Benefits offered by these organizations include networking opportunities, skill development, career exploration, community engagement and service, access to resources, and stress relief. Student organizations provide an excellent platform for meeting new people, including peers with similar interests and professionals in the field. These connections can be invaluable for future career opportunities and mentorship.

Active student organizations include:

1. American Marketing Association (AMA) – UOG Collegiate Chapter Mission: To allow members to apply marketing skills in and out of the classroom and to increase the awareness of marketing's importance in business and in life.
2. Entrepreneur Society (E-Society): The University of Guam (UOG) Entrepreneur Society (E-Society) brings together students with the desire to mix education with enterprise and connects them with established and emerging entrepreneurs.
3. Junior Accountants Society (JAS) Mission: To promote the accounting profession in the university and to assist its members in learning the different aspects of accounting by arranging various activities and involvement with professionals, faculty, and peers.
4. Omicron Delta Epsilon (ODE): Omicron Delta Epsilon is one of the world's largest academic honor societies. The objectives of Omicron Delta Epsilon are recognition of scholastic attainment and the honoring of outstanding achievements in economics; the establishment of closer ties between students and faculty in economics within colleges and universities, and among colleges and universities; the publication of its official journal, The American Economist; and sponsoring of panels at professional meetings as well as the Irving Fisher and Frank W. Taussig competitions.
5. Society for Human Resource Management (SHRM) – UOG Chapter Mission:
    - To promote fellowship and a better understanding of the mutual problems affecting those engaged in human resource work in business, industry, and public service
    - To provide a means for the exchange of ideas and discussion of common problems
    - To encourage the application of scientific methods to the human problems of business, industry, and public service as a means of increasing operating effectiveness
    - To provide information regarding current trends in human resource management through speakers, significant reports and studies, and other means determined by the Program Committee
    - To expand human resource technologies throughout the Western Pacific Region
6. Soroptimist Sigma Society Mission: To improve the lives of women and girls in local communities and throughout the world.
7. Student Center for Public Trust Mission: To promote ethical thinking in the development of students' character and conscience. The Student CPT offers an interactive environment where ethical behaviors and ideas can thrive. This organization provides opportunities to

learn about real-world business challenges through high-caliber guest speakers and mentorship from advisors.

8. Triton Investment Club (TIC): The Triton Investment Club is a prestigious organization recognized by many in the business community. Members engage in various educational sessions while gaining first-hand experience in the real world of finance. Students learn by interacting with other students, participating in conferences and workshops, and traveling to international financial conferences. Additionally, TIC provides members the opportunity to meet and interact with potential future employers. UOG TIC's members participate in real investments of stocks, bonds, mutual funds, futures, currencies, and other equities in most major stock exchanges. Our investments are monitored under the guidance of professionals at Morgan Stanley Smith Barney (MSSB).
9. Tourism Awareness Group (TAG): The Tourism Awareness Group strives to promote, develop, and explore the Tourism Industry within the community and internationally.

Joint Faculty-Practitioner and Student Research Ventures
The School of Business sponsors opportunities for joint faculty-practitioner and student research ventures. These include:

Guam Economic Report: The Guam Economic Report is a publication sponsored by the University of Guam in collaboration with the School of Business and the Omicron Delta Epsilon International Honor Society of Economics, Alpha Chapter of Guam. Issued annually, this publication is a collaborative effort involving both faculty and students. The initiative is led by Dr. Maria Claret Ruane, Professor of Economics. The report's primary purpose is to analyze the economic conditions of Guam and its surrounding region, providing an in-depth analysis of the current state of the economy. It serves the broader community, including businesses, government entities, investors, and the public, by fostering awareness that can influence consumer confidence and spending behaviors.

International Conference on Business, Economics & Information Technology (ICBEIT):
The International Conference on Business, Economics & Information Technology (ICBEIT) is hosted annually by the University of Guam's School of Business & Public Administration in partnership with one or more international universities. The conference provides a venue for scholarly interactions and research collaborations between academics, researchers, students, and representatives from industry and government. The conference is generally attended by 60 to 120 participants representing more than 20 universities from up to 12 countries and territories.

ICBEIT has been successful in that more than 50% of participants are repeat participants and more than 90% of participants rate the conference as "excellent" or "very good."

Other significant partnerships with the University of Guam's School of Business and private entities include the Bank of Guam, the Bank of Hawaii, and others who have made substantial contributions to research and community development projects.

In addition to extensive industry partnerships, the School of Business maintains cooperative agreements with regional colleges to provide transfer programs to the university. These include Guam Community College, Northern Marianas College, and College of Micronesia – FSM,

among others. Transfer students must demonstrate satisfactory academic performance, evidenced by an overall GPA of 2.00 or better on a 4.00 scale for all college work attempted, and must be in good academic standing at their last attended institution.

These linkages align with the School of Business's mission, vision, and core values of being a regional center of excellence in education, development, service, and research in business and government. The curriculum offers a variety of practical business experiences, including opportunities for experiential learning through internships and community engagement. The role of the School of Business's advisory board is instrumental in addressing the needs of local and regional employers to ensure that graduating business students will be prepared to take responsible positions within the world of business.

These benefits include:

1. Internships: These provide students with real-world experience, bridging the gap between academic theories and practical application. They help students develop essential skills like problem-solving, teamwork, and leadership, which are crucial for a successful career in business.
2. Guest Speakers: Inviting industry experts as guest speakers exposes students to current industry trends and diverse perspectives. This helps in keeping the curriculum relevant and forward-thinking, aligning with the school's mission.
3. Visiting Professors: These individuals bring fresh insights and innovative teaching methodologies from other institutions or industries. This exchange of ideas enhances the educational experience and helps maintain a dynamic and evolving curriculum.
4. Joint Faculty-Student Research Collaborations: This enables students to engage in hands-on research, fostering critical thinking and analytical skills. It also contributes to the school's research objectives, supporting its mission to be a center of excellence in business research.
5. Student Organizations: These groups offer leadership and networking opportunities, allowing students to build professional connections and soft skills. They also encourage community engagement, reflecting the school's values of service and development.
6. These relationships enhance the reputation of the School by attracting higher-caliber students and faculty and fostering a culture of excellence. This benefits the students and the business community, as it ensures that our students are highly skilled graduates ready to contribute to the business world.
7. The School of Business effectively leverages its Advisory Board to foster meaningful connections between the academic community and the business sector. This partnership supports not just funding for student events but also strategic direction that aligns with the labor market's needs and regional economic development.
8. The School of Business excels in providing a wide range of internship opportunities that allow students to gain practical experience in their field of study. This initiative bridges the gap between theoretical knowledge and practical application, enhancing student readiness for the professional world.
9. Guest speakers and visiting professors successfully introduce students to current industry trends and diverse perspectives, keeping the curriculum relevant and dynamic. Moreover, the encouragement and support of professionally active student organizations

demonstrate the business unit's commitment to student development beyond academic achievements. These organizations provide valuable leadership, networking, and community service opportunities.

The Academic Master Plan outlines strategic initiatives for each program, as detailed in the enclosed matrices, to align with the goals set forth in the Tulos Mo'na plan. This executive summary highlights both our achievements and our ongoing efforts to advance academic excellence, student success, and community engagement. However, achieving these objectives requires continued investment in resources and funding. Moving forward, we remain committed to regularly assessing our progress using the measurable outcomes defined in this plan, ensuring that our programs remain responsive, impactful, and future-ready.

II. Undergraduate Program Plans

Program: ACCOUNTING

Goal 1: Academic Excellence
Elevate a community of scholars within the College that supports the University, Guam, and Micronesia.

- Objective 1: Create an environment that nurtures continuous professional growth and scholarly achievement among faculty and students.
- Objective 2: Cultivate vibrant learning and campus life experiences (e.g., high impact practices, internships/practicums, capstones, and co-curricular activities).
- Objective 3: Recognize and celebrate the scholarly achievements of faculty and students with significant academic and community impact and support projects that directly benefit local communities and address their needs.
- Objective 4: Promote and develop the academic use of Artificial Intelligence in the program and courses.

Strategies	Timeline	Required Resources	Outcome Indicators
Conduct workshops to integrate career exploration, financial literacy, and guidance on accounting certifications (e.g. CPA, CMA, CFE, etc.) and to educate students on funding opportunities, provide certification pathways, and offer exam preparation resources to align with their career goals. **(Objective 1)**	Year 2	- Career services team and faculty advisors - Certification resource materials - Partnerships with professional organizations - Accounting industry guest speakers - Workshop materials - Financial Aid Office support	- Number of student participation in career services and certification workshops - Number of scholarship and funding applications - Number of professional certifications among graduates
Introduce curriculum options that allow students to tailor their academic plans to pursue various	Year 3	- Academic advising team - Curriculum planners - Course scheduling flexibility	- Number of students enrolled in advanced degree pathways, professional certification

pathways, including advanced degrees, professional certifications, or specialized fields. **(Objective 1)**		- Approval from curriculum committees * Current policy requires students to seek advisement at their initial identification as an accounting major, before they start their 300- and 400- level courses	programs, or specialized fields - Percentage of students who remain enrolled in their chosen pathway and successfully complete their degree - Percentage of students utilizing tailored curriculum options to pursue pathways (e.g. certifications, advanced degrees) - Number of graduates who earn professional certifications (e.g. CPA, CMA) within a year of graduation
Continue to partner with local and regional accounting firms, financial institutions, private businesses, and government entities to provide structured, relevant internship placements for BBAA students. **(Objective 2)**	Ongoing	Continued partnerships with local firms and agencies for BBAA undergraduate interns	- High internship placement rate - Increased employment opportunities post-graduation (most are placed before graduation; students not placed are those who interned in government agencies or refused their job offer at the firm)
Design capstone projects, case studies, research, and collaborative assignments that connect theory to practice, involving local and regional community-focused case studies and ethical considerations in accounting.	Year 1	- Faculty resources - Community partnerships - Case study materials	- Increased student engagement in HIPs - Positive feedback on practical learning experiences

(Objective 2)			
Establish an annual recognition program for faculty and students achieving excellence in accounting research, certification attainment, and community impact. **(Objective 3)**	Year 3	- Event coordination team - Awards budget - Marketing materials	- Increased number of nominations and awards - Improved faculty and student evaluations
Develop an online repository showcasing accounting-specific faculty and student scholarly works, including projects with local and regional impact. **(Objective 3)**	Year 1	- IT support - Website hosting - Curation team - Grants	- Growth in repository content - Increased number of downloads, views, and citations of scholarly contributions published on digital platforms or through academic journals
Regular workshops on effective use of new technologies and teaching tools, particularly AI and data analytics relevant to accounting. **(Objective 4)**	Year 2	- Training budget - External trainers - Technical resources - Online subscriptions to learning and instructional materials - Funding for software	- Percentage increase in average teaching effectiveness scores in accounting courses (measured by student evaluations) - Percentage of accounting faculty completing training sessions annually
Integrate AI and data analytic tools specific to accounting, such as auditing tools, visualization, and analytics (predictive, descriptive, and prescriptive) into the curriculum to enhance student learning. **(Objective 4)**	Year 2	- AI and data analytics software licenses - Faculty training - Technical support	- Increased student proficiency with AI tools (assessment of learning) - Increased number and percentage of student projects incorporating AI tools (e.g. tax prep platforms, predictive analytics, forensic accounting software),

			assessed through project submissions and course evaluations

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.

- 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.

- Objective 2: Showcase research through the annual UOG Research Symposium, academic conferences, and community events.

Strategies	Timeline	Required Resources	Outcome Indicators
Incorporate themes into accounting courses, such as taxation systems and financial management practices unique to Micronesia. **(Objective 1)**	Year 2	- Curriculum development committees - Instructional design support	- Student learning outcomes incorporating these themes (reported on the course syllabus) - Positive student evaluations reflecting an increased understanding of regional perspectives
Establish a faculty-student research initiative to analyze regional policies and practices in accounting. **(Objective 1)**	Year 3	- Research funding - Faculty mentors with accounting expertise - Partnerships with private and government organizations	- Increased number of publications and presentations on regional accounting topics - Number of research papers co-authored with international collaborators - Number of panels, presentations, or workshops co-hosted with international partners at global conferences.
Provide students and faculty with opportunities to	Year 1	Research and travel funding	- Number of faculty and students presenting at regional

present their research at SBPA's ICBEIT conference or other research symposiums and conferences. **(Objective 2)**			and international conferences - Number of publications in international journals or proceedings
Create a community advisory board made up of accounting professionals to provide input on research priorities and curriculum updates specific to the field of accounting. **(Objective 2)**	Year 2	- Advisory board stipends - Meeting coordination team - Administrative support	- Re-establishment of advisory board - Documented actionable recommendations implemented into programs and research

Goal 3: Student Success
Transform the student experience to achieve successful outcomes and positive impacts during and beyond the academic journey.

- Objective 1: Increase recruitment and retention.
- Objective 2: Integrate experiential learning into the curriculum and promote volunteer opportunities that allow students and faculty to contribute to community well-being.
- Objective 3: Expand alumni engagement and tracking 3-5 years post-graduation.

Strategies	Timeline	Required Resources	Outcome Indicators
Pair incoming BBAA students with senior students for peer mentorship, focusing on academic guidance, networking, and career development. **(Objective 1)**	Year 1	- Faculty advisors - Peer mentors - Digital communication tools - Training materials	- Improved first-year student retention - Positive feedback from mentorship surveys
Develop a targeted digital marketing campaign to reach prospective students; use data analytics to	Year 2	- Leverage of social media platforms (e.g. LinkedIn, Instagram, Facebook), paid	- Increased applications for the upcoming academic year compared to the previous year

identify key demographics (e.g. high school seniors, transfer students, working professionals interested in upskilling); tailor messaging to highlight program benefits, career outcomes, and unique features (e.g. faculty expertise, flexible learning options). **(Objective 1)**		search ads, and email campaigns - Collaboration with an external digital marketing agency or in-house expertise to create engaging visuals, success stories, and testimonials from current students and alumni - Institutional research databases - Access to up-to-date data on prospective student demographics, application trends, enrollment statistics, and regional educational needs	- Number of prospective students attending virtual or in-person information sessions
Develop articulation agreements with regional community colleges to facilitate seamless transfers into the program. **(Objective 1)**	Year 3	- Administrative support - Articulation agreement templates	- Increased transfer student enrollments - Positive feedback from regional college advisors
Develop and deploy regular surveys for BBAA students to gather feedback on course content and modality, accessibility, and satisfaction with learning experiences. **(Objective 1)**	Ongoing	- Survey tools - Data analysis support - Feedback loop team	Increased response rate and satisfaction scores; documented actionable feedback incorporated into course improvements
Work with existing international partners to attract accounting students from abroad, focusing on regional countries interested	Year 2	- Partnership agreements - Marketing materials - Budget for international recruitment	- Increased international student enrollment - Higher credit hour production from international students

in U.S.-based accounting programs. **(Objective 1)**			
Provide regular student advisement from faculty advisors, focusing on pathway guidance and career advising best practices; enhance student support by complementing faculty advisors with staff advisors, who will work with first year and transfer students, match students with faculty advisors, and provide additional advising support during semester breaks when 9-month faculty are off. **(Objective 1)**	Year 1	- Training materials for advisors - Advisement coordinator	- Higher faculty satisfaction with advisement training - Percentage of eligible faculty participating in advisement sessions each semester - Percentage of first year and transfer students matched with a faculty advisor by the end of their first semester - Percentage of students reporting that advising was accessible during semester breaks
Provide opportunities for students to engage in original research or creative "real-world" projects under faculty mentorship; design curriculum-integrated activities that connect academic content to meaningful community engagement through well-structured and purpose-driven projects. **(Objective 2)**	Year 3	- Faculty resources - Community partnerships - Case study materials	- Percentage of research students submitting abstracts for presentations - Number of student research projects resulting in faculty collaborations or co-authorship - Percentage of student evaluations or feedback citing connections between service experience and academic content
Develop an alumni tracking system to	Year 2	- Alumni database - IT support	- Increased alumni participation in

monitor career progression and certification achievements in accounting. **(Objective 3)**		- Survey tools and software	program events (e.g. webinars, networking sessions, mentorship opportunities) compared to the previous year - Annual alumni survey with a response rate of at least 50%, gathering insights on their career progress and program satisfaction

Goal 4: Community Engagement
Build a strong foundation of responsive and mutually beneficial community engagement.

- Objective 1: Establish and nurture partnerships and collaborations with local and regional organizations.
- Objective 2: Develop and implement community-based programs that leverage the College's expertise.
- Objective 3: Assess and adjust engagement strategies to ensure mutual benefits and responsiveness.

Strategies	Timeline	Required Resources	Outcome Indicators
Formalize partnerships with local accounting firms and government entities to provide hands-on training opportunities for students in areas like financial audits and tax compliance. **(Objective 1)**	Ongoing	- Legal team - Partnership coordinators - Administrative support	- Number of partnerships established - Number of students gaining hands-on experience
Organize networking events with regional accounting professionals to connect students with	Ongoing	- Event planning team - Sponsor funding - Venue support	- Number of students, accounting professionals, and employers attending networking events

industry leaders and potential employers. **(Objective 1)**			- Number of firms or companies represented at the events
Host workshops for non-accounting students on financial literacy, budgeting, and compliance with tax laws. **(Objective 2)**	Year 2	- Faculty experts - Event coordination team - Marketing materials	- Number of attendees per workshop - Positive feedback from participants
Conduct annual surveys with accounting partners and community stakeholders to evaluate the impact and effectiveness of engagement activities. **(Objective 3)**	Year 3	- Survey tools - Data analysis support - Outreach team	- Completion rates for surveys - Documented actionable feedback used to adjust engagement strategies

Program: BUSINESS ADMINISTRATION

Goal 1: Academic Excellence
Elevate a community of scholars within the College that supports the University, Guam, and Micronesia.

- Objective 1: Implement technology solutions that strengthen both the face-to-face and online academic curricula, extension, outreach, and engagement.
- Objective 2: Recognize and celebrate the scholarly achievements of faculty and students with significant academic and community impact and support projects
- Objective 3: Create an environment that nurtures continuous professional growth and scholarly achievement among faculty and students.

Strategies	Timeline	Required Resources	Outcome Indicators
Integrate data analytics and AI tools into core courses to build technical proficiency and enhance student learning. **(Objective 1)**	2-5 years	- Software licenses - Faculty training - IT support	Higher proficiency in technical tools as measured in course assessments
Develop and deploy technology solutions to enhance the quality and accessibility of online programs while maintaining high standards of academic integrity and rigor; incorporate evidence-based practices to support academic quality and ensure online programs align with traditional face-to-face instruction standards. **(Objective 1)**	1-5 years	Surveys and evidence-based research to guide implementation and maintain alignment with student preferences and academic quality expectations	Evidence supporting the academic quality and integrity of online courses and program offerings

Develop online modules covering advanced topics to support flexible learning in professional and honor pathways. **(Objective 1)**	1-5 years	- Content development team - LMS support - Faculty	- Increased satisfaction with course flexibility - Higher online engagement rates
Develop an online repository showcasing faculty and student scholarly works, including projects with community impact. **(Objective 2)**	2-5 years	- IT support - Website hosting - Grants	- Growth in repository content - Increased access and visibility for scholarly contributions
Establish an annual recognition program for faculty and students achieving excellence in research, service-learning, and/or community impact. **(Objective 2)**	Annual	- Event coordination team - Awards budget - Other misc. materials	- Increased number of nominations and awards - Improved faculty and student evaluations
Offer student research opportunities by embedding research projects into pathway-specific courses. **(Objective 3)**	2-5 years	- Research funding - Community partnerships - Faculty mentors	- Increased student participation in research projects - Higher student satisfaction ratings
Ensure adequate resources for professional development and training: faculty development in emerging business trends, technology, use of AI, and pedagogy. **(Objective 3)**	Annual	- Professional development budget - External trainers - Training materials - Software - Online subscriptions and seminars	- Increased faculty participation in training and development - Improved student evaluations of teaching effectiveness

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.

- Objective 1: Showcase research through the annual ICBEIT research conference, academic conferences, and community events.
- Objective 2: 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.
- Objective 3: Collaborate with local and regional communities to identify programmatic and research needs and priorities.
- Objective 4: Form a faculty mentorship and collaboration program.

Strategies	Timeline	Required Resources	Outcome Indicators
Expand faculty participation in regional and international conferences by providing travel grants and logistical support. **(Objective 1)**	Annual	- Travel funding - Conference registration fees - Administrative assistance	- Number of faculty and students presenting at regional and international conferences - Number of publications in international journals or proceedings
Promote faculty and student research projects at regional conferences to enhance program visibility and foster regional and international collaborations. **(Objective 1)**	Annual	- Research funding - Conference coordination - Faculty and marketing support	Increased number of conference attendees, presenters, and collaborators
Establish a faculty-student research initiative to document and analyze local business practices, sustainability efforts, and cultural traditions	3-5 years	- Research funding, - Faculty mentors - Partnerships with local and regional organizations	- Increased number of publications and presentations on Island topics - Participation in local and regional research collaborations

as they relate to global challenges. **(Objective 2)**			
Partner with regional businesses and organizations to co-design research projects that address pressing local issues (e.g. workforce development, economic diversification). **(Objective 3)**	3-5 years	- Partnership agreements - Project funding - Research teams	- Completion of co-designed research projects - Measurable impact on partner organizations' goals
Create a community advisory board to regularly provide input on research priorities and curriculum updates to address regional business and societal challenges. **(Objective 3)**	Ongoing	- Advisory board stipends - Meeting coordination team - Administrative support	- Documented recommendations in meeting minutes that are implemented into programs and research with faculty approval and oversight
Establish a faculty mentorship program to support professional growth, share research interests, and foment academic collaboration. **(Objective 4)**	Annual	- Research stipends - Mentor stipends - Grant opportunities - Administrative assistance - Time allocation	- Positive feedback from mentorship participants - Increased faculty retention - Increased research output and grant applications

Goal 3: Student Success
Transform the student experience to achieve successful outcomes and positive impacts during and beyond the academic journey.

- Objective 1: Enhance and promote equitable access to student resources and support services.
- Objective 2: Cultivate vibrant learning and campus life experiences.
- Objective 3: Provide regular academic advisement updates and training to all faculty and staff advisors.

- Objective 4: Enhance visibility through effective marketing and communications.

Strategies	Timeline	Required Resources	Outcome Indicators
Develop a Mentorship Program pairing BBA students with faculty and industry mentors to guide academic and career development. **(Objective 1)**	1-5 years	- Faculty advisors - Industry mentors - Digital communication tools	- Higher retention rates - Increased student engagement in mentorship activities
Host career planning workshops that include pathway-specific opportunities. **(Objective 1)**	1-5 years	- Career services team - Pathway coordinators - External speakers	- Positive workshop feedback - Increased student enrollment in pathway courses
Increase access to student support resources by expanding hours and improving online services for remote and working students. **(Objective 1)**	1-5 years	- Extended service hours - Improved online platform support for routing service requests	- Increased utilization of support resources - Improved student satisfaction
Organize internships and service-learning opportunities linked to pathway specializations to foster real-world experience. **(Objective 2)**	Ongoing	- Community partnerships - Faculty advisors - Experiential learning team	- High internship placement rates - Positive evaluations of real-world experiences
Provide regular advisement training for student advisors, focusing on pathway guidance and career advising best practices; enhance student support by complementing	Annual	-Training materials - Advisement coordinator	- Higher faculty satisfaction with advisement training - Consistent faculty involvement

faculty advisors with staff advisors, who will work with first year and transfer students, match students with faculty advisors, and provide additional advising support during semester breaks when 9-month faculty are off. **(Objective 3)**			
Launch digital marketing campaigns to highlight program distinctions and student outcomes from each pathway. **(Objective 4)**	1-5 years	- Marketing team - Budget for digital advertising	- Higher program inquiries and applications - Increased enrollment rates

Goal 4: Community Engagement
Build a strong foundation of responsive and mutually beneficial community engagement.

- Objective 1: Establish and nurture partnerships and collaborations with local and regional organizations.
- Objective 2: Develop and implement community-based programs that leverage the College's expertise.
- Objective 3: Assess and adjust engagement strategies to ensure mutual benefits and responsiveness.

Strategies	Timeline	Required Resources	Outcome Indicators
Create formal MOUs with local businesses and organizations to facilitate long-term partnerships for internships, service-learning, and research opportunities. **(Objective 1)**	Ongoing	- Legal team - Partnership coordinators - Administrative support	- Number of MOUs signed - Number of students placed in internships or service-learning programs

Organize networking events to bring together community leaders, regional organizations, and SBPA for collaborative discussions and partnership development. **(Objective 1)**	1-5 years	- Event planning team - Marketing budget - Venue support and funding	Attendance rates from students and organizations/partners
Launch a public seminar series on various topics (e.g. business innovation, sustainability, leadership), leveraging faculty expertise. **(Objective 2)**	Ongoing	- Speaker fees - Event coordination team - Marketing materials	- Number of attendees per seminar - Positive feedback from participant evaluations
Conduct annual surveys with community partners to evaluate the impact and effectiveness of engagement activities, including areas for improvement. **(Objective 3)**	2-5 years	- Survey tools - Data analysis support - IRB approval - Outreach team	Survey completion rates and results, with documentation of implemented changes based on feedback

Program: CRIMINAL JUSTICE

Goal 1: Academic Excellence
Elevate a community of scholars within the College that supports the University, Guam, and Micronesia.

- Objective 1: Create an environment that nurtures continuous professional growth and scholarly achievement among faculty and students.
- Objective 2: Promote and develop interdisciplinary programs and initiatives integrating diverse perspectives and knowledge systems, including traditional and contemporary insights from Guam and Micronesia.
- Objective 3: Recognize and celebrate the scholarly achievements of faculty and students with significant academic and community impact and support projects that directly benefit local communities and address their needs.
- Objective 4: Promote and develop the academic use of Artificial Intelligence in the program and courses.

Strategies	Timeline	Required Resources	Outcome Indicators
Develop an online resource center with access to legal studies and criminal justice research databases. **(Objective 1)**	Years 1-5	- Online research databases - Digital library subscriptions - Academic advisors	- At least 80% of students demonstrate proficiency in conducting legal research using digital databases - 80% of students report satisfaction (4 out of 5 or higher) with the availability and accessibility of legal and criminal justice research databases in annual student surveys
Launch a mentorship program where senior faculty guide new hires in best practices for teaching. **(Objective 1)**	Years 1-6	- Mentor stipends - Onboarding materials - Departmental coordinator	- 90% of new hires report feeling integrated into the program culture within a year, measured through onboarding surveys - At least 85% of new hires remain in the

			program for at least 3 years, compared to baseline retention rates before the mentorship program.
Increase the budget for faculty development in criminal justice trends, ethics, and data analysis; align faculty development programs with national Academy of Criminal Justice Sciences (ACJS) standards to ensure adherence to best practices and maintain national relevance. **(Objective 1)**	Annual	- Faculty training funds to support participation in ACJS-aligned workshops, conferences, and certification programs - Access to ACJS resources (e.g. publications and curriculum guidelines) - Partnerships with professional organizations and vendors to provide cutting-edge technology training and insights - Administrative support to track and ensure alignment with ACJS standards	- Increased faculty participation in professional development activities aligned with ACJS standards - Enhanced teaching quality and curricular relevance in criminal justice programs - Positive feedback from students on the integration of current technologies and trends in the classroom - Strengthened reputation of the program as aligned with national standards and best practices
Provide flexible scheduling options and resource support for faculty during high-demand terms. **(Objective 1)**	Ongoing	- HR support - Departmental scheduling flexibility - Administrative coordinators	- Reduced faculty turnover - Increased flexibility and job satisfaction
Offer regular training sessions on online teaching and curriculum development for justice education. **(Objective 1)**	Biannual	- Professional development budget - Online teaching resources	- Improved faculty satisfaction with teaching resources - Positive evaluations
Establish research projects involving faculty and students from multiple disciplines to address	Year 3	- Research funding for interdisciplinary projects	- Number of interdisciplinary research projects launched annually - Number of

regional issues (e.g. economic development, environmental sustainability, public safety). **(Objective 2)**		- Access to regional data and cultural experts - Administrative support for project coordination - Faculty research time allocation	publications or presentations resulting from these projects - Partnerships established with external stakeholders
Design courses that integrate criminal justice with fields such as environmental policy, public health, or cultural studies, focusing on Guam and Micronesia's unique challenges. **(Objective 2)**	Year 3	- Faculty collaboration time and curriculum development teams - Funding for course design - Access to cultural experts and regional case studies - IT support for online course delivery	- Number of interdisciplinary courses developed annually - Increased student enrollment in these courses - Positive student feedback on course relevance and applicability
Establish an annual awards ceremony to recognize outstanding research, publications, and community service contributions by faculty and students. **(Objective 3)**	Year 2	- Budget for awards and event organization - Administrative support for planning and outreach - Venue or virtual platform for the ceremony - Marketing materials to publicize the event	- Number of faculty and students recognized annually - Attendance at the awards ceremony - Post-event feedback from participants on the event's impact and value
Offer workshops on using IT tools and analytical software for criminal justice applications. **(Objective 4)**	Years 1-6	- IT training materials - Software licenses - Workshop support	- Enhanced student skills in IT and analytics - Positive feedback on workshop impact
Design courses or modules on AI and its applications in areas such as crime prevention, data-driven policy analysis, and ethical AI in law enforcement. **(Objective 4)**	Year 4	- Curriculum design teams - Collaboration with AI and criminal justice experts - Funding for course development and software tools	- Number of courses or modules incorporating AI - Feedback from students on AI's relevance to their criminal justice education

		- IT infrastructure to support AI learning platforms	

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.

- 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.

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

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

Strategies	Timeline	Required Resources	Outcome Indicators
Highlight Guam's Pacific location and multicultural exposure to appeal to prospective students; develop region-specific criminal justice policies addressing unique challenges and opportunities in the region, ensuring UOG becomes a leader in policy advocacy and development for the region. **(Objective 1)**	Years 1-6	- Cultural resources and partnerships with regional government and law enforcement agencies - Expertise in policy research and development, including faculty and regional policy advisors - Marketing resources to disseminate UOG's contributions to regional policy advancements	- Positive student and community feedback on the program's cultural and location relevance - Recognition of UOG as a leader in crafting and influencing regional criminal justice policies - Increased enrollment from students within the region and beyond
Collaborate with local and regional law enforcement agencies, judiciary systems, and government entities to identify pressing criminal justice	Year 4	- Faculty expertise in criminal justice research - Administrative support to coordinate partnerships	- Number of collaborative research projects established annually - Number of agencies participating in partnerships

issues and develop research projects addressing these needs (focus areas may include crime trends, public safety strategies, or regional policy analysis). **(Objective 2)**		- Access to regional crime data and agency resources - Research funding for project implementation	- Research findings implemented in agency practices or policies - Number of student and faculty publications or presentations based on collaborative research
Host regional forums focused on criminal justice policy issues unique to Pacific Island communities; engage faculty, students, and professionals in collaborative discussions about topics like restorative justice, cultural considerations in policing, or regional responses to transnational crime. **(Objective 2)**	Year 4	- Budget for organizing forums partnerships with regional justice organizations and policymakers - Marketing resources for event promotion - IT infrastructure for virtual or hybrid participation	- Number of forums held annually - Participation rates among students, faculty, and regional stakeholders - Policy recommendations or reports produced as forum outcomes - Attendee feedback on forum relevance and impact
Encourage student and faculty participation in research conferences on justice and public policy. **(Objective 3)**	Annual	-Research funding - Conference coordination - Publication support	- Higher rates of research publications - Increased visibility at conferences

Goal 3: Student Success
Transform the student experience to achieve successful outcomes and positive impacts during and beyond the academic journey.

- Objective 1: Increase recruitment and retention.
- Objective 2: Integrate experiential learning into the curriculum and promote volunteer opportunities that allow students and faculty to contribute to community well-being.
- Objective 3: Expand alumni engagement and tracking 3-5 years post-graduation.

Strategies	Timeline	Required Resources	Outcome Indicators
Provide peer tutoring and academic support for challenging courses like Constitutional Law and Public Policy. **(Objective 1)**	Ongoing	- Tutoring coordinators - Peer tutors - Criminal justice faculty advisors	- Increased use of tutoring services - Positive academic performance in key courses
Develop a digital marketing campaign showcasing program strengths in regional and global justice topics. **(Objective 1)**	Years 1-6	- Marketing resources - Social media management - Alumni testimonials	- Increased program inquiries and enrollment - Enhanced online visibility
Develop targeted recruitment materials focused on career opportunities in criminal justice sectors. **(Objective 1)**	Years 1-6	- Digital marketing team - Career services - Partnerships with criminal justice agencies	- Increased enrollment from criminal justice sectors - Positive feedback on career relevance
Create practicum courses that integrate hands-on experiential learning through placements in local law enforcement agencies, judiciary systems, corrections, and community organizations to allow students to apply classroom knowledge to real-world scenarios and build critical skills. **(Objective 2)**	Year 3	- Partnerships with local and regional criminal justice agencies - Faculty coordinators to oversee practicum courses and student placements - Administrative support to manage logistics - Transportation funding for site visits or placements	- Number of students participating in practicum courses annually - Feedback from placement supervisors on student performance - Post-practicum student reflections demonstrating learning outcomes - Career placement rates for students who complete practicums
Incorporate mock trials, mediation simulations, or crime	Year 3	- Faculty with expertise in criminal justice simulations	- Number of students participating in mock trials or simulations

scene investigations into the curriculum to allow students to engage in experiential learning that mirrors real-world criminal justice practices. **(Objective 2)**		- Funding for simulation materials (e.g. crime scene props, trial resources) - Partnerships with legal professionals or law enforcement for guest facilitation - Classroom or outdoor spaces adapted for simulations	annually - Student performance improvements measured through assessments or feedback - Positive feedback from students on the relevance and engagement of experiential activities - Increased confidence in practical criminal justice applications
Create an alumni network to maintain connections with graduates and foster engagement through networking events, mentorship opportunities, and regular updates on program activities, and can include a dedicated online platform to facilitate communication and collaboration among alumni, faculty, and current students. **(Objective 3)**	Year 2	- Administrative support to manage the network - Funding for alumni events - Online platform for communication and collaboration - Marketing materials for network promotion	- Number of alumni actively participating in the network - Frequency of alumni events and their attendance rates - Feedback from alumni on the network's value - Mentorship opportunities created through the network
Implement annual surveys to track alumni career progression, skill application in the workforce, and overall satisfaction with their criminal justice education, and use the feedback to refine program offerings and	Year 2	- Survey tools and data analysis software - Administrative staff to design and distribute surveys - Funding for incentives to encourage survey participation.	- Annual alumni survey response rate - Percentage of alumni reporting career progression or positive outcomes linked to their education - Number of actionable insights derived from survey

maintain alumni engagement. **(Objective 3)**			feedback - Improvements to the program based on alumni input

Goal 4: Community Engagement
Build a strong foundation of responsive and mutually beneficial community engagement.

- Objective 1: Establish and nurture partnerships and collaborations with local and regional organizations.
- Objective 2: Develop and implement community-based programs that leverage the College's expertise.
- Objective 3: Assess and adjust engagement strategies to ensure mutual benefits and responsiveness.

Strategies	Timeline	Required Resources	Outcome Indicators
Establish partnerships with local and regional law enforcement agencies and government organizations to expand internship and service-learning opportunities to provide students with hands-on experience in criminal justice, public admin, and related fields. **(Objective 1)**	Years 1-6	- Partnership agreements with local and regional law enforcement agencies and government entities - Experiential learning coordinators to facilitate placements and maintain relationships with partner organizations - Administrative support for coordinating internship logistics, including student placement, supervision, and evaluation	- Higher placement rates in internships across law enforcement and government agencies - Increased student satisfaction with applied learning experiences - Strengthened partnerships between the Criminal Justice program and community stakeholders - Enhanced career readiness and employability of graduates
Conduct outreach to law enforcement and public safety entities for prospective student leads. **(Objective 1)**	Ongoing	- Outreach coordinators - Partnership materials - Recruitment team	- Increased applications from law enforcement personnel - Positive community engagement

Develop a program where faculty and students collaborate with community leaders to address pressing criminal justice issues (e.g. juvenile delinquency, victim advocacy, recidivism reduction) and can include community forums, workshops, and policy recommendations tailored to local needs. **(Objective 2)**	Years 3-4	- Partnerships with local community organizations and law enforcement agencies - Faculty oversight for program design and implementation - Funding for workshops and materials - Administrative support for coordination	- Number of community justice programs launched annually - Participation rates of students, faculty, and community members - Feedback from community stakeholders on program impact - Tangible outputs (e.g. policy recommendations, program reports)
Create a restorative justice program where students and faculty work with schools, community organizations, and law enforcement to mediate conflicts and facilitate restorative practices for non-violent offenses and also provide hands-on learning opportunities for students while addressing community needs. **(Objective 2)**	Years 3-4	- Training for students and faculty in restorative justice practices - Partnerships with schools and law enforcement - Funding for program materials and mediation tools - Spaces for community mediation sessions	- Number of restorative justice cases mediated annually - Reduction in repeat offenses for program participants - Feedback from students and community members involved in the initiative - Documented success stories or case studies for educational purposes
Highlight the accomplishments of alumni in criminal justice roles through the program's website, social media, and community events. Establish an Alumni Association for Pacific Area Legal Studies (PALS) graduates to	Ongoing	- Alumni relations team and digital content creators for website and social media features - Funding and organizational support to establish and maintain the Alumni Association - Partnerships with	- Increased alumni engagement in program activities, including mentorship and networking events - Positive community feedback on UOG's role in fostering criminal justice professionals

foster engagement, networking, and mentorship opportunities for current students and alumni. **(Objective 3)**		local organizations to showcase alumni contributions at events	- Growth in the Alumni Association, with increased participation from PALS graduates

Program: PUBLIC ADMINISTRATION

Goal 1: Academic Excellence
Elevate a community of scholars within the College that supports the University, Guam, and Micronesia.

- Objective 1: Create an environment that nurtures continuous professional growth and scholarly achievement among faculty and students.
- Objective 2: Promote and develop interdisciplinary programs and initiatives integrating diverse perspectives and knowledge systems, including traditional and contemporary insights from Guam and Micronesia.
- Objective 3: Recognize and celebrate the scholarly achievements of faculty and students with significant academic and community impact and support projects that directly benefit local communities and address their needs.
- Objective 4: Promote and develop the academic use of Artificial Intelligence in the program and courses.

Strategies	Timeline	Required Resources	Outcome Indicators
Develop an online resource center with access to public admin databases and policy journals, aligning resources with national databases to ensure students have access to comprehensive, relevant materials that meet national standards. **(Objective 1)**	Years 1-5	- Online research database subscriptions aligned with national standards - Academic advisors to guide students in utilizing these resources. - IT support to integrate and maintain database access	- Increased student usage of national databases and journals for research and learning - Improved quality of research outputs and policy evaluation projects - Positive feedback from students and faculty on resource accessibility
Establish a structured mentorship program connecting new faculty with senior instructors. **(Objective 1)**	Years 1-5	- Mentor stipends - Onboarding materials	- 90% of new hires feeling integrated into the program culture within a year, measured through onboarding surveys - 80% of mentees and mentors express satisfaction (4 out of 5

			or higher) with the program in annual faculty surveys
Increase funding for faculty to attend conferences on public sector innovations and ethics. **(Objective 1)**	Annual	- Professional development budget - Travel funds - Organizational memberships	- Increased faculty participation in development activities - Positive outcomes
Provide faculty training on digital tools for teaching public admin courses. **(Objective 1)**	Biannual	- Professional development funds - Digital teaching tools - IT support	- Improved faculty satisfaction with teaching support - Positive evaluations
Offer workshops on data analysis, IT skills, and policy evaluation relevant to public administration; consider adding a third research class to further develop students' skills in conducting advanced policy research and analysis. **(Objective 1)**	Years 1-5	- IT training materials - Software licenses - Workshop support - Faculty time and expertise to design and deliver the research class - Curriculum committee coordination to approve the new course offering	- Enhanced student proficiency in data analysis and policy evaluation - Increased student enrollment and interest in advanced research opportunities - Positive learning outcomes and faculty feedback on the impact of the added research class
Establish research initiatives involving faculty and students across disciplines (e.g. public admin, economics, environmental science) to study regional challenges like climate change policy, disaster management, or economic development in the Pacific. **(Objective 2)**	Years 2-3	- Research funding partnerships with local and regional organizations - Faculty and student time for collaboration - Access to regional data and case studies	- Number of interdisciplinary research projects launched annually - Publications or presentations resulting from these projects - Student participation rates in research initiatives - Community stakeholders' feedback on the relevance and impact of research findings

Create interdisciplinary courses that combine public admin with cultural studies, history, and environmental policy to address governance and policy issues unique to Guam and Micronesia and will incorporate both traditional knowledge and contemporary practices. **(Objective 2)**	Year 4	- Public admin, cultural studies, and environmental science faculty - Funding for curriculum development - Access to regional case studies and traditional knowledge experts - IT support for online or hybrid course delivery	- Number of interdisciplinary courses developed and offered annually - Student enrollment rates - Positive student feedback on the integration of traditional and contemporary knowledge - Number of partnerships established with cultural and academic institutions
Develop an online repository showcasing faculty and student scholarly works, including projects with community impact. **(Objective 3)**	2-5 years	- IT support - Website hosting - Grants	- Growth in repository content - Increased access and visibility for scholarly contributions
Establish an annual awards program to recognize faculty and student achievements in research, community engagement, and policy development that address local and regional challenges. **(Objective 3)**	Years 2-3	- Funding for awards and event organization - Administrative support for planning and outreach - Venue or virtual platform for the ceremony - Event promotion marketing materials	- Number of faculty and students recognized annually - Attendance at the ceremony - Feedback from participants on the program's value - Increased scholarly output or community projects following recognition
Develop course modules or standalone courses focused on the application of Artificial Intelligence in public	Year 4	- Faculty training on AI tools and applications - Access to AI software licenses relevant to public admin	- Number of courses/modules incorporating AI tools - Percentage of students enrolled in AI-focused courses - Positive student

administration, such as using AI for policy analysis, resource allocation, and public sector efficiency. **(Objective 4)**		- Funding for curriculum development - IT infrastructure for hands-on learning experiences	feedback on the relevance of AI to their studies - Documented improvements in student performance on AI-related assignments

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.

- 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.

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

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

Strategies	Timeline	Required Resources	Outcome Indicators
Develop an online resource center with access to public admin databases and policy journals, aligning resources with national databases to ensure students have access to comprehensive, relevant materials that meet national standards. **(Objective 1)**	Years 1-5	- Online research database subscriptions aligned with national standards - Academic advisors to guide students in utilizing these resources. - IT support to integrate and maintain database access	- Increased student usage of national databases and journals for research and learning - Improved quality of research outputs and policy evaluation projects - Positive feedback from students and faculty on resource accessibility
Emphasize the program's relevance to Pacific Island and Asian cultural and policy issues. **(Objective 1)**	Years 1-5	- Cultural partnerships - Marketing team - Social media support	- Positive student feedback on cultural relevance - Increased enrollment

Launch collaborative research projects involving students and faculty that address key public administration challenges in the region (e.g. disaster response, infrastructure development, economic policy). **(Objective 2)**	Year 2	- Research funding - Access to regional datasets and government reports - Faculty and student time for project collaboration - Partnerships with regional organizations and government agencies	- Number of research initiatives launched annually - Percentage of students participating in research projects - Feedback from regional partners on the relevance and impact of research findings - Number of publications or presentations resulting from research efforts
Establish advisory panels composed of local and regional community leaders, government officials, and nonprofit representatives to identify pressing research needs and inform program development. **(Objective 2)**	Year 2	- Administrative support to organize and facilitate panel meetings - Funding for logistics and outreach - Partnerships with local and regional organizations - Venues or virtual platforms for panel discussions	- Number of advisory panel meetings held annually - Feedback from panel members on the program's alignment with community needs - Number of program adjustments or research projects initiated based on panel recommendations
Promote participation in research conferences, publications, and collaborative projects on public policy and administration; develop an Alumni Association for Pacific Area Legal Studies (PALS) for graduates to foster networking, mentorship, and collaboration opportunities that support ongoing research and program visibility.	Annual	- Research funding for conference participation, publication support, and collaborative projects - Alumni relations team and resources to establish and manage the PALS Alumni Association - Digital platforms for alumni engagement and networking opportunities	- Increased rates of research publications and conference presentations by students and faculty - Strong engagement and collaboration among PALS graduates through the Alumni Association - Enhanced program reputation and visibility as a hub for research and policy development in the region

(Objective 3)			

Goal 3: Student Success
Transform the student experience to achieve successful outcomes and positive impacts during and beyond the academic journey.

- Objective 1: Increase recruitment and retention.
- Objective 2: Integrate experiential learning into the curriculum and promote volunteer opportunities that allow students and faculty to contribute to community well-being.
- Objective 3: Expand alumni engagement and tracking 3-5 years post-graduation.

Strategies	Timeline	Required Resources	Outcome Indicators
Create recruitment materials focused on public service career opportunities and advancement. **(Objective 1)**	Years 1-5	- Marketing team - Career services - Public administration partnerships	- Growth in enrollment from public sector workers - Positive recruitment outcomes
Provide peer tutoring and support services for complex topics like government finance and data analysis. **(Objective 1)**	Ongoing	- Tutoring coordinators - Peer tutors - Program faculty support	- Increased use of tutoring services - Positive student performance in key courses
Create a structured volunteer internship program that places students in local and regional organizations to contribute to community projects (e.g. disaster preparedness planning, public health campaigns, policy analysis). **(Objective 2)**	Year 3	- Internship agreements with partner organizations - Faculty oversight for student projects - Funding for student transportation or stipends - IT support for virtual internships, if needed	- Number of students placed in volunteer internships annually - Number of partner organizations participating in the program - Feedback from students and host organizations on the value and effectiveness of the internships

Incorporate service-learning components into public admin courses, where students work with local nonprofits or government agencies to address real-world community challenges (e.g. developing grant proposals, conducting needs assessments, designing public outreach campaigns). **(Objective 2)**	Year 4	- Partnerships with community organizations and government agencies - Faculty training on service-learning pedagogy - Funding for project-related expenses - Administrative support to coordinate placements	- Number of service-learning courses offered annually - Percentage of students participating in service-learning projects - Positive feedback from students and community partners on the impact and learning outcomes of the projects (collected via surveys) - Number of community challenges addressed through student projects, (e.g. completed grant proposals, public outreach campaigns) - Increased student understanding of community
Establish an alumni mentorship program where alumni guide current students and recent graduates in career planning, public admin challenges, and professional development. **(Objective 3)**	Year 2	- Administrative support to coordinate the mentorship program - Online platform to connect mentors and mentees (i.e. a mentorship portal) - Funding for promotional materials to recruit alumni mentors and student mentees - Faculty or alumni relations staff to oversee the program and ensure alignment with student career goals	- Number of alumni participating as mentors annually - Percentage of students and recent graduates involved in the mentorship program - Feedback from mentees on the program's effectiveness in enhancing their career readiness - Number of successful alumni-student connections leading to internships or job placements

Goal 4: Community Engagement

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

- Objective 1: Establish and nurture partnerships and collaborations with local and regional organizations.
- Objective 2: Develop and implement community-based programs that leverage the College's expertise.
- Objective 3: Assess and adjust engagement strategies to ensure mutual benefits and responsiveness.

Strategies	Timeline	Required Resources	Outcome Indicators
Establish partnerships with government agencies for internships and field placements. **(Objective 1)**	Years 1-5	- Internship coordinators - Government partnerships - Faculty advisors	- High internship placement rates - Strong ties with local and regional agencies
Conduct outreach to government and nonprofit organizations for recruitment partnerships. **(Objective 1)**	Ongoing	- Outreach coordinators - Promotional materials - Community relations	- Increased applications from community and government sectors - Positive engagement
Establish a policy research lab where students and faculty collaborate with local governments and nonprofits to analyze and develop solutions for pressing community issues, such as public health initiatives, disaster preparedness, or infrastructure planning. **(Objective 2)**	Years 4-5	- Faculty advisors with expertise in public admin and policy - Partnerships with government and nonprofit organizations - Funding for research materials and tools - Access to public data and statistical software	- Number of research projects completed annually - Number of partnerships formed with local organizations for policy research - Positive feedback from community partners on the research lab's contributions - Tangible deliverables (e.g. presentations, policy reports, actionable recommendations)

Feature successful alumni working in public admin through social media and events. **(Objective 3)**	Ongoing	- Content creation team - Alumni relations - Social media management	- Stronger alumni engagement - Positive community feedback on alumni success
Organize an annual event with alumni and community leaders to support program initiatives. **(Objective 3)**	Annual	- Development office - Event coordination - Alumni relations	- Growth in donations and community support - Enhanced program visibility

III. Graduate Program Plans

Program: ACCOUNTING

Goal 1: Academic Excellence
Elevate a community of scholars within the College that supports the University, Guam, and Micronesia.

- Objective 1: Create an environment that nurtures continuous professional growth and scholarly achievement among faculty and students.
- Objective 2: Promote and develop interdisciplinary programs and initiatives integrating diverse perspectives and knowledge systems, including traditional and contemporary insights from Guam and Micronesia.
- Objective 3: Recognize and celebrate the scholarly achievements of faculty and students with significant academic and community impact and support projects that directly benefit local communities and address their needs.
- Objective 4: Promote and develop the academic use of Artificial Intelligence in the program and courses.

Strategies	Timeline	Required Resources	Outcome Indicators
Create stackable certification programs (e.g. data analytics, tax compliance, forensic accounting); certifications can be earned as standalone credentials or integrated into the MAcc degree. **(Objective 1)**	Year 2	- Certification course developers - Partnerships with certification bodies - Faculty training	- Increased student engagement and career readiness - Stronger alignment with industry demands
Provide professional development funding by increasing budget allocation for Accounting faculty to attend conferences, certifications, and other training to stay	Year 1	- Funding for conferences - Professional memberships - HR resources	- Increased faculty participation in development programs - Positive impact on teaching quality

updated with industry practices. **(Objective 1)**			
Partner with other programs (i.e. MBA or MPA) to design collaborative projects addressing economic and financial aspects unique to Guam and Micronesia. **(Objective 2)**	Ongoing	- Funding for interdisciplinary workshops - Project development access to economic and financial data specific to Guam and Micronesia - IT support for collaborative tools and virtual meetings - Administrative assistance for program coordination	- Percentage of students participating from each program - Positive feedback from faculty and students involved in projects - Tangible project outputs (e.g. reports, presentations)
Develop dual-degree pathways (e.g. MAcc/MBA, MAcc/MPA), offering hybrid learning options that combine online and in-person modalities that will cater to the needs of working professionals and align with the specific requirements of each discipline. **(Objective 2)**	Year 4	- Collaboration between MAcc, MBA, and MPA faculty - Hybrid or hyflex technology support	- Number of students enrolled in the dual-degree pathways annually - Percentage of students successfully completing the dual-degree programs within the expected timeframe - Percentage of positive feedback from participants on the flexibility and structure of the hybrid learning modalities (collected via end-of-semester surveys)
Develop an online repository showcasing accounting-specific faculty and student scholarly works, including projects with local and regional impact. **(Objective 3)**	Year 1	- IT support - Website hosting - Curation team - Grants	- Growth in repository content - Increased number of views, downloads, and citations of scholarly contributions published on digital platforms or through academic journals

Implement an annual recognition program that highlights faculty and students' contributions to research and community service, fostering a culture of support and appreciation. **(Objective 3)**	Year 2	- Awards - Event coordination - Marketing resources - Funding	- Number of faculty and students recognized annually for research and community service contributions - Percentage increase in participation in research and community service activities following the recognition program - Positive feedback from faculty and students on the recognition program (collected via post-event surveys)
Incorporate advanced AI and data analytics tools (e.g. Alteryx, Power BI) into core MAcc courses to enhance digital skillsets. **(Objective 4)**	Year 2	- Software licenses - Faculty training - IT support - Funding	- Increased competency in tech tools - Positive feedback on tech integration
Offer regular workshops on effective use of new technologies and teaching tools, particularly AI and data analytics relevant to accounting. **(Objective 4)**	Year 1	- Training budget - External trainers - Technical resources	- Percentage of faculty attending and completing training sessions - Increased number of courses incorporating AI, data analytics, or new teaching tools into the curriculum - Number of faculty implementing technology-driven teaching strategies in their courses

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.

- 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.

- Objective 2: Showcase research through the annual UOG Research Symposium, academic conferences, and community events.

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

Strategies	Timeline	Required Resources	Outcome Indicators
Incorporate themes into accounting courses, such as taxation systems and financial management practices, unique to Micronesia. **(Objective 1)**	Year 1	- Curriculum development committees - Instructional design support	- Themes incorporated into student learning outcomes (reported in the course syllabus) - Positive student evaluations reflecting an increased understanding of regional perspectives
Develop case studies focusing on regional tax issues and local accounting challenges; emphasize action research by engaging students in identifying and proposing solutions to real-world problems faced by businesses or government entities in the region; explore opportunities for students to gain professional exposure through internships or practicum experiences outside the island (collaborating with organizations or educational institutions in the region can enrich	Year 2	- Faculty resources - Access to global financial data	- Increased engagement in global/regional discussions - Positive feedback from student assessments

students' understanding of diverse business environments while enhancing their professional networks and employability). **(Objective 1)**			
Create a community advisory board made up of accounting professionals to provide input on research priorities and curriculum updates specific to the field of accounting. **(Objective 2)**	Year 2	- Advisory board stipends - Meeting coordination team - Administrative support	- Re-establishment of advisory board - Documented actionable recommendations implemented into programs and research
Provide students and faculty with opportunities to present their research at SBPA's ICBEIT conference or other research symposiums and conferences. **(Objective 2)**	Year 1	Research and travel funding	- Number of faculty and students presenting at regional and international conferences - Number of publications in international journals or proceedings
Use social media and UOG's website to highlight impactful capstone projects and research by MAcc students. **(Objective 3)**	Ongoing	- Social media management - Content creation team	- Increased engagement on digital platforms - Enhanced visibility for student work
Showcase program outcomes (e.g. CPA pass rates, capstone project impacts, alumni success stories) on UOG's website, social media	Year 1	- Content creation team - Marketing tools - Budget for promotion, data collection	- Increase in website traffic to the MAcc program page after content updates - Number of views, shares, likes, and comments on social

channels, and newsletters to engage prospective students and stakeholders **(Objective 3)**			media posts featuring program achievements - Increased number of prospective student inquiries mentioning program highlights

Goal 3: Student Success
Transform the student experience to achieve successful outcomes and positive impacts during and beyond the academic journey.

- Objective 1: Increase recruitment and retention.
- Objective 2: Integrate experiential learning into the curriculum and promote volunteer opportunities that allow students and faculty to contribute to community well-being.
- Objective 3: Expand alumni engagement and tracking 3-5 years post-graduation.

Strategies	Timeline	Required Resources	Outcome Indicators
Create teaching materials designed to accommodate students across different time zones and varying levels of prior accounting knowledge to enhance accessibility and engagement, and to support successful program completion. **(Objective 1)**	Year 2	- Content development team - LMS support - Time - Budget - Licenses - Faculty training	- Percentage of students actively engaging with asynchronous modules and interactive content - Positive student feedback regarding the inclusivity and flexibility of teaching materials, collected via surveys (e.g. 80% satisfaction rate)
Launch campaigns featuring MAcc alumni achievements, CPA exam pass rates, and career success stories to attract prospective students. **(Objective 1)**	Annual	- Marketing and Communications team - Campaign materials - Marketing budget	- Increased program inquiries - Higher enrollment rates
Offer workshops on financial literacy, scholarships, and	Year 1	- Financial Aid Office	- Increased attendance in workshops

CPA exam funding options specific to MAcc students. **(Objective 1)**		- External speakers - Workshop materials	- Higher funding application rates
Establish a 4+1 plan that allows undergraduate accounting students to seamlessly transition into the MAcc program and simplify admissions processes and integrate graduate-level coursework into the senior year of undergraduate studies. **(Objective 1)**	Year 2	- Academic advising team - Curriculum planning - Marketing materials	- Increased enrollment of UOG undergraduate students into the MAcc program - Higher retention rates of Accounting students
Host regular online information sessions to provide prospective students with an overview of the MAcc program, admission requirements, and career outcomes. **(Objective 1)**	Semiannual	- Zoom/Webex - Faculty and admissions representatives - Marketing support	- Higher conversion rates from interested candidates to applicants - Positive feedback on session effectiveness
Develop targeted online campaigns for the MAcc program aimed at working professionals, recent graduates, and international students seeking flexibility in a fully online degree. **(Objective 1)**	Ongoing	- Marketing budget - Digital ad platforms - Social media management	- Increased online inquiries and applications - Enrollment growth at each semester benchmark
Connect MAcc students with local CPAs and industry professionals to provide mentorship	Year 1	- Faculty advisors - CPA partnerships - Digital communication tools	- Improved retention rates - Positive feedback on mentorship effectiveness

on career development, professional growth, and networking. **(Objective 2)**			
Collaborate with local firms to provide MAcc students with real-world accounting projects and/or internship opportunities to enhance practical skills and professional readiness. **(Objective 2)**	Year 2	- Faculty coordinators to manage partnerships and oversee projects - Collaboration agreements with local and regional firms - Funding for transportation or virtual engagement - IT support for online collaboration tools	- Number of partnerships established - Percentage of students participating in capstone projects or internships - Feedback from students and employers - Employment rates within 6 months of graduation
Develop an alumni network for mentorship and career opportunities. **(Objective 3)**	Year 2	- Alumni database - IT support - Event coordination team	- Number of alumni participating in mentorship programs - Frequency of alumni-student interactions
Deploy regular surveys for MAcc students to gather feedback on course content, delivery, and satisfaction in both in-person and online formats. **(Objective 3)**	Ongoing	Survey tools, data analysis support	- Increased student satisfaction - Actionable insights applied to course improvements

Goal 4: Community Engagement
Build a strong foundation of responsive and mutually beneficial community engagement.

- Objective 1: Establish and nurture partnerships and collaborations with local and regional organizations.
- Objective 2: Develop and implement community-based programs that leverage the College's expertise.
- Objective 3: Assess and adjust engagement strategies to ensure mutual benefits and responsiveness.

Strategies	Timeline	Required Resources	Outcome Indicators
Organize networking events with regional accounting professionals to connect students with industry leaders and potential employers. **(Objective 1)**	Year 1	- Event planning team - Marketing and event budget - Venue support	- Attendance rates - New partnerships formed during events
Create partnerships with companies to offer the MAcc program as part of their employee development plans, highlighting online flexibility for working professionals. **(Objective 1)**	Year 4	- Partnership agreements - Corporate engagement team	- Enrollment growth in working professionals - Increased credit hour production
Host a Public Lecture Series on Accounting Issues featuring MAcc faculty and industry experts, focusing on topics like tax policy, ethics, and corporate finance. **(Objective 2)**	Year 3	- Event coordination - Guest speaker budget	- High attendance at events - Increased public awareness of accounting issues
Conduct annual surveys with accounting partners and community stakeholders to evaluate the impact and effectiveness of engagement activities. **(Objective 3)**	Year 3	- Survey tools - Data analysis support - Outreach team	- Completion rates for surveys - Documented actionable feedback used to adjust engagement strategies

Program: BUSINESS ADMINISTRATION

Goal 1: Academic Excellence
Elevate a community of scholars within the College that supports the University, Guam, and Micronesia.

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

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

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

- Objective 4. Promote and develop the academic use of Artificial Intelligence in the program and courses.

Strategies	Timeline	Required Resources	Outcome Indicators
Develop an online resource center with access to relevant business research databases and case studies.	1-5 years	- Online research databases - Digital library subscriptions - Academic advisors - Quantitative and qualitative data analysis tools (SPSS, MaxQDA, NVivo, etc.) - IT support -WebServer and WebTeam - More faculty	- Increased student satisfaction with resources - Positive feedback on access to databases (Exit Survey, MBA)
Offer training for students on essential digital tools (e.g. statistical software, financial modeling apps).	1-5 years	- Training materials - Software licenses - IT support - MBA-focused staff - More faculty	- Higher student competency in digital tools - Improved project outcomes (Peregrine outbound)
Establish peer tutoring for courses like Financial	1-5 years	- Peer tutors - Online tutoring platform	- Improved student performance in quantitative courses

Management and Statistical Analysis to support skill mastery.		- Quantitative resources - IT support - MBA-focused staff - More faculty	- Increased tutoring participation
Periodically review admission standards and course prerequisites to maintain academic rigor.	Annual	- MBA program coordinators - Curriculum review team - Admissions committee - MBA-focused staff - More faculty	- Consistent high admission standards - Positive reviews of core competency requirements
Integrate AI and data analytics tools into online courses to enhance practical business skills.	1-5 years	- Software licenses - Faculty training - IT support - MBA-focused staff - More faculty	- Higher satisfaction with course content - Positive responses and usage evidence of AI - Increased technical skills in graduates

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.

- 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.

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

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

Strategies	Timeline	Required Resources	Outcome Indicators
Encourage publication of faculty and student research at international conferences and in journals.	Annual	- Research funding - Faculty support - Publication assistance - Journal platform (online) with dedicated team - More faculty	- Higher publication rates - Increased visibility in international business circles

		through travel grants and allowances	
Consider grad-level research conference from SBPA.	Biannual	- Funding for conference venue - Marketing of events - Support team and volunteers	- Positive media attention of conference - Positive feedback from exit survey
Increase faculty access to professional development funds for conferences in emerging business trends.	Annual	- Conference funds - Travel support - Professional organization memberships	- Increased faculty engagement in professional activities - Positive feedback from development funds

Goal 3: Student Success
Transform the student experience to achieve successful outcomes and positive impacts during and beyond the academic journey.

- Objective 1: Increase recruitment and retention.
- Objective 2: Integrate experiential learning into the curriculum and promote volunteer opportunities that allow students and faculty to contribute to community well-being.
- Objective 3: Expand alumni engagement and tracking 3-5 years post-graduation.

Strategies	Timeline	Required Resources	Outcome Indicators
Establish database of MBA alumni.	1-5 years	- Platform - Management software - Scheduling	Increased engagement in programs from alumni
Establish a structured mentorship program connecting new faculty with experienced program advisors.	1-5 years	- Mentor stipends - Onboarding resources - Program coordinator - Mentorship training	- Positive mentorship feedback - Faster integration of new faculty into teaching standards
Implement a tuition structure that incentivizes timely completion and rewards full-cohort participation.	1-5 years	- Financial analysis support - Marketing team - Pricing model resources	- Higher net revenue from tuition - Increased program completion rates

Support faculty with training in advanced business education techniques and online course delivery.	Biannual	- Professional development budget - Online training resources - Annual training sessions in various platforms and tools	- Higher faculty satisfaction with online teaching - Improved teaching evaluations

Goal 4: Community Engagement
Build a strong foundation of responsive and mutually beneficial community engagement.

- Objective 1: Establish and nurture partnerships and collaborations with local and regional organizations.
- Objective 2: Develop and implement community-based programs that leverage the College's expertise.
- Objective 3: Assess and adjust engagement strategies to ensure mutual benefits and responsiveness.

Strategies	Timeline	Required Resources	Outcome Indicators
Feature program success stories, including alumni achievements, in annual community impact reports.	1-5 years	- Marketing team - Alumni outcomes data - Annual report - Design team - Budget for YouTube, Instagram, etc. ads - Dedicated team - More faculty	- Greater community awareness - Positive feedback from prospective students and stakeholders
Develop annual alumni giving campaigns and corporate sponsorship opportunities focused on the MBA program.	Annual	- Development team - Corporate relations - Marketing materials - Dedicated sponsorship team - Database for alumni tracking and follow up	- Growth in alumni donations - Increased corporate sponsorship and support
Conduct virtual outreach events with a focus on international recruitment and executive professionals.	1-5 years	- Virtual event platform - International partnerships - Digital marketing tools - Dedicated outreach team and staff	- Higher enrollment of international and experienced professionals - Positive feedback on outreach

Program: PUBLIC ADMINISTRATION

Goal 1: Academic Excellence
Elevate a community of scholars within the College that supports the University, Guam, and Micronesia.

- Objective 1: Create an environment that nurtures continuous professional growth and scholarly achievement among faculty and students.
- Objective 2: Promote and develop interdisciplinary programs and initiatives integrating diverse perspectives and knowledge systems, including traditional and contemporary insights from Guam and Micronesia.
- Objective 3: Recognize and celebrate the scholarly achievements of faculty and students with significant academic and community impact and support projects that directly benefit local communities and address their needs.
- Objective 4: Promote and develop the academic use of Artificial Intelligence in the program and courses.

Strategies	Timeline	Required Resources	Outcome Indicators
Organize workshops on public admin competencies (e.g. ethical governance and policy analysis). **(Objective 1)**	Year 2	- Faculty experts - Government officials - Policy analysts - Ethics professionals - Public sector leaders - Nonprofit executives - Policymakers - University support, grants, or partnerships with public sector agencies	- At least 75% of MPA students attend at least 1 workshop per semester (tracked via attendance records) - 80% of participants demonstrate improved understanding of public admin competencies (e.g. ethical governance, policy analysis) via pre- and post-workshop assessments - 85% of attendees report a satisfaction score of 4 out of 5 or higher in post-workshop surveys
Allocate funds for faculty to attend	Annual	- Travel funds - Conference registrations	Increased faculty participation in

conferences on public admin innovations. **(Objective 1)**		- Organizational memberships	development activities
Provide faculty with training in digital tools for innovative teaching methods. **(Objective 1)**	Biannual	- Professional development funds - IT support - Digital teaching tools	- Positive faculty evaluations - Improved teaching satisfaction
Develop an online library with resources on governance, public policy, and ethics. **(Objective 1)**	Years 1-5	- Digital library access - Research databases - Academic advisors	- Improved access to resources - Positive feedback from students
Align program curriculum and workshops with Network of Schools of Public Policy, Affairs, and Administration (NASPAA) standards to ensure national-level quality and relevance. **(Objective 2)**	Year 1	- Faculty development to understand and integrate NASPAA standards into curriculum and workshops - Workshop materials - Professional development resources - Guest speakers with expertise in public admin - Mentorship coordinators to pair students with experienced public administration professionals	- Improved student competencies in ethics, policy processes, and quantitative reasoning - Positive student and faculty feedback on workshops and mentorship programs - Alignment with NASPAA standards demonstrated through program reviews and external evaluations - Enhanced program reputation as a leader in public admin education
Create an awards program to recognize faculty and student contributions to scholarly research and community impact projects that address local and regional needs, with categories for policy research, community engagement, and	Year 3	- Funding for awards and event logistics - Administrative support for organizing nomination process and ceremony - Marketing materials to promote the program to faculty, students, and the community	- Number of faculty and students nominated and awarded annually - Attendance at the awards ceremony - Feedback from participants and attendees on the program's value - Increased scholarly publications or

innovative solutions in public admin **(Objective 3)**			community projects following the awards implementation
Develop AI-focused case studies and simulations within the MPA program, highlighting applications such as public policy modeling, resource allocation, and predictive analytics for governance. **(Objective 4)**	Year 4	- Funding for AI software licenses (e.g. predictive modeling tools, data visualization platforms) - Faculty training in AI applications and case study development - Partnerships with government agencies for access to real-world data sets	- Number of courses integrating AI case studies annually - Percentage of students demonstrating improved understanding of AI applications in assessments or projects - Student feedback on the relevance of AI-based learning materials

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.

- 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.

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

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

Strategies	Timeline	Required Resources	Outcome Indicators
Promote the program's emphasis on Pacific Island governance and indigenous perspectives through targeted outreach and marketing initiatives. **(Objective 1)**	Years 1-5	- Marketing team to highlight program's unique focus and alignment with NASPAA standards - Funding for expert consultations, NASPAA membership, and accreditation	- Increased visibility and recognition of UOG as a leader in public admin with a regional and indigenous focus - Clear alignment with NASPAA standards demonstrated through accreditation reviews

		processes - Faculty and staff training to meet NASPAA requirements and implement governance-related curricula	and evaluations - Enrollment growth from students seeking programs aligned with national public admin standards - Positive stakeholder feedback on the program's emphasis on Pacific governance and indigenous perspectives
Form a community advisory board consisting of local and regional stakeholders, including government officials, nonprofit leaders, and public sector professionals, to provide input on programmatic and research priorities; the board will meet regularly to assess community needs and recommend relevant projects and curricular adjustments. **(Objective 2)**	Year 3	- Administrative support for organizing and coordinating board meetings - Funding for logistics, including meeting spaces and refreshments - Outreach materials to recruit advisory board members from diverse sectors	- Number of advisory board meetings held annually - Number of recommendations implemented in the program or research initiatives - Feedback from board members on the effectiveness of collaboration - Increased student and faculty participation in community - Prioritized research projects
Organize needs assessments involving students and faculty to engage with local and regional communities and to focus on identifying gaps in public admin policies, services, and training, which can inform program	Year 3	- Research funding for conducting surveys, interviews, and focus groups - Faculty and student time for data collection and analysis - Access to government and community data for identifying needs and priorities	- Number of needs assessments completed annually - Number of actionable insights applied to programmatic changes or research initiatives - Positive feedback from community partners on the relevance of the

adjustments and research projects. **(Objective 2)**			assessments - Increased community collaboration and engagement with the MPA program
Encourage student and faculty publications on regional public admin issues. **(Objective 3)**	Annual	- Research funding - Publication support - Conference coordination	- Growth in research outputs - Heightened program reputation

Goal 3: Student Success
Transform the student experience to achieve successful outcomes and positive impacts during and beyond the academic journey.

- Objective 1: Increase recruitment and retention.
- Objective 2: Integrate experiential learning into the curriculum and promote volunteer opportunities that allow students and faculty to contribute to community well-being.
- Objective 3: Expand alumni engagement and tracking 3-5 years post-graduation.

Strategies	Timeline	Required Resources	Outcome Indicators
Establish a peer mentorship program in which current students and alumni mentor new and prospective students to help build a sense of community, enhance retention, and showcase the program's professional network. **(Objective 1)**	Year 1	- Coordinator to oversee program - Online platform or system to match mentors with mentees and track participation - Marketing materials to recruit mentors and mentees - Modest stipend or recognition program for mentors	- Improved retention rate of first-year students by 20% within the first year - At least 75% of new students participate in the mentorship program annually - Positive feedback from 80% of participants in annual mentorship satisfaction surveys
Create recruitment materials focused on the advantages of public admin careers. **(Objective 2)**	Years 1-5	- Marketing team - Recruitment materials - Career services	- Enrollment growth in public sector workers - Positive feedback

Offer continuous mentorship and support from faculty for thesis and practicum projects. **(Objective 3)**	Ongoing	- Faculty mentors - Digital communication tools - Research support	- High engagement in mentorship - Successful thesis/ practicum completion

Goal 4: Community Engagement
Build a strong foundation of responsive and mutually beneficial community engagement.

- Objective 1: Establish and nurture partnerships and collaborations with local and regional organizations.
- Objective 2: Develop and implement community-based programs that leverage the College's expertise.
- Objective 3: Assess and adjust engagement strategies to ensure mutual benefits and responsiveness.

Strategies	Timeline	Required Resources	Outcome Indicators
Create partnerships with regional governments and organizations to offer internships and capstone experiences. **(Objective 1)**	Years 1-5	- Partnership coordinators - Experiential learning team - Faculty advisors	- Increased internship placements - Strong regional partnerships
Build partnerships with federal, state, and nonprofit agencies for targeted student outreach. **(Objective 1)**	Ongoing	- Outreach coordinators - Partnership agreements - Marketing resources	Increased applications from federal and nonprofit personnel
Create a program where MPA faculty and students collaborate with local governments and community organizations to address pressing public policy issues, which will involve	Year 3	- Faculty time and expertise to oversee and guide student involvement - Budget for workshops, community engagement events, and outreach materials - Access to data and	- Two community-based workshops or policy forums launched annually - At least 20 students and 5 faculty members engaged annually in program activities - At least 3 actionable policy

workshops, policy analysis, and strategic recommendations tailored to community needs. **(Objective 2)**		tools for policy analysis (e.g. software, government datasets) - Partnerships with local and regional organizations to identify relevant issues	recommendations implemented by partner organizations within 2 years
Develop a service-learning course or co-curricular program where MPA students work on community-based projects (e.g. improving organizational processes for nonprofits, conducting program evaluations, assisting with grant writing). **(Objective 2)**	Year 3	- Course development funding - Faculty release time for design and implementation - Collaboration with local nonprofits, public agencies, and community leaders - Modest stipends for travel or resources needed to complete projects - Marketing efforts to raise awareness about the program's impact	- Three completed community-based projects annually involving at least 10 students per project - Measurable improvements in partner organizations (e.g. increased funding, operational efficiency) - 90% satisfaction rate in feedback surveys from community partners and student participants
Feature alumni success stories in government and nonprofit sectors via online channels. **(Objective 3)**	Ongoing	- Alumni relations team - Content creation resources - Event support	- Greater community engagement - Positive feedback from alumni
Develop an Alumni Association for Pacific Area Legal Studies (PALS) graduates to strengthen alumni networks, foster engagement, and create a dedicated platform for alumni contributions to fundraising initiatives and mentorship programs. **(Objective 3)**	Annual	- Development office support for planning and executing fundraising events - Alumni relations team and resources to establish and manage Alumni Association - Digital tools for alumni engagement, including communication platforms and online fundraising systems	- Increased funds raised annually to support scholarships and program resources - Greater alumni engagement through the establishment and growth of the PALS Alumni Association - Enhanced collaboration between alumni, community stakeholders, and the program in support of fundraising and student success

			- Positive feedback from alumni and students on the impact of the association and scholarships

SCHOOL OF EDUCATION (SOE)
ACADEMIC MASTER PLAN

I. Executive Summary

"The mission of the School of Education [SOE] is to prepare teachers, professionals, and leaders in education to meet the multicultural educational demands of Guam and the region in the Pacific" (https://www.uog.edu/schools-and-colleges/school-of-education/).

Building upon the successes of the previous School of Education (SOE) Academic Master Plan (AMP) 2020-2025, this forward AMP plan for 2025-2030 considers the areas for continuous improvement in relation to the University of Guam's Strategic Master Plan—Tulos Mo'na: Navigating 2024-2029 Strategic Plan and the four (4) strategic pillars outlined.

Continuous improvement and growth for the School of Education considers the prior SOE AMP 2020-2025 with five goal statements specific to (1) advancing a new degree program, a doctoral program; (2) expanding relevant program offerings specific to support students in our region; (3) academic quality assurance and evidence for program review and accreditation; (4) academic quality in relation to local and regional partnerships to support programs, students, and broader community; (5) overall student success, enrollment growth, and institutional stature. The SOE AMP 2025-2030 focuses on four (4) overarching goals specific to (1) academic excellence; (2) innovative creative and scholarly research; (3) student success; and (4) community engagement.

This report summarizes and highlights the School of Education; context of our SOE AMP from previous years 2020-2025 to current plan 2025-2030; process of shared governance, faculty participation, and collaborative idea generation; and presents SOE's strategic goals and objectives with alignment to accreditation standards were noted.

Introduction

About the School of Education

"The School of Education provides initial preparation and continuing education opportunities to aspiring teachers, and other professional personnel engaged in educational activities on Guam, the Western Pacific region and the U.S. mainland. These purposes are accomplished primarily through classroom instruction and related practicum activities monitored and coordinated by the teaching faculty" (https://www.uog.edu/schools-and-colleges/school-of-education/).

The School of Education prepares educators to serve our local island stakeholders on Guam, the Western Pacific region and the U.S. mainland. "The School of Education is deeply rooted in the traditions and successes of Guam and those of our neighboring island nations. Our goal is to develop educators who will teach our multicultural society multiculturally" (https://www.uog.edu/schools-and-colleges/school-of-education/).

Academic Programs and Units

The School of Education (SOE), University of Guam, houses undergraduate and graduate programs within two divisions: (1) Professional Teacher Preparation (formerly Teacher

Education & Public Service) [PTP division] and (2) Advanced Education and Research Services (formerly Foundations, Educational Research & Human Studies) [AERS division]. Overall, the School of Education has two undergraduate programs and one graduate program within the PTP division and seven graduate programs within the AERS division.

- Division of Professional Teacher Preparation (PTP)

"This division focuses on the pedagogical component of educator preparation with an emphasis on diversity in an effort to meet the needs of the island's public school system. Upon completion of our educator preparation programs, candidates meet the certification requirements for Guam. The Master of Education programs develop and advance candidates' skills to meet high need areas to support our local and regional school districts" (https://www.uog.edu/schools-and-colleges/school-of-education/academic-divisions).

Programs within the PTP division include:

- Bachelor of Arts in Elementary Education
- Bachelor of Arts in Secondary Education
- Master of Arts in Teaching

- Division of Advanced Education and Research Services (AERS)

"This division encompasses graduate programs that center on advancing learning opportunities in educational theories and research-based best practices to advance graduate students in their area of specialization" (https://www.uog.edu/schools-and-colleges/school-of-education/academic-divisions).

Programs within the AERS division include:

- Master of Arts in Counseling
- Master of Education in Administration & Supervision
- Master of Education in Reading
- Master of Education in Secondary Education
- Master of Education in Special Education
- Master of Education in Teaching English to Speakers of Other Languages
- Doctor of Education (EdD) in Instructional and Academic Leadership

Accreditation

The School of Education has accreditation through the Association for Advancing Quality in Educator Preparation (AAQEP) Accreditation. Currently accredited through December 31, 2027.

Academic Master Plan (AMP)

SOE AMP Previous 2020-2025

A main goal in the SOE AMP 2020-2025 was to develop and implement a doctoral program to build local, regional, and national partnerships. The School of Education has successfully accomplished this goal with the approval of the inaugural doctoral program, the Doctor of Education (EdD) in Instructional and Academic Leadership. The EdD received WSCUC approval in March 2024 and the launch of the first doctoral cohort in the Fanuchånan 2024 semester.

SOE AMP 2025-2030

The following institutional aspects/considerations guided the identification of program strategies with extension to specific strategic goals.

- Strategies for growing enrollment in your programs/courses including recruitment, and retention (i.e., 2+2 pathways, middle and high school outreach).
- Demonstrating ways to promote student success (i.e., identifying the characteristics of students; regularly assessing student preparation, needs, and experiences; tracking student achievement from entry into the program to completion and after graduation; and using data to improve student success).
- Innovative program changes to include workforce development in existing or new courses or co-curricular programs (i.e., incorporating hard and soft skills development, internship, use of AI, etc.)

Further, each school and college received the Senior Vice President and Provost's (SVPP) guidance for the UOG AMP.

The Senior Vice President and Provost's (SVPP) 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 School's response to the UOG AMP points is as follow:

AMP Points	SOE Response
Reduction of 124 credits to 120 credits to graduate	Elementary Education and Secondary Education: Physical Education and School Health and General Science are the only programs above 120. Program change documents are being prepared and will be submitted to UCRC in December 2024.
General Education requirements deemed satisfied with an associate degree earned from any U.S. accredited institution	This was an institutional change.
Internship as a core requirement for all degree programs	The SOE programs have an internship course as a **requirement** for their degree program:

AMP Points	SOE Response
	The undergraduate programs require student teaching or internship, a semester long work experience under the tutelage of a senior teacher. Most graduate programs also include practical experience as required for licensure.
Pathways for transfer students and associate degree holders; increase program articulation with regional colleges for seamless transfer	Elementary and soon ECE will work on 2+2 pathways. Elementary is currently doing that with Palau and Yap although not formally called a 2+2. Secondary education programs will move forward with this once other degree areas (math, science, language, English, History) complete 2+2 pathways with regional institutions.
Full year plan for course scheduling	The Secondary Ed participated in a full-year plan with math and English. This will be expanded in spring 2025
Plans to increase enrollment and retention	The SOE is working to open a chapter of Educators Rising under PDK International. Plans for a "Grow Your Own" teacher pathway, along with a high school dual enrollment, and hopefully an apprenticeship option. The SOE is also looking at a non-certification track in education.
Pursue non-traditional students and cohort model	The SOE has multiple cohort-based graduate programs. Our SOE graduate programs primarily serve non-traditional students. To further attract and support non-traditional students, our programs offer courses in the evening, weekend, and online format.
Pursue grant opportunities	A faculty member in SOE was previously involved in grants under the recently concluded NSF INCLUDES and SLOAN Initiative**.** While grant applications are currently pending for two additional interdisciplinary teams under EPSCoR and SLOAN**,** these grants primarily provide a 0.25 FTE load buyout for the faculty and do not directly benefit SOE students or programs. SOE Dean Dr. Alicia Aguon has positioned SOE as a key partner in several grants in collaboration with Guam CEDDERS and GDOE**.** These include SSIP for K-3 mathematics, SPDG for Special Education, Ina Mo'na for Special Education, and the Special Education (SPED) Certification initiative which directly support SOE students and programs. The SPED certification graduate courses can be applied towards a master's degree in SPED at SOE.
Every college and school will have an advisory council comprised of members external to the University of Guam	The SOE initiated advisory committees for each program in spring 2024. The advisory committees will be more effective with program specific stakeholders taking part. The committees are to meet twice a year.
Eliminate hidden pre-requisites.	The pre-requisites are clear on the advisement sheets.
Explore advance placement exam options, if applicable.	Not applicable

SOE's Shared and Collaborative Idea Generation for Our SOE AMP

Two SOE faculty members, Dr. Michelle Santos and Dr. Kathrine Gutierrez, serve as our school representatives to the University AMP Committee. Together, the two faculty representatives prepared for the School of Education AMP Retreat held on Oct. 18, 2024 (see agenda in "Notes" section). The purpose of the SOE retreat was to facilitate faculty shared and collaborative idea generation for our SOE AMP 2025-2030.

Our Process

Faculty were encouraged to review the existing SOE AMP 2020-2025 as a primer for our working retreat specific to develop objectives and strategies to the four goal statements. Prior to our working session, faculty recognized the work of key faculty, Dr. Catherine Cardenas, who co-developed the SOE AMP 2020-2025. Highlights of successes and outcomes achieved to date from that plan were mentioned.

The retreat began with welcoming remarks and an introduction/overview from the Senior Vice President and Provost (SVPP) Dr. Sharleen Santos-Bamba. All SOE faculty attended the retreat and represented all SOE programs, undergraduate and graduate programs. A guiding question led the opening of our conversations and reflections on the new SOE AMP and as it aligned to the University's Tulos Mo'na *Strategic Pillar 1* and *Strategic Pillar 2*, referenced below in its entirety.

Tulos Mo'na: **Navigating 2024-2029 Strategic Plan**

- *Strategic Pillar 1*: I Pineksai Unibetsidåt: every student receives a guided voyage to their destination.
- *Strategic Pillar 2*: Position UOG as a trusted source for quality programs, research, and service.
- *Strategic Pillar 3*: Enrich the Employee Experience through Inadåhi yan Inagofli'e.
- *Strategic Pillar 4*: Optimize UOG's Financial Health and Sustainable Growth.

Next, the faculty facilitators led the discussion and presentation of the four goal categories and encouraged faculty to work in small groups to draft goal statements and develop objectives for each goal. Observations and further share out discussion with the whole faculty group followed. It was clear from our initial idea generation faculty were in sync with proffering similar key ideas aligned to SOE's unique programs and responding to our diverse student body population and in support of education for our island, surrounding communities, and broader geographic contexts.

Following next, faculty were provided and shown the template/ worksheet to denote strategies, timeline, resources, outcome indicators, accreditation alignment (AAQEP), and responsible party for each goal statement and supporting objectives. SOE faculty expressed much value and thanks to the faculty facilitators for engaging in collaborative and shared idea generation to develop our SOE AMP 2025-2030. Faculty also supported and requested the two faculty representatives, Dr. Michelle Santos and Dr. Kathrine Gutierrez, take the lead to combine faculty generated ideas and develop a complete draft of our SOE AMP 2025-2030 for review and endorsement to our SOE Academic Affairs Committee (AAC). The draft school level AMP was reviewed and endorsed by the SOE AAC on December 3, 2024.

Concluding Thoughts and Acknowledgements

Reflection of both the process and ideas from the previous SOE AMP 2020-2025 to the new SOE AMP 2025-2030 shows there is a through-line of key school and university value and focus aspects, namely: supporting our students, advancing new programs and attention to academic excellence, continuous improvement, accountability and follow-through in action to outcomes. All these aspects encapsulate our UOG mission of *Ina, Deskubre, Setbe – To Enlighten, To Discover, To Serve.*

With sincere thank you to all SOE faculty and Dr. Alicia C. Aguon, Dean, School of Education for the support and contributions to our SOE AMP 2025-2030.

Addendum

The SOE AMP was completed in December 2024. It was revised in February 2025 to address the feedback received from the SVPP's office. The revised SOE AMP was composed by Dr. Kathrine Gutierrez based on input and comments from the School of Education faculty and leadership (SOE AAC, SOE Division Chairs who sought input from respective SOE faculty members).

II. Overall Program Plan

Goal 1: Academic Excellence
Establish and pursue the highest standards of intellectual achievement while honoring one's cultural heritage, contributing meaningfully to the broader community, and ensuring academic programs are intellectually challenging, high-quality, and contribute to a sustainable future.

- Objective 1: Promote culturally responsive pedagogy.
- Objective 2: Recognize high performing students and promote a sense of pride in the profession.
- Objective 3: Integrate ethical practices to be utilized in professional practice.
- Objective 4: Monitor and assess teaching practices, curricular offerings, tools of assessment for currency, community need, reliability, validity, and fairness.
- Objective 5: Ensure program and course content align with local and regional district needs.

Strategies	Timeline	Required Resources	Outcome Indicators	AAQEP Alignment	Responsible Party
Systematically examine all courses and revise as necessary to reflect best professional practices and research in the field (specific discipline) to ensure they are academically rigorous and properly aligned with SLOs, PLOs, and licensure exams. Additionally, courses should be updated to meet the needs of the local school district (reading, literacy, math, SBG, NGSS, technology, AI, and more). Content should have a place-based emphasis and faculty should demonstrate	Begin in Fall 2025 and become and continue as an ongoing process	Faculty time, perseverance, and possibly training	- Review timeline established and courses grouped for review so all courses are reviewed on a 5-year cycle - Compiled list of courses that have been identified as requiring revision based on initial review	Standard 3b, 3c	- AAC to create a curriculum guide for SOE courses - Program chairs to divide number of courses by 5 to determine which courses in each year are to be reviewed

culturally responsive pedagogy. **(Objective 1, 4, 5)**					
For online courses and online programs, institute a similar or foundational review of online curriculum/ learning activities that assesses for currency and faculty RSI. **(Objective 4)**	Beginning Fall 2025 and ongoing thereafter	All faculty teaching online courses should have online certification and RSI orientation	Evidence of faculty RSI demonstrated in OLL course Moodle shells per review criteria	Standard 3b, 3c	Program Chair will be lead reviewer for the respective OLL courses with a report and evidence to AAC via Division Chair
Institute an honors organization, Pi Lamda Theta and Phi Delta Kappa, for students and faculty. **(Objective 2)**	Process has been initiated for gradual implementation *Further progress and outreach continues for 2025	- Membership fees/dues - Approval from SGA	- New student organizations for SOE - New professional organization for faculty and a means for faculty to interact with and support teachers in the community	Standard 3a, 4c	PTP
Institute an educator ethics module for all SOE UG and G programs. **(Objective 3)**	Implementation in Spring 2026	- Moodle and faculty time - Use of MCEE as a guide	Completion of the ethics module prior to completion of certificate or degree	Standard 4g	AAC
Institute a review process for key assessment instruments to determine validity, reliability, trustworthiness, and fairness. **(Objective 4)**	Begin in Spring 2025, all instruments need to be reviewed and revised as necessary; to be completed by Spring 2027	Moodle shell for training and/or use of instruments with external reliability already determined;	Standard instruments will have report on reliability, validity, trustworthiness, and fairness	Standard 3e	AAC

		begin with Lawshe training for content validity			
Reintroduce the Early Childhood Education (ECE) with a track under the Elementary Education Degree to serve the region, local, and surrounding areas. **(Objective 5)**	Immediately for implementation in Fall 2025	Discussion ongoing as this program unfolds	New track in the catalog	Standard 4d	- Elementary program - PTP
SOE undergraduate and graduate programs will be included in the accreditation review process (i.e. Association for Advancing Quality in Educator Preparation [AAQEP] reviews). *Considering EdD for future inclusion. **(Objective 4, 5)**	Ongoing; next Quality Assurance Report (QAR) due Spring 2027; annual reports are submitted every December	- Trainings - Work sessions - Dean and faculty meeting - AAQEP committees	AAQEP Annual and final quality review	Standard 3	- All programs - All faculty

Goal 2: Innovative Creative and Scholarly Research
Establish intellectual excellence through innovative, culturally responsive academic programs that inspire scholarly achievement, meaningful community contributions, and sustainable, interdisciplinary research with a local and regional focus.

- Objective 1: Increase the amount of intellectual engagement in interdisciplinary research and/or academic conferences and presentations and service or engagement opportunities.

- Objective 2: Create culturally relevant projects and create the space for original research in specific courses.

- Objective 3: Feature student and faculty research in conferences and publications.

Strategies	Timeline	Required Resources	Outcome Indicators	AAQEP Alignment	Responsible Party
Organize a half-day SOE research symposium for undergraduates and graduate students. **(Objective 1, 2)**	Institute in AY25/26 with plans for a yearly event	- Space to host visitors on campus - Funding, as needed, for related necessities (e.g. printed materials, promotional items, and/or refreshments)	- Annual agenda - Participant listing	Standard 4c	Program chairs and faculty
Continue the SOE forum for faculty presentations. **(Objective 1, 3)**	Faculty presentations to resume AY 2025	- Designated room - Secured calendar dates	Webpage link created within SOE webpage that highlights faculty research presentations and publications	Standard 3g	All SOE faculty are encouraged to present yearly
Provide opportunities for undergraduate and graduate students to engage in original research (i.e. completing research projects/research studies) and participate in research presentation (i.e. local UOG conferences) and publication opportunities. **(Objective 3)**	Orientation for faculty Fall 2025 and plan for student research presentations, inaugural, Spring 2026 and with publication opportunities for Spring 2026	Develop guiding criteria and sample templates for students.	Repository for student and faculty research	Standard 3b	AAC and Division Chairs to offer guidance

Goal 3: Student Success

Guide every student on purposeful academic success, cultivating cultural identity (pride), and meaningful community contributions, empowering them to reach unique academic and career destinations with achievement and fulfillment. Students exit program with professional readiness applicable to their program of study.

- Objective 1: Offer multiple levels of support: peer and faculty mentoring and utilize academic advising and academic warning systems.
- Objective 2: Increase recruitment and retention.
- Objective 3: Demonstrate proficiency in online learning modes.

Strategies	Timeline	Required Resources	Outcome Indicators	AAQEP Alignment	Responsible Party
Continue to grow and assess the intentional mentoring program for the Doctor of Education program. **(Objective 1)**	First evaluation at the end of Spring 2025	- Student and faculty mentor feedback surveys - Additional resources identified from feedback	Student support met via evidence of survey	Standard 3a	- Program chair - Faculty mentors
Assist students in meeting state and admission requirements (with online or in-person courses) through advisement. **(Objective 1, 2)**	Ongoing	Faculty training on advisement resources, tutoring resources, and practice tests	Increased PRAXIS passing rates in all program areas	Standard 3a	Program chairs
Review a "grow your own" program under Educators Rising and options for Teacher Apprenticeship. **(Objective 2)**	Begin Fall 2025	Faculty membership fees	Established partnership with GDOE and GDOL	Standard 4d	- PTP - Dean - SVPP
Formalize the 2+2 with regional institutions for the new ECE track and elementary program. **(Objective 2)**	Begin Fall 2025	- Time - Process documents	Established recognition of the 2+2 in formal documentation	Standard 4d	- Program chair - PTP division - SVPP/ AVPs
Faculty support the online student learning community through demonstrated RSI.	Begin Fall 2025 and ongoing thereafter	Student OLL experience survey to be utilized by all SOE OLL courses	- Student experience survey - Survey results to inform	Standard 3a	Faculty shall provide data to the division chair to be

*Programs with online courses will review online course activities to improve or increase faculty RSI, as applicable. **(Objective 3)**		(synchronous, asynchronous, and hybrid)	continuous improvements (e.g. improve or increase faculty RSI in the online course, as applicable)		shared with SOE AAC

Goal 4: Community Engagement
Engaging the community of scholars and stakeholders in mutually beneficial projects, research and activities. Strengthen community ties by fostering collaborative partnerships, enhancing cultural awareness, and supporting lifelong learning, ensuring that each discipline actively contributes to the growth and empowerment of the communities they serve.

- Objective 1: Foster Collaborative Partnerships between educational institutions and supportive community-driven initiatives.
- Objective 2: Recognize the importance of SOE's role in the community and efforts to provide quality professional contributions to the needed workforce.
- Objective 3: Improve Communication Channels to keep the community informed and engaged with school activities.

Strategies	Timeline	Required Resources	Outcome Indicators	AAQEP Alignment	Responsible Party
Develop specific partnership activities as generated from advisory council discussions. **(Objective 1)**	Ongoing	- Key advisory individuals selected from the community and educational contexts - Resources for community outreach events (may include venue arrangements, promotional materials) -Additional resources for partnership activities (will vary per	- Education outreach - Formalized relationships with external partners	Standard 4d	Program chairs for each program

		initiatives identified by SOE Advisory Committees)			
Collaborate annually with Guam DOE and regional (CNMI, Palau) DOE federal programs (i.e. Teacher Administrator Effectiveness grant). **(Objective 1)**	Begin Fall 2025	Meeting location or online space to conduct sessions to help meet regional needs	- Completion of internship for full certification with Guam Commission for Educator Certification (GCEC) or regional licensure - Evidence in advisory minutes and outreach	Standard 4a	Program chairs as part of outreach and recruitment
Offer ED110: Introduction to Teaching to local public high school students. **(Objective 2)**	Year One: 1 high school Year Two: 2-3 high schools * Conversations with key stakeholders (i.e. GDOE) needed to plan for strategic recruitment and anticipated launch date	SOE faculty or teachers in the high school with master's degrees	- Preparation of students for teacher training programs at SOE - Three college credits completed in High School Early Praxis completion to reduce admission barriers - Number of students who successfully pass ED 110	Standard 4b	PTP division will need assistance at the Dean and SVPP level
Program specific advisory committees will come to fruition. *The advisory members serve a two-year term, with the first cycle	AY24-25 with 2 meetings a year	- Location/ space - Designated time for meetings, onboarding activities (e.g.	Submission of meeting minutes each semester	Standard 4b	- Each graduate program chair - PTP division

commencing in Spring 2024. **(Objective 3)**		preparation of invitation letters) - Refreshments for in-person meetings			chair (initial programs)
Increase the frequency of newsletters, social media updates, bi-annual meetings with advisory committees, and other communication efforts. **(Objective 3)**	Ongoing	Funding, as needed, for related necessities (e.g. printed communication materials and/or refreshments for in-person advisory committee meetings)	- Number of yearly newsletters produced - Number of social media communica-tion - Report or minutes of meetings with advisory committees	Standard 4	- Designated rotation for communica-tion outreach activities (i.e. faculty individual or committee) - Program chairs from each program to keep communica-tion with advisory committees

III. Notes

School of Education
Recognition Luncheon & AMP Retreat
Agenda
10/18/2024

Location SBPA 262
Time 12:00-5:00 PM
Things to bring: Electronic Device (laptop, iPad), Paper and Pen

11:50 Registration
12:00 Welcome Remarks, Dr. Aguon, Dean, School of Education

Recognition Luncheon (12:05-1:00)

12:45 Brief Remarks of 2020-2025 SOE – Master Plan
(Dr. Cardenas and Dr. Aguon)

Academic Master Plan 2025-2030

Guiding Question for Our Working Session Today:
What collective actions will SOE take to achieve Tulos Mo'na *Strategic Pillar 1 and Strategic Pillar 2?*

1:00 – 1:15 Remarks by the Senior Vice President & Provost, Dr. Sharleen Santos-Bamba
1:15 – 2:15 Review the 2024 Tulos Mo'na and Expectations
2:15 – 2:45 Session #1 Brainstorming: SOE's Goals
2:45 – 2:50 Brief share out [record notes]
2:50 – 3:00 Break
3:00 – 3:45 Session #2 Draft Objectives to Each Goal
3:45 – 4:00 Questions and Observations [record notes]
4:00 – 4:30 Session #3 Discuss Template Re: Strategies, Timeline, Resources, Intended Outcomes
4:30 – 4:45 Next Steps and Next Meeting
4:45 – 5:00 Closing Remarks
5:00 Adjournment

SCHOOL OF ENGINEERING (SENG)
ACADEMIC MASTER PLAN

I. Executive Summary

This report presents the School of Engineering (SENG) proposed Academic Master Plan (AMP) for 2025-2029. SENG has identified 11 broad strategies to help achieve the goals and objectives outlined in the University of Guam (UOG) AMP guidelines.

These 11 broad strategies are:

1. Website revamp
2. Outreach expansion
3. Building partnerships
4. Revamping the senior capstone series
5. Launching 2+2 regional pathways
6. Advancing research partnerships
7. Fostering community engagement
8. Modernizing the course curriculum
9. Increasing SENG visibility
10. Organizing academic assistance
11. Alumni engagement and tracking

These strategies are designed to help SENG achieve the four AMP goals presented in this report. The SENG AMP is a living document that will be reviewed periodically by the SENG Faculty and its Academic Affairs Committee (AAC) and updated as necessary. Revisions will be made based on updates to associated documents, such as UOG's goals, strategic initiatives, and/or SENG's mission. Meetings with the SENG Advisory Board, faculty, students, and surveys will be used to continue gathering data.

II. Undergraduate Program Plan

Program: CIVIL ENGINEERING

Goal 1: Academic Excellence
Elevate a community of scholars within the College that supports the University, Guam, and Micronesia.

- Objective 1: Create an environment that nurtures continuous professional growth and scholarly achievement among faculty and students.
- 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.
- 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.
- Objective 4: Promote and develop the academic use of Artificial Intelligence in the program and courses.

Strategies	Timeline	Required Resources	Outcome Indicators
SENG Strategy #3 Establish partnerships with local organizations and educational institutions such as Colorado School of Mines, University of Hawaii, UOG WERI, and UOG CNAS to establish interdisciplinary academic/degree granting or community programs. **(Objective 2)**	Currently in progress with full implementation by Spring 2029	- Faculty time commitment - Financial support for travel expenses, conference fees, publication cost, and presentation materials - Staff support for coordinating procurement efforts, activities, and to provide administrative and logistical support	- Number of MOAs/ MOUs - Number of established interdisciplinary programs because of the partnerships - Number of research publications and presentations - Number and amount of grant funding received through the collaborations - Pre/post surveys on the program impact
SENG Strategy #4 Overhaul Senior Capstone sequence under the supervision of academic and industrial advisors by	Currently in progress with full implementation by Fall 2026	- Faculty time commitment - Financial support for transportation expenses to project sites and community	- Number of completed projects that have community impact - Number of community members

aligning it to projects that have community impact. **(Objectives 2, 3)**		locations - Staff support to coordinate procurement efforts	attending workshops and seminars - Pre/post surveys of understanding
SENG Strategy #8 Revamp course content through integration of AI tools into existing courses (e.g. Microsoft Excel with Power Query and Machine Learning Add-ons, MATLAB with Machine Learning Toolbox, AutoCAD with Dynamo for Generative Design, Google Colab, Ansys SimAI). **(Objective 4)**	Full implementation by Fall 2027 and continuing thereafter	- Open-source AI tools - Free-access AI and related software - Other licensed AI-related software - Funding for faculty training - Financial support for computer equipment and training sessions - Staff support to coordinate the activities and provide administrative and logistical support	- Number of courses with AI components - Improvement of student performances participation through pre/post surveys of understanding, critical thinking, and AI skill development - Number of student research outputs involving AI
SENG Strategy #9 Increase the visibility of SENG through recognition events for students and faculty that have notable academic, research and community-impactful achievement. **(Objective 3)**	Full implementation by Spring 2026 and continuing thereafter	- Event funding - Award materials - Website/newsletter publication - Financial support for speaker compensation, printing, awards, venue, and promotional materials	- Number of recognition events - Event attendance/ involvement - Event media outputs - Attendee feedback - Number of recognitions and awards - Social media metrics - Website metrics - Number of external recognitions - Increased participation
SENG Strategy #10 Organize help sessions through i. student research mentoring initiative for undergraduate students. **(Objective 1)**	Currently in progress with full implementation by Fall 2025	- Faculty time commitment - Financial support for mentor compensation, supplies and equipment,	- Number of students mentored - Participation and retention rates - Research outputs

		publication and presentation costs - Staff support - Research lab spaces	- Effectiveness evaluation - Career advancement evaluation
ii. workshops and seminars on interdisciplinary research for Guam and Micronesia-focused topics for faculty and students. **(Objective 1, 2)**	Full implementation by Fall 2026 and continuing thereafter	- Financial support for speaker compensation, seminar supplies, venue - Staff support to organize the event by coordinating the activities and to provide administrative and logistical support	- Number of workshops/seminars held - Faculty and student participation rate - Engagement levels during sessions - Pre/post surveys of understanding - Number of research opportunities initiated - Number of new collaborations and partnerships formed

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.

- 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.

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

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

Strategies	Timeline	Required Resources	Outcome Indicators
SENG Strategy #1 Revamp SENG homepage through publication of newsletter highlighting faculty research and community-engaged projects or academic seminars.	Currently in progress with full implementation by Spring 2029	- Faculty time commitment - University website design training - Staff support to manage, design, and review website content	- Number of newsletters published - Website metrics - Academic and community engagement through media coverages and collaboration requests

(Objective 3)			
SENG Strategy #6 Establish external and/or internal research collaborations i. through creation of research center/group relevant to SENG that incorporates Island Wisdom and regional perspectives. **(Objective 1)**	Currently in progress with full implementation by Fall 2028	- Faculty time commitment - Partnership agreements with experts and community liaisons who can enhance the understanding of the cultural perspectives	Number of research centers/groups
ii. conduct of research engagement events and hosting of workshops/seminars with local and regional communities. **(Objective 2)**	Currently in progress with full implementation by Fall 2027	- Partnership agreements with experts and community liaisons who can enhance the understanding of the cultural perspectives - Financial support for event venues, presentation supplies, and promotional materials - Staff support to organize the event by coordinating the activities and to provide administrative and logistical support	- Number of workshops/seminars held - Participation of community leaders - Number of participants attending the events - Media coverage - Engagement levels during sessions - Pre/post surveys of understanding - Number of research opportunities initiated - Number of new collaborations and partnerships formed
iii. with Government of Guam agencies, including the Department of Public Works, and identify their research and training needs addressable by SENG **(Objective 2)**	Currently in progress with full implementation by Fall 2025	- Faculty time commitment - Staff support to coordinate MOU agreements outlining collaborating terms	- Number of collaborative projects and MOUs

iv. through submission of joint research project proposals **(Objective 1, 2)**	Currently in progress with full implementation by Fall 2025	- Faculty time commitment - University support - Staff support to coordinate writing and organizing research proposals, grant administration, and report preparations	- Proposal success rates - Number of joint publications and presentations - Total funding amount - Number of projects and partnerships formed
SENG Strategy #8 Revamp course content through integration of Island Wisdom and regional perspectives (e.g. sustainability, disaster risk reduction and mitigation, use of nature-based solutions, ponding basins, infiltration chambers) into existing courses **(Objective 1)**	Full implementation by Fall 2026 and continuing thereafter	- Faculty collaboration time - Local knowledge resources - Partnership agreements with experts and community liaisons who enhance the understanding of the cultural perspectives - Financial support for faculty development training, cultural instructional materials, and resources	- Number of courses with integrated Island Wisdom content - Number of faculty members participating in the professional development - Faculty effectiveness in delivering the Island Wisdom content through pre/post surveys of understanding - Student feedback on course evaluations - Number of student projects integrating Island Wisdom - Student performance in comprehending Island Wisdom content
SENG Strategy #9 Increase the visibility of SENG through presentation/ participation of faculty in regional and international conferences. **(Objective 3)**	Currently in progress with full implementation by Fall 2025	- Financial support for travel expenses, conference fees, publication cost, and presentation materials - Staff support for coordinating procurement efforts - Research staff support to help prepare presentation and assist faculty with publications	- Number of conferences attended - Number of publications and presentations - Media coverage and mentions - Number of presentation invitations - Number of awards and recognitions - Number of collaborations

			- Number of student involvement with presenting with faculty - Number of enrollment or interest in SENG verified through interviews and surveys of students registered in CEE100: Engineering Orientation)

Goal 3: Student Success
Transform the student experience to achieve successful outcomes and positive impacts during and beyond the academic journey.

- Objective 1: Increase recruitment and retention.
- Objective 2: Integrate experiential learning into the curriculum and promote volunteer opportunities that allow students and faculty to contribute to community well-being.
- Objective 3: Expand alumni engagement and tracking 3-5 years post-graduation.

Strategies	Timeline	Required Resources	Outcome Indicators
SENG Strategy #1 Revamp SENG homepage though publication of job and internship opportunities. **(Objective 1)**	Full implementation by Spring 2026 and continuing thereafter	- Faculty time commitment - Staff support to create announcements and manage website posting	- Number of internship placements - Student participation rate - Number of employer engagements - Number of jobs and internships posted - Placement rate of filled positions - Website metrics
SENG Strategy #2 Conduct outreach programs and Open House event for local high schools to increase awareness of UOG's engineering programs **(Objective 1)**	Full implementation by Spring 2027 and continuing thereafter	- Marketing materials - Faculty and staff time commitment - Financial support for promotional materials, printing costs, audio/video equipment, venues, and refreshments	- Number of visiting high school students - Attendees' engagement levels - Number of inquiries of the program - Website metrics - Number of enrollments into SENG verified through

		- Staff support to coordinate the activities and provide administrative and logistical support	interviews and surveys of students registered in CEE100: Engineering Orientation - Number of high schools visited by SENG for outreach
SENG Strategy# 4 Overhaul Senior Capstone sequence through i. assigning of alumni as industry advisors and hiring of alumni as adjunct faculty **(Objective 3)**	Currently in progress with full implementation by Fall 2025	- Salary funding for adjunct faculty - Staff support to prepare hiring documentations, guide adjunct faculty through onboarding process, coordinate the activities, and provide administrative and logistical support - Financial support to conduct reoccurring orientations for industry advisors and adjunct faculty, venue, and refreshments	- Number of alumni alumni as adjunct faculty - Number of alumni as industry advisors
ii. organizing a “Senior Design Project Showcase" event to display student projects to the community and alumni **(Objectives 1, 2, 3)**	Currently in progress with full implementation by Fall 2025	- Staff support to coordinate the activities and provide administrative and logistical support - Financial support for presentation materials, invitations, venue, and refreshments	- Showcase attendance - Engagement levels during event - Number of opportunities initiated - Number of new collaborations and partnerships formed - Media coverage and mentions
SENG Strategy #5 Establish 2+2 programs to attract students from other institutes in Guam and in the region. **(Objective 1)**	Currently in progress with full implementation by Fall 2029	- Financial support for travel expenses, promotional materials, marketing initiatives, and printing costs - Staff support for	- Number of MOAs/ MOUs - Number of inquiries of the program - Website metrics

		coordinating procurement efforts and to provide administrative and logistical support	- Number of enrollments into SENG
SENG Strategy #7 Engage with the community through volunteer work and participation in activities organized by engineering professional organizations. **(Objective 2)**	Currently in progress with full implementation by Fall 2025	- Faculty time commitment - University support - Financial support for transportation expenses - Staff support for coordinating procurement efforts	- Number of engagements as volunteers - Number of partnerships formed
SENG Strategy #8 Revamp course content through integration of experiential learning components into core courses, including site visits and guest lecturers (e.g. alumni, senior students). **(Objective 2)**	Currently in progress with full implementation by Fall 2025	- Financial support for transportation expenses - Staff support for coordinating procurement efforts	- Number of courses with experiential learning - Student feedback on course evaluations - Student performance
SENG Strategy #10 Organize help sessions through i. hosting annual alumni networking events to strengthen connections and mentorship opportunities for students. **(Objective 3)**	Full implementation by Fall 2028 and continuing thereafter	- Financial support for promotional materials, printing costs, audio/ video equipment, venues, and refreshments - Staff support to coordinate the activities and provide administrative and logistical support	- Attendance rate at alumni events - Attendees' engagement levels - Number of partnerships formed
ii. establishment of multi-work opportunities available	Currently in progress with full implementation by Fall 2025	- Financial support to hire teaching and research assistance - Staff support to	- Number of job announcements posted - Placement rate of filled positions

to students (e.g. TAs and RAs) **(Objective 2)**		prepare hiring documentations and guide potential hires through the onboarding process	
iii. tutoring for courses **(Objective 1)**	Currently in progress with full implementation by Fall 2026	- Financial support for instructional materials and faculty compensation - Staff support to coordinate the activities and provide administrative and logistical support	- Number of tutored students - Comparison of students' grades before and after tutoring - Student retention rates - Graduation rates
iv. establishment of Fundamentals of Engineering (FE) exams preparation session. **(Objective 3)**	Full implementation by Fall 2027 and continuing thereafter	- Funding - Partnership with Guam Society of Professional Engineers - Financial support for curriculum development and instructional materials - Staff support to coordinate the activities and provide administrative and logistical support	- Number of student attendees - Student completion rate - Student retention rates - Exam pass rate
v. conduct of Annual Orientation event to BSCE students. **(Objective 1)**	Full implementation by Fall 2025 and continuing thereafter	- Financial support for promotional materials, printing costs, audio/video equipment, venues, and refreshments - Staff support to coordinate the activities and provide administrative and logistical support	- Number of student participants - Attendees' engagement levels - Student retention rates
SENG Strategy #11 Develop an alumni tracking system and conduct annual	Full implementation by Fall 2026 and continuing thereafter		- Response rate from alumni surveys - Data on employment and further study

surveys to gather data on alumni outcomes. **(Objective 3)**			

Goal 4: Community Engagement
Build a strong foundation of responsive and mutually beneficial community engagement.

- Objective 1: Establish and nurture partnerships and collaborations with local and regional organizations.
- Objective 2: Develop and implement community-based programs that leverage the College's expertise.
- Objective 3: Assess and adjust engagement strategies to ensure mutual benefits and responsiveness.

Strategies	Timeline	Required Resources	Outcome Indicators
SENG Strategy #1 Revamp SENG homepage through creation of a public newsletter or webpage featuring updates on community projects and collaborations. **(Objective 3)**	Currently in progress with full implementation by Spring 2026	- Faculty time commitment - University website design training - Staff support to manage, design, and review website content	- Number of newsletters published - Website metrics - Academic and community engagement through media coverages and collaboration requests
SENG Strategy #2 Establish outreach and community activities i. led by faculty and students on topics aligned with local needs including sustainable engineering practices. **(Objective 3)**	Full implementation by Fall 2025 and continuing thereafter	- Financial support for promotional materials, presentation supplies, printing costs, audio/ video equipment, venues, and refreshments	- Number of workshops held - Faculty and student participation rate - Engagement levels during sessions - Pre/post surveys of understanding - Number of new collaborations and partnerships formed
ii. through volunteering in community and	Currently in progress with full implementation by	- Staff support to coordinate the activities and provide	- Number of student / faculty volunteers - Number of new

professional organization activities. **(Objective 1)**	Fall 2025	administrative and logistical support - Faculty time commitment - University support	collaborations and partnerships formed
SENG Strategy #4 Overhaul Senior Capstone sequence through integration of community-based programs and encouraging the students to establish collaboration. **(Objective 1, 2)**	Currently in progress with full implementation by Fall 2025	- Faculty time commitment - Financial support for transportation - Staff support to coordinate procurement efforts	- Number of completed projects with community-based programs - Number of community partnerships formed - Student engagement and performance - Student feedback on course evaluations - Community feedback - Media coverage
SENG Strategy #6 Establish external research collaboration with local and regional organizations relevant to engineering and research. **(Objective 1)**	Currently in progress with full implementation by Fall 2025	- Faculty time commitment - Partnership support - Staff support to coordinate MOU agreements outlining collaborating terms	- Number of collaborative projects and MOUs - Number of research publications and presentations - Amount of grant funding received through the collaborations

UNIVERSITY LIBRARIES (UL)
ACADEMIC MASTER PLAN

I. Executive Summary

The University of Guam's Master of Library and Information Science (MLIS) program, launched in Fall 2024, aims to address the critical need for professional library and information science expertise across Guam, Micronesia, and the broader Pacific region. The program seeks to develop a workforce capable of serving schools, public, academic libraries, and specialized collections while fostering regional collaboration and advancing library science education. To achieve this, the MLIS program has identified key strategic initiatives designed to enhance its impact and relevance.

This Executive Summary presents the proposed Academic Master Plan (AMP) for the MLIS Program under the School of Education for 2025-2029. Faculty of the MLIS program have identified 10 strategies to help achieve the goals and objectives outlined in the University of Guam (UOG) AMP guidelines.

These 10 strategies include:

1. Refine Course Offerings
2. Investigate Certificate Programs
3. Build Digital Collections
4. Apply Cultural Standards
5. Document Micronesian Cultures
6. Track Student Progress
7. Apply for Grants
8. Develop Internships
9. Engage Local Libraries
10. Engage College Units

The MLIS Academic Master Plan is a dynamic document that will be periodically reviewed by faculty, advisory boards, and stakeholders to ensure alignment with evolving institutional goals, community needs, and technological advancements. Through these strategic efforts, the MLIS program aims to contribute significantly to the development of a robust library science infrastructure in Guam and surrounding areas, enhancing the quality of library services and supporting the educational and cultural development of the region. By fostering collaboration and innovation, the program will play a vital role in shaping the future of library science in Micronesia.

II. Graduate Program Plan

Program: INFORMATION AND LIBRARY SCIENCE

Goal 1: Academic Excellence
Elevate a community of scholars within the College that supports the University, Guam, and Micronesia.

- Objective 1: Deliver quality degree programs that are relevant to the local community and recognized nationally.
- Objective 2: Develop graduate students skilled in problem solving, critical thinking, communications, technology (e.g. practical and academic use of artificial intelligence), and lifelong learning for successful careers.
- Objective 3: Promote responsible and practical application of knowledge to our island community and Pacific region.
- Objective 4: Promote readiness of students for graduate and/or professional programs and the workforce.

Strategies	Timeline	Required Resources	Outcome Indicators
Continuously review and refine course offerings to improve program quality and adapt to the changing needs of the profession. **(Objective 1, 2, 3, 4)**	Ongoing: Aug. 2024-May 2029	MLIS Faculty	- Development of new courses - Changes to the current list of courses (e.g. adding new electives from Micronesian Studies or Data Science master's programs)
Investigate feasibility of graduate certificate program. **(Objective 1, 2, 3, 4)**	Aug. 2025-May 2026	- MLIS Faculty - SOE AAC - UL and SOE Deans - Faculty Senate	Approved graduate certificate in School Librarianship

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.

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

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

Strategies	Timeline	Required Resources	Outcome Indicators
Build regional collections for the Digital Guafak Database. **(Objective 1, 2, 3)**	Summer 2025-May 2029	- MLIS faculty - UL staff - Digitizing equipment	Number of items and collections uploaded to Digital Guafak
Develop and apply relevant cultural and indigenous standards and metadata to collections. **(Objective 1, 2, 3)**	Summer 2025-May 2029	- MLIS faculty - UL staff	Micronesian metadata standards
Document Micronesian cultures and communities using accepted ethnomethodologies. **(Objective 1, 2, 3)**	Summer 2025-May 2029	- MLIS faculty - UL staff	- Documentaries - Research papers - Conference presentations

Goal 3: Student Success
Transform the student experience to achieve successful outcomes and positive impacts during and beyond the academic journey.

- Objective 1: Increase recruitment and retention.

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

- Objective 3: Expand alumni engagement and tracking 3-5 years post-graduation.

Strategies	Timeline	Required Resources	Outcome Indicators
Create and maintain database to track MLIS students and accomplishments during and after completion of the program. **(Objective 3)**	Oct. 2025-May 2029	- Student/MLIS graduate responses - Support from MLIS Faculty, SOE Faculty, and UL Staff	Database established (ability to track students)

Apply for local and MLIS grants to fund scholarships **(Objective 1)**	Aug. 2025- May 2029	- MLIS faculty - Local grantors - Federal grants	- Submitted grant proposals - Feedback from local/federal grantors
Develop internship opportunities for students in their respective career paths. **(Objective 1, 2)**	Aug. 2025- May 2029	- GDOE - Guam Law Library - GCC - UL - GPLS	Internships under a Certified Librarian

Goal 4: Community Engagement
Build a strong foundation of responsive and mutually beneficial community engagement.

- Objective 1: Establish and nurture partnerships and collaborations with local and regional organizations.
- Objective 2: Develop and implement community-based programs that leverage the College's expertise.
- Objective 3: Assess and adjust engagement strategies to ensure mutual benefits and responsiveness.

Strategies	Timeline	Required Resources	Outcome Indicators
Engage with local and regional library associations and libraries to determine needs that can be addressed by MLIS program. **(Objective 1, 2, 3)**	Summer 2025- May 2029	Partnerships with GLA, PIALA, IFLA, GDOE, GPLS	- Network created for needs analysis - Presentations at annual conferences
Engage with College units to determine needs that can be addressed by MLIS program. **(Objective 1, 2, 3)**	Summer 2025- May 2029	- CNAS - SOH, - MLIS faculty - UL staff	- Outreach presentations - Needs analysis

APPENDIX A

SVPP's AMP Memorandum

UNIVERSITY OF GUAM
UNIBETSEDÅT GUÅHAN

OFFICE OF THE SENIOR
VICE PRESIDENT AND PROVOST
Academic & Student Affairs

February 26, 2024

TO: James Sellmann, Dean, CLASS
Mary Cruz, Interim Associate Dean, CLASS
Rachael Leon Guerrero, Dean, CNAS
Maika Vuki, Acting Dean, CNAS
Roseann Jones, Dean, SBPA
Alicia Aguon, Dean, School of Education
Lee Yudin, Interim Dean, SEng
Yvette Paulino, Interim Dean, School of Health
Gena Rojas, Interim Dean, EMSS
Arline Leon Guerrero, Associate Dean & Registrar, EMSS
Monique Storie, Dean, UL & Interim VP Graduate Studies

FROM: Sharleen Santos-Bamba, SVPP

SUBJECT: Academic Master Plan 2025-2030 Expectations

Hafa adai.

The expectations and timeline regarding the Academic Master Plan 2025-2030 were shared with faculty at the annual Faculty Development Day (FDD) event on February 16, 2024, Hyatt Hotel. This memorandum serves to memorialize the details presented at the FDD event and to ensure that all deans and associate deans have the information to share with your respective faculty members.

There were five expectations presented and faculty were asked to incorporate them into all undergraduate programs. Note that some (not all) programs already have some of the noted expectations in their undergraduate programs. I have added a sixth expectation for the academic master plan.

1. Reduction of 124 credits to 120 credits to graduate.
2. General Education requirements deemed satisfied with associate's degree earned from any US accredited institution.
3. Internship as a core requirement for all undergraduate 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. Every college and school will have an advisory council comprised of members external to the University of Guam.

As programs work on the aforementioned expectations, it is also highly recommended that faculty participate in and develop plans to:

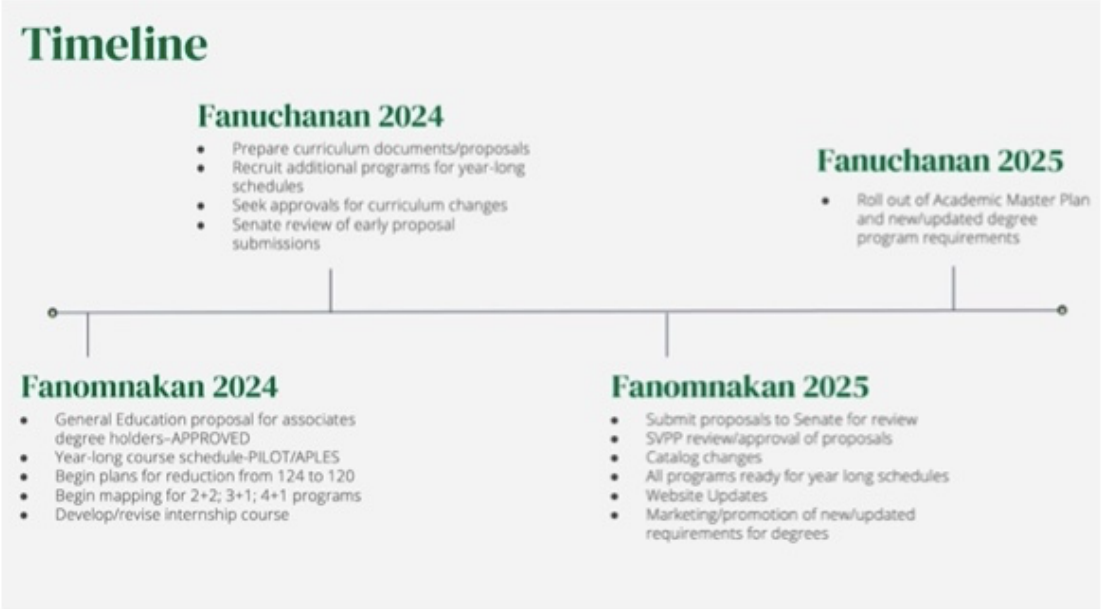
1. Increase enrollment and retention for their respective program(s).

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Mailing Address: 303 University Drive UOG Station Mangilao, Guam 96913

The University of Guam is a U.S. Land Grant and Sea Grant Institution accredited by the WASC Senior College and University Commission.
UOG is an equal opportunity provider and employer committed to diversity, equity and inclusion
through island wisdom values of inadahi yan inagofli'e: respect, compassion, and community.

2. Pursue non-traditional students and cohort models for targeted recruitment.
3. Pursue grant opportunities.

The following timeline was presented to guide the faculty as they proceed through the transformation process.



Thank you for your efforts to provide support to faculty members as they work on the AMP 2025-2030.

CC: Anita Enriquez, President
Chris Garcia-Santos, FS President

T: +1 671.735.2994 E: sbamba@triton.uog.edu W: www.uog.edu
Mailing Address: 303 University Drive UOG Station Mangilao, Guam 96913

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APPENDIX B

Board of Regents Resolution

UNIVERSITY OF GUAM
UNIBETSEDÅT GUÅHAN
Board of Regents

Resolution No. 25-11

RELATIVE TO APPROVING THE ACADEMIC MASTER PLAN 2025-2030

WHEREAS, the University of Guam (UOG) is the primary U.S. Land Grant institution accredited by the Western Association of Schools and Colleges Senior College and University Commission serving the post-secondary needs of the people of Guam and the region;

WHEREAS, the Academic Master Plan 2025-2030 is a strategic initiative designed to direct the efforts to organize, assess, and improve UOG's academic growth over the next five years and functions as a guide for the institution's educational priorities by aligning academic programs, faculty professional development, and available resources with UOG's mission of *Ina, Deskubre, Setbe – To Enlighten, To Discover, To Serve*;

WHEREAS, the Academic Master Plan 2025-2030 supports UOG's Tulos Mo'na 2024-2029 Strategic Plan, particularly the first two pillars: *Strategic Pillar 1* - I Pineksai Unibetsedåt: Ensuring that every student receives a guided voyage to their destination, and *Strategic Pillar 2* - Position UOG as a trusted source for quality programs, research, service and extension;

WHEREAS, the Academic Master Plan 2025-2030 incorporates the following strategic directives issued by Sharleen Santos-Bamba, the Senior Vice President and Provost, Academic and Student Affairs:

- Reduction of 124 credits to 120 credits to graduate
- General Education requirements deemed satisfied with an associate degree earned from any U.S. accredited institution
- Internship as a core requirement for all degree programs
- Pathways for transfer students and associate degree holders; increase program articulation with regional colleges for seamless transfer
- Full year plan for course scheduling
- Plans to increase enrollment and retention
- Pursue non-traditional students and cohort model
- Pursue grant opportunities
- Every college and school will have an advisory council comprised of members external to the University of Guam
- Eliminate hidden pre-requisites
- Explore advance placement exam options, if applicable
- Reduction of upper-division level requirement of 40 credits to 36 credits to graduate;

WHEREAS, the Academic Master Plan 2025-2030 is a result of a collaborative effort between various units and offices across UOG, including the Office of the Senior Vice President and Provost, Academic and Student Affairs, the College of Liberal Arts and Social Sciences, the College of Natural and Applied Sciences, the Margaret Perez Hattori-Uchima School of Health, the School of Business and Public Administration, the School of Education, the School of Engineering, University Libraries, Marine Laboratory, and the Water and Environmental Research Institute of the Western Pacific, among others;

WHEREAS, the Academic Master Plan 2025-2030 includes the strategic plans for the University's undergraduate programs and several graduate programs and minor and support programs; and

WHEREAS, the request to approve the Academic Master Plan 2025-2030 attached here and submitted by the Office of Senior Vice President, Academic and Student Affairs, and reviewed and endorsed by the Faculty Senate on May 15, 2025 for the Board of Regents Academic, Personnel, and Tenure Committee who have reviewed and endorsed this action for BOR approval.

NOW, THEREFORE, BE IT RESOLVED, that the BOR approves the attached Academic Master Plan 2025-2030 effective on Monday, August 18, 2025.

Adopted this 29th day of May, 2025.

Lesley-Anne Leon Guerrero, Chairperson

ATTESTED:

Anita Borja Enriquez, D.B.A., Executive Secretary


UNIVERSITY OF
GUAM
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